NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Hilo Union School
Academic Plan
SY 2025-2026

506 Waianuenue Avenue Hilo, HI 96720
(808) 933-0900
https://www.hilounionschool.org/

☐ Non-Title 1 School   ☑ Title 1 School   ☐ Kaiapuni School (Self Contained)   ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Bryan Arbles	
Bryan Arbles (May 7, 2025 11:53 HST)	May 7, 2025

Approved by Complex Area Superintendent Esther Kanehailua	
	5/9/25

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
1st Grade	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
2nd Grade	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
3rd Grade	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
4th Grade	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
5th Grade	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
6th Grade	'21 SpringBoard ▾	HMH Into Math ▾		

NEW Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Scholastic			
K-6	IXL			
Kindergarten	ESGI			
Kindergarten	Learning A-Z			
1st Grade	Learning A-Z			
K-6			Mystery Science	
K-6			Generation Genius	

NEW HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☐ School-created template   ☑ Other: SCDT Folders

REVISED UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	I-Ready ▾	I-Ready ▾
1st Grade	I-Ready ▾	I-Ready ▾
2nd Grade	I-Ready ▾	I-Ready ▾
3rd Grade	I-Ready ▾	I-Ready ▾
4th Grade	I-Ready ▾	I-Ready ▾
5th Grade	I-Ready ▾	I-Ready ▾
6th Grade	I-Ready ▾	I-Ready ▾

REVISED IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2023   Year of <u>Next Action</u>: N/A   Year of <u>Next Self-Study</u>:

Type of <u>Last Visit</u>: Full Self-Study ˅   Type of <u>Next Action</u>: N/A   N/A

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. **"***What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"** Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Attendance: Improve the student average daily attendance rate and regular attendance rate to align with state averages and targets. **Root/Contributing Cause:** To achieve the next step in our growth and improvement in this area, we must link attendance efforts to individual student needs, every day, in every classroom, with every teacher during Student Centered Data Teams (SCDT).
2	**Student Need:** Gap: Hilo Union has shown improvement in proficiency and growth on the Smarter Balanced Assessments (SBA), a reduced achievement gap between Hilo Union and Statewide averages, and reduced achievement gaps between high needs and non-high needs students in the areas of ELA, Math and Science. We will now monitor continued growth along this trajectory. **Root/Contributing Cause:** Our Student Centered Data Team (SCDT) process is not a driver for and connected to classroom instruction in all classrooms for every student. We have assigned multiple teachers and instructional personnel to all inclusion classrooms so that both teachers are able to provide on-grade level and at-ability level instruction for all students to close the achievement gap. There remain pockets of consistent application and areas of inconsistent application that align with "typical or expected student growth" in one year's time. Consistent application and improved "typical growth" percentages for students will provide more opportunities to close the achievement gap (students on grade level) as students grow and get closer to being at or near grade level. Additionally, this individual time with students is critical to the student's understanding of where they are at, and their motivation to improve and try their best with their teacher during classroom instruction. This time also lets the student know that the teacher cares about their growth, is aware of their ability levels, will tailor instruction to meet their growth needs, and will celebrate small victories with them along the way. In this way,

	SCTD must move toward a more consistent process to support and motivate students so they can see the correlation between hard work and improvement.
3	**Student Need:** Achievement: Schoolwide proficiency on State Assessment in ELA, Math and Science is below State averages. **Root/Contributing Cause:** All teachers may not completely understand CCSS, and are therefore not able to engage mathematical practice during math instruction, support students ability to identify and explain relevant phenomena using the same core ideas in science, and assist students with the usage of language related skills to communicate effectively. The school needs to ensure that all teachers are given opportunities to align curriculum both horizontally and vertically through collaboration to support each other in designing a rigorous, relevant, and coherent curriculum and instruction in each of the content areas.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	<u>Targeted Subgroup:</u> Students with Disabilities (SPED) <u>Identified Student Need(s):</u>
2	<u>Targeted Subgroup:</u> English Learners (ELs) <u>Identified Student Need(s):</u>
3	<u>Targeted Subgroup:</u> High Needs/Disadvantaged <u>Identified Student Need(s):</u> Gap: Hilo Union has shown improvement in proficiency and growth on the Smarter Balanced Assessments (SBA), a reduced achievement gap between Hilo Union and Statewide averages, and reduced achievement gaps between high needs and non-high needs students in the areas of ELA, Math and Science. We will now monitor continued growth along this trajectory.

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)

% of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)

% of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)

% of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)

% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)

% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)

Add for ES % of 5th or 6th grade…

Data disaggregated by student group (Sped, EL) (1.1.4)

% of EL's who are meeting or on track to meet EL proficiency (1.1.4)

% of ES with transition activities for newly entering Ss (1.1.5)

%of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: % of Ss w/IEP's that participate in state assessment

*% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star*

*Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement**: Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)*

1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.		*EA 1.1.1 Administer KEA (KRA) to all entering Kindergarten students*
		
		   a. *Identify students who are not socially/emotionally & academically ready*
		   b. *Provide all assessed as not ready with timely support via Student Centered Data Teams (SCDT)*
		   c. *Monitor progress via SCDT and Quarterly Progress Monitoring*
		
		Accountability: Vice Principal of Record & Principal
			KEA participation rate
			
			KEA results
			
			SCDT
			
			Quarterly Progress
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

Reading Proficiency
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.
 	
Required for all HW ES
	RC #2	*EA 1.1.2 Administer universal screener to all students at least 5x a year in Reading* (SW6)
		
		   ● *Identify students who are not on grade level*
		   ● *Provide all assessed as not on grade level with timely support via Student Centered Data Teams (SCDT), and by connecting SCDT to classroom instruction so that all students receive at-ability level instruction from all teachers assigned to their classroom*
		   ● *Monitor progress via SCDT and Quarterly Progress Monitoring*
		
		Accountability: Vice Principal of Record & Principal
			iReady participation rate
			
			iReady proficiency levels
			
			iReady typical growth percentages
			
			iReady stretch growth percentages
			
			SCDT
			
			Quarterly Progress
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

Mathematics Proficiency	RC #2	EA 1.1.3 Administer universal screener to all students at least 5x a year in Math (SW6)	iReady participation rate	☑ WSF, $

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. *Required for all HW ES and MS*	RC #2	*EA 1.1.3 Administer universal screener to all students at least 5x a year in Math (SW6)* ● *Identify students who are not on grade level* ● *Provide all assessed as not on grade level with timely support via Student Centered Data Teams (SCDT), and by connecting SCDT to classroom instruction so that all students receive at-ability level instruction from all teachers assigned to their classroom* ● *Monitor progress via SCDT and Quarterly Progress Monitoring* *Accountability: Vice Principal of Record & Principal*	*iReady participation rate* *iReady proficiency levels* *iReady typical growth percentages* *iReady stretch growth percentages* *SCDT* *Quarterly Progress*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	RC #2	*EA 1.1.4 Administer universal screener to all students at least 5x a year in Reading & Math (SW6)* ● *Identify students who are not on grade level* ● *Provide all assessed as not on grade level with timely support via Student Centered Data Teams (SCDT), and by connecting SCDT to classroom instruction so that all students receive at-ability level instruction from all teachers assigned to their classroom* ● *Monitor progress via SCDT and Quarterly Progress Monitoring* *Accountability: Vice Principal of Record & Principal*	*iReady participation rate* *iReady proficiency levels* *iReady typical growth percentages* *iReady stretch growth percentages* *SCDT* *Quarterly Progress*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	RC #1, 2	EA 1.1.5 (ES) Transition support for newly entering students, and introduction of Student Centered Data Teams (SCDT) to students and families (SW6)	SCDT Quarterly Progress Panorama Surveys	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Strat Plan
% of Ss attending 90% or more days of instruction
% of Ss, parents/guardians and staff agreeing the school encourages positive behaviors
# of schools, state and complex area offices that have completed the Hā orientation and/or training

HWCA Focus Measures
Indicator 5: LRE: Appropriate transition between and within schools for SWDs **Measurement**: Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high).
Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.
Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.

1.2.1. All students desire to attend school regularly. *Required for all schools.*	RC #1	EA 1.2.1 (1) Attendance proactive strategies aligned to Student Centered Data Teams (SCDT) (SW6) ● Apply STOIC to Open House (Individual Wednesday Parent Sessions) to support and teach parents our approach to Attendance, Social Emotional Learning, and Academic growth and support for students via our Student Centered Data Team (SCDT) process ● Daily Data Tracking in every classroom ● Healthy Habits (school-wide) Celebrations & Events	*SCDT* *Quarterly Progress* ~~*Chronic Absenteeism*~~ *Regular Attendance* *Average Daily Attendance*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $

		● Healthy Habits (classroom or grade level) Celebrations, Events & Activities EA 1.2.1 (2) Attendance intervention strategies aligned to Student Centered Data Team (SCDT) Folders (SW6) ● Personalized student goal setting and action plans in SCDT Folders. Accountability: Vice Principals of Record & Principal		☐ Other:__, $
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	RC #1, 2	EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations framework aligned to STOIC (Structure, Teach, Observe, Interact Positively, and Correct Fluently) and connected to daily Student Centered Data Teams (SCDT) by teachers for their students. (SW6) EA1.2.2(2) Behavior Intervention strategies connected to the Social Emotional Learning (SEL) component of Student Centered Data Team (SCDT) Folders and connected to student support processes (SW6) Accountability: Vice Principals of Record & Principal	SCDT Quarterly Progress ~~Chronic Absenteeism~~ *Regular Attendance* *Average Daily Attendance*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.3. All students experience a Nā Hopena A'o environment for learning.

Required for all schools. | RC #1, 2 | *EA 1.2.3 (1) Nā Hopena A`o woven (modeled) through all parts of the students' day and linked to Student Centered Data Teams.*<br><br>EA 1.2.3 (2) Culture-based learning opportunities/ activities  (SW6)<br>● Place based learning<br>● Culturally relevant computing<br><br>*EA 1.2.3 (3) `Āina Aloha programs/activities*
● *Hawaiian Studies Program*

Accountability: Vice Principals of Record & Principal | SCDT

Quarterly Progress

~~*Chronic Absenteeism*~~
Regular Attendance

Average Daily Attendance | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Strat Plan *% of schools offering career exploration and development activities for students* *% of schools offering opportunities to participate in civic learning and active civic engagement* ***Complex-specific*** *CTE K-5 Career Connected Learning* *K-5 Computer Science-Foundational*				
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*		*EA 1.3.1 (1) Elementary (SW6)* *Career Exploration (career days, field trips, guest speakers, etc.)* *JTTU* *CTE Road Map linked here* Accountability: Vice Principals of Record & Principal	*Participation*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

> ★ **All students are taught by effective teachers.**
> ★ **All schools are staffed by effective support staff.**
> ★ **All schools are led by effective school administrators.**

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Elem ***Strat Plan**-% of first year and second year teachers participating in the state approved I&M program* *# of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA* ***HWCA Focus Measures*** ***Indicator 17: State Systemic Improvement Plan (SSIP):*** General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics **Progress Monitoring:** % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.				
2.1.2 All teachers are effective or receive the necessary support to become effective. *All HW Schools*	RC #1, 2, 3	*EA 2.1.2 (1) Professional Development* (SW6) ● *21 Hours PD plan (aligned to root causes/need areas)* ● *Additional school PD (aligned to root causes/need areas)* *EA 2.1.2 (2) Induction & Mentoring Activities*	*Individual Teacher 21 Hour Log* *Participation*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)		• *Complex Area I & M program* • *School level I & M activities* Accountability: Vice Principals of Record & Principal		☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Strat Plan-% of schools with all required stakeholders represented in SCC membership *% of schools with overall positive rating on the SCC self-assessment rating*				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*		*EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities* ● *Monitor Academic Plan via Quarterly Data* ● *Hold two community meetings annually per Comprehensive Needs Assessment & Academic Plan* ● *Nominate and hold elections for new members* ● *Complete SCC Self Assessment & Principal Survey* Accountability: Vice Principals of Record & Principal	*SCC member roster and agendas* *SCC Self Assessment Survey* *Principal Survey*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
HWCA Focus Measures *Indicator 8: Parent Involvement: Goal:* 100% of parents are provided the annual survey during the annual IEP meeting. **Progress Monitoring:** % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels *All HW Schools* *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*		*EA 3.3.2 (1) Communicate with the school community through school website and/or social media.* *Accountability: Vice Principal*	*School websites and/or social media*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section (HRS) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Hilo Union's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).	
Total student instructional <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: HUS Bell Schedule [linked here](#)	