

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28				
Kuhio Elementary Kaimuki-McKinley-Roosevelt Complex < Link to CNA >	2/11/2026	<i>Theodore Mura</i>	Ted Mura	
	12/18/2025	<i>Linell Dilwith</i>	Linell Dilwith	
	2/11/2026	<i>Rampal Singh</i>	Rampal Singh	
☒ Title I ☐ Non-Title 1	☐ Comprehensive Support & Improvement School		☒ Additional Targeted Support School	☐ Kaiapuni School ☐ Self-Contained ☐ 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	Nurturing Tomorrow's Leaders Today.		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	At Kuhio Elementary School: We empower every student to embody Respect, Responsibility, and Kindness. Through fostering a culture of Safety and Care we provide our students with essential knowledge and skills, laying the groundwork for their future success.		Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.	
Core Values			Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina	

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 Mathema	StemScopes	Teacher Created
FSC (Teachtown)	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	Heggerty			
EL students	Wonders 2017 ELD program			

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	I-Ready
K-5	I-Ready	I-Ready
New EL students	WIDA Screener	I-Ready

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 Prince Jonah Kūhiō’s current bell schedule 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)	1098
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Did your school submit a SCC Waiver Request Form? Please explain.	No
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Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here] Prince Jonah Kuhio Elementary 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?

All classes have GVC for ELA and math, and teachers are utilizing the curriculum during instruction (walkthrough data). Students in third grade are showing more consistent year to year proficiency than other Grade Levels. In Language Arts, the overall proficiency for all grades has shown an upward trend. It started at 35.5% in 2022-23, increased to 42.6% in 2023-24, and reached 45.6% in the most recent academic year, 2024-25. In Language Arts, the most recent academic year shows a positive trend with 35.59% of individuals showing total gains in proficiency. iReady data does not correlate to this finding, in third grade the iReady scores

This also correlates to student attendance which shows growth in third grade from second but dips in fourth grade. The school has systems to assess students in specific literacy and math skills to target instruction based on student need. Grade 4 shows the highest proficiency at 56.2% in ELA. In math, third grade shows the highest proficiency at 47.6%. Attendance has improved compared to the 2022-23 period (data workbook).

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.

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

1.ELA & Science Literacy Behaviors: There is a critical need to improve K-5 student mastery of grade-level standards, as current data reveals 65% of students in ELA are either stagnating or dropping in proficiency. In particular, in k-2 the focus on foundational literacy skills, primarily focusing on phonemic awareness and in 3-5 such as citing evidence and decoding complex text.

2. Mathematical Conceptual Behaviors: In Math, 72% of students have remained at the same proficiency level or regressed. Students need foundational numeracy skills in k-2 and communicating reasoning in 3-5 rather than just procedural accuracy.

3. Focus on Sped and EL subgroups by developing opportunities for students to build oracy skills, foundational literacy skills and take ownership of their learning through goal setting and student-led conferences. Special Ed student group has experienced a drop in proficiency of 9% to 0% proficient in ELA and in math. EL students have lost ground in proficiency in ELA and science with some improvement in math.

Teachers typically only include accommodations and/or modifications in their lessons that is provided in the curriculum, to ensure all students have access to the instructional program.

Limited real-time, short-cycle monitoring of individual student progress during both Tier I and Tier II instruction prevents teachers from making the immediate adjustments necessary to reverse downward proficiency trends.

Teachers are guided by a scope and sequence provided by the curriculum, however, they have not yet created instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.

There is no leadership team that analyzes and communicates the data for teachers to use for academic decision-making and problem-solving related to student performance and outcomes, e.g., attendance, behavior, and learning mastery.

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.)

Strengthening Leadership Monitoring Systems

- Build consistent structures to observe classrooms, give feedback, and ensure instructional priorities are implemented;
- Establish a leadership team consisting of teachers and staff members that monitors student progress and the school plan.

Strengthen Instructional Practices and Analysis of Effectiveness

- Build teacher toolbox to address and assess grade level standards as well as the foundation skills contained within the standards,
- Provide structures for grade-level teams to align curriculum, analyze student work, and address conceptual understanding before moving to application.
- Develop opportunities for students to build oracy and ownership of their learning (goal setting, student led conferences).
- Create a more systematic approach to refine data collection, analysis, and reporting which will lead to more consistent progressing monitoring

Support instruction with Effective Instructional Coaching Systems

- Deploy instructional coaches with clear roles, aligned to schoolwide priorities, and focused on providing timely, actionable teacher feedback.

Increase staff understanding of the needs of EL and Sped students.

- Increase teacher capacity to design and deliver lessons with appropriate scaffolding, ensuring EL and Sped students can successfully access grade-level content.

Structure School Day to optimize instructional minutes

- Creating learning blocks that optimize continuous learning and allow time for reteach and extended learning.

Implementing Robust Attendance Systems

- Strengthen Tier 1 attendance monitoring, early warning systems, and proactive family engagement strategies to reduce absenteeism including revisiting classroom and student incentives and the schoolwide PBIS plan.

Build students' sense of belonging

- Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience.
- Increase opportunities to celebrate student success academically and socially"

Goal (developed from CNA student learning needs): Increase students' ability to perform at grade level as measured by SBA or HSA ALT; Increase student proficiency in math and ELA in all student groups.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
Special Education proficiency in ELA/ Math	SBA/ SBA-ALT	Math - 0% ELA - 0%	Math - 8% ELA - 8%	Math - 10% ELA - 10%	Math - 12% ELA - 12%
All student' proficiency in ELA/Math	StriveHI (KPIs)	Math - 30% ELA - 46%	Math - 33% ELA - 49%	Math - 35% ELA - 52%	Math - 37% ELA - 55%
Students/Staff sense of belonging	Panorama Survey/ SQS	65.6% students 78% staff	72% students 82% staff	80% students 85% staff	85% students 90% staff

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

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	Strengthening Leadership Monitoring Systems	Principal	
	Utilize data from walkthroughs and observations to inform school decisions	Principal	
	Define the purpose and expected outcomes for the school leadership team by creating cycle of data analysis, decision making and planning.	Principal	
	Utilize the leadership team structure to make informed decisions and to take actions most beneficial to the students	Principal	
	Implement a team process to consistently reflect on the effectiveness of the leadership team to make informed decisions and to take actions most beneficial to the students	Principal	
	Structure School Day to optimize instructional minutes	Principal	
Effective Instruction and Classroom Practices	Strengthen Instructional Practices and Analysis of Effectiveness by identifying high impact strategies through analysis by data teams	Coach	
	Provide coaching and support to teachers to ensure all classes are utilizing high impact strategies effectively.	Coach	
	Support instruction with Effective Instructional Coaching Systems by providing PD to school coach	Coach	
	Support instruction with Effective Instructional Coaching Systems by implementing a coaching cycle process	Coach	
	Expand coaching structures to include regular coaching cycles and peer coaching.	Coach	
	Build foundational literacy for all students in K-2	Coach	
	Increase staff understanding of the needs of EL and Sped students.	EL/Sped Leads	
	Train staff to utilize strategies recognized as having high impact on EL and SPED populations- scaffolding, differentiation and to use data to assess effectiveness	EL/Sped Leads	
	Utilize high impact strategies with EL and SPED students and create a data cycle to assess effectiveness	Principal	
	Identify core assessments to monitor student learning		
	Leverage data teams to measure effectiveness of instruction and course correct as needs.	Principal	
Learning	Identify opportunities to recognize student success ie academic, attendance, citizenship, etc.	Principal	
	Increase staff understanding of the academic and social needs of subgroup populations including EL and Sped students.	Principal	

Positive and Inclusive Learning Environment	Analyze current School Day schedule to optimize instructional and collaboration minutes	Principal	
	Implement PBIS system and collect ongoing data to assess effectiveness	Principal	
	Provide support and feedback to teachers in developing positive learning Environment through classroom visits, and recognition of staff.	Principal	
	Develop a Robust Attendance System		
	Provide consistent opportunities to celebrate student success in all areas.		
	Evaluate attendance systems for fidelity; sustain practices with ongoing monitoring		
Family & Community Engagement			
	Build students' sense of belonging through PBIS and family outreach	Counselor	
	Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience.	Principal	
	Assess students' and parents' perceptions of sense of belonging through surveys.	Principal	
	Establish and maintain a routine cycle of data collection, analysis, and strategic modification to determine effectiveness of outreach and making modifications as needed.	Counselor	
	Analyze the current state of parent involvement and set goals to increase parent collaboration and participation	Counselor	
	Provide parents with strategies and skills to support their students at home.	Counselor	
	Integrate parent/family leadership into regular school events (ie. volunteers, planning events, etc).	Counselor	