

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Queen Ka'ahumanu Elementary Kaimuki-McKinley-Roosevelt Complex <u><QKS CNA></u>	12/19/2025	<i>Tanya L.N. Hall</i>	Tanya Leinā'ala Hall
	<i>12/19/25</i>	<i>Linell Dilwith</i>	Linell Dilwith
	2/11/2026	<i>[Signature]</i>	Rampal Singh

☒ Title I	☐ Comprehensive Support & Improvement School	☒ Additional Targeted Support School	☐ Kaiapuni School	☐ Self-Contained
☐ Non-Title 1				☐ Shared Site

Rationale:

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewed regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. ***No separate Academic Plan is required.***

School Planning Team Members:

	School	HIDOE
Mission	Our mission is to promote a school environment in which the child develops into an educated and well-rounded individual.	We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.
Vision	Queen Ka'ahumanu School is a community of life-long learners with heart.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	QKS' 3 Bees: Be Respectful, Be Responsible, Be Caring & Kind	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina
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Viable Quality Instructional Materials

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
K-5	23 Wonders	i-Ready Classroom Mathematics	Combination of Mystery Science, Generation Genius, & STEM Scopes online programs	QKS grade level/teacher-designed curriculum
	Other:	Select One		
	Select One	Select One		

Please list all supplementary instructional materials 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-2 Early Literacy	ECRI & Heggerty			
Gr K-5 SPED	23 Wonder Works			
EL	Teams			

Hawaii Multi-Tiered System of Support (HTMSS)

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:

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
K-5	DIBELS	Select One
K-5	I-Ready	I-Ready
New EL students	WIDA Screener	Select One

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 QKS 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 hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,080
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Did your school submit a SCC Waiver Request Form? Please explain.	YES
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Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]
[QKS Bell Schedule](#)

Summary of Comprehensive Needs Assessment (CNA)

An externally or complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

Teachers are willing to support schoolwide initiatives and are all using the identified GVC-Walkthrough and interview data supports this. Seventeen students have exited the EL program.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.
We did not encounter any resource inequities during the CNA.

List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.

1. **All students in Grades K-3 and students in grades 4-5 who are not reading at grade level** have consistently made no discernable gains towards proficiency in ELA as evidenced by ~~only one student scoring proficient in ELA in 2023 and 2024 and two students in 2025.~~ Students need stronger reading foundational skills (**phonetic decoding and phonemic awareness**) while still being exposed to grade level instruction.
2. All students in math continue to struggle with foundational math concepts as evidenced by extremely low proficiency rates over the past four years. ~~From 2022-2024 only one student reached proficiency and in 2025 that number increased to 2 students.~~ Students need stronger math foundational skills, **number and operations**, while still being exposed to grade level instruction. According to the data schoolwide, in math there is consistent drop in academic achievement across all student population groups.
3. **All** Students need to build self-efficacy and strategies to work harmoniously with other students despite cultural differences according to the Panorama survey.

What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?

1. Instructional focus has been on adherence to the curriculum programs instead of the rigor of the standards resulting in instruction aligned to content materials instead of content standards.
2. The diverse needs (academic, social, emotional, and behavioral) of all students are not being met by teachers' current Tier 1 and differentiated instruction. Teachers need to increase their focus and frequency in the use of small group instruction to meet the diverse needs of their students.
3. QKS does not have a school-wide science curriculum. Although in SY 24-25, QKS purchased the STEM Scopes program and received an initial orientation to the program, it has not been implemented schoolwide. If the STEM Scopes program is adopted schoolwide, teachers will need additional training.
4. The school has created a support plan that includes students receiving support from a variety of teachers, however there is no content coherency across this support structure.
5. Classroom teachers would benefit from more in-class support using scaffolding and differentiation strategies, particularly with EL and SPED students.

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.

(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

Leadership and Strategic Planning

1. Build leadership capacity to monitor and respond to data. Create and/or modify current leadership team structure to include hand-on data analysis, monitoring and evaluating the effectiveness of the school plan and utilizing the data to modify or refocus school plans.
2. Develop and implement a monitoring system to share ownership of the school's three year success plan, manage and measure the effectiveness of the plan including monitoring enabling activities and their impact, gathering data to assess effectiveness of the plan on student learning and modifying strategies based on data.
3. Support the development of teachers as leaders and decision makers in school leadership teams and as staff members by learning and practicing decision making models, goal development and increasing the use of data in decision making.

Strengthen Instructional Practices and Analysis of Effectiveness

1. **Increase teacher capacity to deliver effective, grade-level aligned tiered instruction for all students** by leveraging formative assessments, summative assessments, student data such as WIDA, iReady and IEP goals and breaking down standard using the progressions to identify where students are to where they need to be to meet grade level standards; Utilize scaffolding strategies to meet students' needs while maintaining the integrity of the grade level standard.;Vertically align content area standards and prioritize foundational learning outcomes by grade level; implement evidence based literacy practices and standards aligned tier I instruction in both reading and math

Goal (developed from CNA student learning needs):

Increase the academic achievement of all student groups with specific focus on EL and SPED groups as measured on StriveHI.

Build students' sense of belonging as measured on SQS and Panorama surveys

Increase attendance of all student groups with specific focus on EL and SPED populations.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
Academic Achievement- whole school	StriveHI KPIs	ELA 40% Math 37%	ELA 55% Math 49%	ELA 57% Math 51%	ELA 59% Math 52%
Academic Achievement- SPED	Strive HI	ELA 0% Math 5.5%	ELA 10% Math 12%	ELA 15% Math 15%	ELA 20% Math 19%
Academic Achievement- EL	Strive HI	ELA 15% Math 18%	ELA 18% Math 21%	ELA 21% Math 24%	ELA 24% Math 27%

Strategies Timeline
Year 1 - Build foundation
Year 2 - Scale and embed
Year 3 - Refine, strengthen, and sustain all

Barry Changes in Pink

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)
Strong Leadership and Strategic Planning	Build leadership and school capacity to monitor and respond to data. (SLN 1 & 2)	Principal	☐ Title I: \$5,000 WSF: \$5,000
	Assess current professional needs of staff and modify current plan (SLN 1, 2 & 3)	CC	☐ Title I: \$145,600 WSF: \$
	Expand the use of decision making strategies and analysis to all faculty and utilize these strategies during data teams, planning and team-based meetings. (SLN 1 & 2) (SW 6,ii)	Principal/VP	☐ Title I: WSF: \$5,000
	Continue cycles of data review and feedback; deepen differentiated PD (SLN 1, 2 & 3) (SW 6,ii)	CC	☐
	Maintain systems that share ownership of school initiatives and data driven decisions across the school including administration, faculty and staff (SLN 1, 2 & 3)	RTI Coordinator	☐
	Build in regular reflection of the effectiveness of school programs and initiatives by using decision making and data analysis strategies particularly when monitoring the implementation of the AP on a regular basis. (SLN 1, 2 & 3) (SW 3)	Principal	☐
Instruction and Classroom Practices	Increase teacher capacity to deliver effective, grade-level aligned tiered instruction for all students by providing PD (including training fees and substitute teacher days for teachers to attend training), vertical articulation time, peer observation opportunities, and grade level articulation time (including substitutes) (SLN 1 & 2) (SW 6,iii,IV)	VP, CC, Title I Coordinator	☐ Title I: WSF: \$20,000
	Assess the effectiveness of additional academic support to SPED and EL students (SLN 1 & 2) (SW 6,i)	SPED DH & RTI Coordinator	☐ Title I: \$10,000 (PD) WSF:
	Create and implement a coaching structure and cycle of professional learning (SLN 1 & 2) (SW 6,iii, IV)	Principal/VP	☐ Title I: WSF: \$70,000 (Academic Coach Position)
	Provide teachers with books and materials needed to implement the instructional strategies they received PD on and/or what they deem is necessary to improve their Tier 1 and Tier 2 instruction in ELA, math, science, and social studies. (SW 6, iii,ii)	CC/Principal/Title I Coordinator	☐ Title I: WSF:
	Utilize data to increase the effectiveness of tiered instruction for all students (SLN 1 & 2) (SW 6,i,)	Principal	☐

Effective	Provide tiered support to teachers based on identified needs, observations, and student data outcomes. (SLN 1, 2) (SW 6,iii,IV)	Principal	☐
	Regularly assess effectiveness of instruction through analysis of student work and assessment of instructional effectiveness. (SLN 1 & 2) (SW 6ii)	CC	☐
	Assess and modify the school's cycle of learning process using data gathered during PD, implementation and impact on students. (SLN 1 & 2) (SW 6ii)	CC	☐
Positive and Inclusive Learning Environment	Improve positive attendance system for all students with particular focus on high absenteeism in subgroups. (SLN 3) (SW 6i,iii,i)	Counselors	☐ Title I: WSF: \$10,000
	Improve student behavior data collection including consistency of reporting and evaluating student discipline to identify root causes, adjustments to school routines and procedures, student concerns by grade, student groups, location of incidents, adult involvement and reviewing data with leadership team). (SLN 3) (SW 6iii,i)	VP1	☐ \$
	Provide opportunities for students to experience extended learning opportunities (curricular, co-curricular, extra curricular, enrichment) to provide a well-rounded education. (SW 6ii)	CC or Title 1 Coordinator?	☐ \$
	Include analysis of student survey results on a more consistent basis by implementing and analyzing results of mid-year surveys to drive planning. (SLN 3)	CC	☐ \$
	Assess effectiveness and participation of schoolwide PBIS and modify program and monitoring plan based on current effectiveness. (SLN 3) (SW 6,iii,III)	Counselors	☐ \$
	Ongoing analysis of student behavior correlated to facts such as academic progress and student groups. (SLN 3) (SW 6,iii,III)	VP1	☐ \$
Family & Community Engagement	Improve parent feedback system (SLN 1, 2 & 3)	VP1	☐ Title I: WSF: \$13,800
	Increase opportunities for parents/community to engage in planning and feedback including the development and monitoring of the AP. (SLN 1, 2 & 3)	Principal	☐ Title I: WSF: \$10,374
	Provide supplies and light refreshments for family engagement activities	Title I Coordinator	☐ Title I:
	Provide professional development to teachers on strategies to include all levels of parent engagement and communication. (SLN 1, 2 & 3) (SW 6,iii,IV)	VP1	☐ Title I: \$10,000 WSF:
	Provide parent workshops that are leveled based on parent capacity and need. (SLN 1, 2 & 3)	CC	☐ Title I: \$5,000 WSF: \$5,000
	Engage parents in leadership and/or consultative roles (SLN 1, 2 & 3)	Principal	☐ \$
	Implement interactive student led conferences (SLN 1, 2 & 3)	CC	☐ \$