

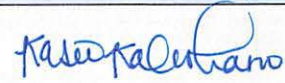


Hilo Union School Academic Plan SY 2026-2027

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

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Tyson Tomono	
[Insert signature] 	Date  4/10/26

Approved by Complex Area Superintendent Kasie Kaleohano	
	Date  04.13.26

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

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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 **comprehensive instructional program(s)** 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 ▾		

Please list all **supplementary instructional materials** used to 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	

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 **screening and/or progress monitoring assessments** 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 ▾

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

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: N/A

Type of Next Action: N/A

Year of Next Self-Study:

N/A

Please identify **critical student learning needs** and the **root/contributing cause** 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: Vulnerable populations (SPED and EL) are experiencing attendance declines; students need to learn how to set and track attendance goals to ensure consistent access to instruction. Students need to learn how to set personal attendance growth and attendance achievement goals, track their progress regularly, and persevere to attain them so that they attend school regularly to receive consistent support and access to daily instruction. Root/Contributing Cause: Attendance remains the primary barrier to academic "catch up". The most vulnerable populations SPED (56.1%) and EL (61.5%) are experiencing attendance decline. High levels of growth are not sustainable for students who are missing nearly half of the instructional year. To specifically monitor and address the attendance goals of SPED and EL subgroups, the school needs to establish a quarterly feedback loop that supports the individualized family engagement necessary to help high-risk students see attendance as a personal achievement goal that drives their individual academic growth rather than a compliance requirement.
2	Student Need: To close the remaining gap in Language Arts and accelerate learning, students need to learn to set ambitious academic goals and track their own progress (SCDT). Students need to learn how to set ambitious but attainable academic growth and academic achievement goals, track their progress regularly, and persevere to attain them so that they can accelerate their learning according to their individual starting points.

	Root/Contributing Cause: Despite serving a community with a median income 31% below the state average, the school has achieved near-parity with statewide proficiency in Science (40.9%) and Math (39.2%). These "bright spots" prove that rigorous expectations and high-fidelity instruction can overcome socio-economic barriers. These subjects serve as a blueprint for how the school might eventually close the remaining 5.4% gap in Language Arts. The school has not yet fully scaled the process for students who do not make their quarterly growth target per universal screener or the collaborative structures required to help students take ownership of their ELA data.
3	Student Need: While "Sense of Belonging" is a strength, students need to develop academic confidence and skills in emotional control so they can persist through hardships regardless of their backgrounds. Students need to develop academic confidence and skills in emotional control so they can persist through hardships regardless of their backgrounds. Root/Contributing Cause: "Sense of Belonging" rose in SY 24-25 and remains a relative strength compared to other SEL markers. However, Emotional Regulation and Self-Efficacy consistently score the lowest. Teachers are effectively building a positive culture where students feel safe, but a gap exists for the school to move from being "attentive to emotional states" to more actively "guiding students in managing those emotions" as a transferable academic skill.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Students with Disabilities (SPED)

Identified Student Need(s):

2 **Targeted Subgroup:** English Learners (ELs)

Identified Student Need(s):

3 **Targeted Subgroup:** High Needs/Disadvantaged

Identified Student Need(s):



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	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. School Annual Goal: Increase the number of students on grade level and making quarterly progress toward their annual growth goal every quarter (after initial baseline at the start of the SY)	RC #2	<i>EA 1.1.2 Administer universal screener to all students at least 5x a year in Reading (SW6)</i> - Identify students who are not on grade level and who have not made quarterly progress toward their annual growth goal - 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 - Provide all assessed as not on grade level and not making quarterly growth with an additional measure (DIBELS) that indicates overall reading status to help teachers make data-driven instructional decisions. - Monitor progress via SCDT and Quarterly Progress Monitoring Accountability: Vice Principal of Record & Principal	<i>iReady participation rate</i> <i>iReady proficiency levels</i> <i>iReady typical growth percentages</i> <i>iReady stretch growth percentages</i> SCDT Quarterly Progress	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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.	RC #2	<i>EA 1.1.3 Administer universal screener to all students at least 5x a year in Math (SW6)</i> - 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	<i>iReady participation rate</i> <i>iReady proficiency levels</i> <i>iReady typical growth percentages</i> <i>iReady stretch growth percentages</i> 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. <i>Required for all schools.</i>	RC #2	<i>EA 1.1.4 Administer universal screener to all students at least 5x a year in Reading & Math (SW6)</i> • <i>Identify students who are not on grade level</i> • <i>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</i> • <i>Monitor progress via SCDT and Quarterly Progress Monitoring</i> <i>Accountability: Vice Principal of Record & Principal</i>	<i>iReady participation rate</i> <i>iReady proficiency levels</i> <i>iReady typical growth percentages</i> <i>iReady stretch growth percentages</i> <i>SCDT</i> <i>Quarterly Progress</i>	☒ 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. <i>Required for all schools.</i>	RC #1, 2, 3	<i>EA 1.1.5 (ES) Transition support for newly entering students, and introduction of Student Centered Data Teams (SCDT) to students and families (SW6)</i>	<i>SCDT</i> <i>Quarterly Progress</i> <i>Panorama Surveys</i>	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	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 • 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	SCDT <i>Quarterly Progress</i> <i>Regular Attendance</i> <i>Average Daily Attendance</i>	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	RC #1, 3	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 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. <i>Required for all schools.</i>	RC #1, 3	<i>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.</i>   EA 1.2.3 (2) Culture-based learning opportunities/ activities (SW6)       • Place based learning     • Culturally relevant computing       <i>EA 1.2.3 (3) `Āina Aloha programs/activities</i> • <i>Hawaiian Studies Program</i> Accountability: Vice Principals of Record & Principal	SCDT Quarterly Progress Regular Attendance Average Daily Attendance	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ 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?"	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 for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		EA 1.3.1 (1) Elementary (SW6) - Establish Student Ambassador Leadership Program: Recruited from grades 4-6 to serve as peer mentors and school representatives for campus events and community outreach - Career Exploration (career days, field trips, guest speakers, etc.) - JTTU - CTE Road Map linked here Accountability: Vice Principals of Record & Principal [Add enabling activities for student ambassadors program here]	Participation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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?"	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 for enabling activities.
2.1.2 All teachers are effective or receive the necessary support to become effective. All HW-Schools Note this is no longer "required" to be listed on the AcPlan but you might want to keep it here anyway	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 - Complex Area I & M program - School level I & M activities Accountability: Vice Principals of Record & Principal	Individual Teacher 21 Hour Log Participation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ 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?"	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 for enabling activities.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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 <i>All HW Schools</i>		EA 3.3.2 (1) Communicate with the school community through school website and/or social media. <i>Accountability: Vice Principal</i>	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 <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Hilo Union School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on ^{3/4/26} ☐ **Date** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on ^{4/10/26} ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Hilo Union School Principal	Signature	Date
Tyson Tomono		☐ Date ^{4/10/26}
SCC Chairperson	Signature	Date
Patrick Jenkins		☐ Date ^{4/10/26}

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Patrick Jenkins		Date 4/10/24

APPENDIX B: 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.**

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 hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1104
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Hilo Union School Bell Schedule: HUS Bell Schedule linked here	