

Three-Year Success Map to Plan and Implement Change SY 2025-2026 through SY 2027-2028

Nānākuli High and Intermediate School Nānākuli-Waiʻanae NHIS CNA	4/15/26		Dr. Christine Udarbe
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☒ 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.

School Planning Team Members:

	School	HIDOE
Mission	We are a purposeful learning community in which all individuals are valued and collectively responsible. As partners, the students, faculty, staff, families, and greater community create a positive learning environment that extends beyond the classroom, cultivates personal and professional growth, embraces diverse perspectives, and develops resiliency to thrive in a changing world.	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	Dream, Believe, Achieve NHIS will be a School of Hope for every student as we hold important the Dreams for their future, Believe in their ability to learn, and Achieve college and career readiness upon graduation.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	BREATH	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
Gr 7-12	21 SpringBoard	Reveal Math	Inter: Into Science and Science Saurus from HMH. HS: McGraw Hill Inspire Science Line.	Teacher Made
	Select One	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
	AR			

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
Gr. 7-12	Other:	Other:
	STAR Progress Monitoring	STAR Algebra
	Select One	STAR Geometry

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 [Insert school name] 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)	[Insert value; refer to cell D58 in the bell schedule tool]
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Did your school submit a SCC Waiver Request Form? Please explain.	
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Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]

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). SW1

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?

- 1. **High Student Engagement:** Classroom observations revealed that students in 92% of classrooms were consistently engaged in the tasks assigned by their teachers.
- 2. **Existing Intervention Systems:** 52% of CALL survey respondents confirmed that programs for additional instruction (e.g., extended school days, summer school) are already developed and actively used.
- 3. **Built-in Collaborative Structures:** The school already has daily study halls and dedicated advisory time, providing a structural foundation for student support and teacher collaboration.
- 4. **Data Support:** These strengths are supported by classroom observation data and the Four Domains CALL survey results from Fall 2025.
- 5. **Leveraging for Improvement:** The school can leverage high student engagement by increasing the cognitive demand (DOK levels) of assignments, moving from passive task completion to rigorous, teacher-led direct instruction and hands-on learning experiences.

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

1. **Instructional Quality & Material Reliance:** There is a "heavy reliance on laptop use" (e.g., online programs) for core instruction rather than interactive, teacher-led direct instruction, creating an inequity in the quality of learning experiences across classrooms.
2. **Inequitable Feedback Systems:** While 75% of teachers receive feedback, 57% reported it as "generic" rather than specific, meaning teachers are requesting equal access to the high-quality, actionable coaching required for professional growth.
3. **Time Management:** Leverage teacher and collaboration time to focus on high-impact practices such as Collaboration: Impact Team PLCs focused on student work and data analysis; Instructional Planning: Creating differentiated lessons and tiered interventions for diverse learners; Planning and implementing frequent and timely specific feedback to students individually; and Student Mentoring: Building relationships with all but especially at-risk students.
4. **Communication:** Ensure clear expectations and guidance from leadership regarding equitable distribution of effort among staff toward school goals.

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

1. **Transition from Passive to Active Inquiry:** Students need to move from passive task completion on digital platforms (DOK 1/2) to active participation in teacher-led direct instruction and hands-on learning experiences where they grapple with complex, grade-level concepts and justify their reasoning.
2. **Engagement in Academic Discourse:** Students need to develop the skills to engage in high-level "academic conversations" with peers, using evidence to analyze, evaluate, and build upon each other's ideas to increase cognitive demand (DOK 3/4).
3. **Persistence through Rigorous Content:** Students, particularly those in "High Needs" subgroups, need to bridge foundational literacy and math gaps while simultaneously persisting in grade-level core curriculum through the use of scaffolded supports and small-group instruction.
4. **Habits of Consistent Presence:** Students need to build the routine and mindset of consistent physical presence and active school community membership, recognizing that daily participation is the primary vehicle for their own academic and social growth.
5. **Self-Regulation and Agency:** Students need to take greater agency in their learning by utilizing universal screeners and formative data (like STAR or Galileo) to set goals, track their own progress, and advocate for the specific tiered supports they need to reach proficiency targets.

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

1. **Inconsistent Goal Monitoring:** There is inconsistent monitoring and communication regarding school improvement goals during team collaboration, resulting in a lack of shared direction.
2. **Lack of Direct Instruction:** The "heavy reliance on laptops" has replaced teacher-student interaction and direct instruction, which is necessary for mastering complex standards.
3. **Non-Specific Feedback:** The observation lenses of School Leaders and Coaches are not yet calibrated to ensure that all teacher feedback moves beyond general classroom management and targets the specific alignment of standards-based instruction and high-leverage teaching practices.
4. **Systems Inconsistency:** Policies, procedures, and behavioral expectations are applied inconsistently, which hinders the creation of a unified "turnaround culture".

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.)

1. **Instructional Redesign for Student Agency:** The school will prioritize a systemic shift from platform-based task completion to Direct, Teacher-Led Instruction. This process is the primary vehicle for moving students from passive learners to active participants who can engage in the Active Inquiry and Academic Discourse identified as high-leverage needs.
2. **Standardized Systems for Behavioral Habit-Building:** Leadership will focus on establishing and enforcing NHIS Universal Behavioral Expectations. This practice is required to build the student "Habits of Consistent Presence" and the "Persistence" needed to grapple with rigorous, grade-level content rather than disengaging.
3. **High-Visibility Coaching for Cognitive Demand:** School Leaders and Coaches will implement a learning walk process focused on observing student-to-student interaction (think-pair-share, academic discourse, and DOK 3/4 level tasks). The priority condition here is Actionable, Specific Feedback that helps teachers facilitate the "Academic Conversations" students currently lack.
4. **Data-Driven Feedback Loops for Equitable Persistence:** The school will formalize the use of Universal Screeners and Common Formative Assessments for student-led goal setting and data tracking. This condition fosters "Self-Regulation and Agency," allowing students to understand and advocate for the scaffolds they need to persist in core subjects.
5. **Collective Accountability for Student Growth:** Establishing a Shared Vision and Monitoring System where leadership and staff collaboratively review student growth data. This process ensures that "Critical Growth Conversations" occur whenever student subgroups are not demonstrating the required shifts in active inquiry or persistence.

Goal (developed from CNA student learning needs):

By 2028, improve student academic performance in ELA, Math, and Science by 20%, enhance regular attendance rates to 81%, and address resource inequities for improved student outcomes.

Year 1 Goal (Foundational Build)

By the end of SY 2025-2026, NHIS will establish a data-informed culture and standardized pacing, moving toward a 20% improvement in ELA/Math proficiency and 95% attendance by 2028.

Key Q1 Milestone for SY 26-27: 100% of classrooms will implement Powerful Instructional Practices (PIPs) (Learning Essentials, Think-Pair-Share, Exit Tickets, and MTSS strategies) as measured by learning walk data.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA, Math, and Science proficiency - all grade levels	SBA	ELA - 24% Math - 9% Science - 12%	ELA - 29% Math - 13% Science - 15%	ELA - 35% Math - 20% Science - 24%	ELA - 44% Math - 29% Science - 32%
Regular attendance - all grade levels	IC, LEI Kulia	51%	61%	71%	81%

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) (SW6)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)
Leadership Capacity Building and Strategic Planning	Establish Collective Accountability Systems: Implement a Shared Vision and Monitoring System where leadership and staff collaboratively review student growth data. This strategy ensures that "Critical Growth Conversations" are held whenever specific student subgroups are not demonstrating necessary shifts in active inquiry or persistence. (1.1.1.)	SLIC/ILT	\$
	Calibrate Leadership Observation Lenses: Systematically calibrate the observation lenses of school leaders and coaches to ensure feedback moves beyond general classroom management. The goal is to provide Actionable, Specific Feedback that targets the alignment of standards-based instruction with the high-leverage teaching practices required for student growth (2.1.1 or 2.2.1)	SLIC	\$130,000 (WestEd)
	Communication of Equitable Effort: Ensure clear expectations and guidance from leadership regarding the equitable distribution of effort among all staff toward school goals, addressing the root cause of inconsistent goal monitoring (3.3.3)	SLIC/ILT	\$
	Continue to implement the academic plan		See AcPlan
			\$
			\$
			\$
			\$
Effective Instruction and Classroom Practices	High-Rigor Teacher-Led Direct Instruction: Shifting classroom delivery away from digital platforms toward teacher-facilitated lessons that require student justification and DOK 3/4 cognitive demand. (1.1.2. and 1.1.3)	SLIC/ILT	\$130,000 (WestEd)
	Facilitate High-Level Academic Discourse: Teachers will implement strategies like think-pair-share to move students from DOK 1/2 tasks to DOK 3/4 level cognitive demand. Students will be taught to use evidence to analyze, evaluate, and build upon each other's ideas during "academic conversations". (1.1.4.)	SLIC/ILT	\$130,000 (WestEd)
	Scaffolded Mastery for High-Needs Subgroups: Instruction will integrate scaffolded supports and small-group instruction within the grade-level core curriculum. This strategy allows "High Needs" students to bridge foundational literacy and math gaps while persisting through rigorous content rather than disengaging. (1.1.1, 1.1.2, and 1.1.4)	SLIC/ILT	\$
	Continue to implement the academic plan		See AcPlan
			\$
			\$
			\$
			\$

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Positive and Inclusive Learning Environment	Formalize Data-Driven Student Agency: The school will utilize universal screeners and formative assessments (such as STAR or Galileo) for student-led goal setting. By tracking their own progress data, students develop self-regulation and agency, allowing them to advocate for the specific tiered supports they need to reach proficiency. (1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.4)	Data/Assessment Coordinator/SLIC	\$65,000 (Core Collaborative)
	Systemic PBIS & Consistent Behavioral Expectations: Developing and enforcing a unified school-wide behavioral system that builds the student persistence needed for rigorous learning. (1.2.4)	Assistant Principals/Counselors	\$
	Comprehensive Attendance Monitoring & Engagement: Implementing "Everyday Labs" and targeted family outreach to address the root causes of chronic absenteeism. (1.2.1)	Attendance Success Assistant/Counselors	\$
	Continue to implement the academic plan		See AcPlan
			\$
			\$
			\$
			\$
			\$
Family & Community Engagement	Integrated Family Resource & Wellness Center: Providing families with a "one-stop" hub for health, wellness, medical/mental health, and technology (3.3.3)	"Ohana Resource Coordinator	\$
	Cultivate a Culture of Consistent Presence: The school will engage the community in recognizing that daily physical participation is the primary vehicle for student growth. This strategy supports the long-term goal of enhancing regular attendance rates to 81% by 2028. (1.2.1)	Assistant Principals/Attendance Success Assistant/Counselors	\$
	Shared Progress Monitoring and Communication: By clearly communicating school improvement goals and data to the wider community, the school fosters collective accountability. Engaging families in the "Shared Vision" ensures that the mindset of persistence and active school membership extends beyond the classroom. (1.1.1)	SLIC	\$
	Continue to implement the academic plan		See AcPlan
			\$
			\$
			\$
			\$

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 to 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 to 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.

