

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

James B. Castle High School Castle-Kahuku Complex Area CHS CNA for SY25-28	02.12.2026		Dr. Bernie Tyrell, Principal
	02.12.2026		Sam Izumi, Complex Area Superintendent
		 Heidi Armstrong (Mar 9, 2026 19:33:33 HST)	Heidi Armstrong, Deputy Superintendent

☒ 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:

Principal, Leadership Team, Academy Ops Team, ESL Coordinator, Guiding Coalition

	School	HIDOE
Mission	James B. Castle High School Vision and Mission (LINK) CHS Instructional Vision (LINK) CHS is a nationally recognized college & career Academy school. The Academy school design enables students to make academic choices best suited to their individual career interests. All Academies have advisory boards with industry partners who help support the college and career readiness initiative and work based learning opportunities.	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	Castle Ready, Future Ready! (LINK) Academies' Vision and Mission Statements and Taglines (LINK) Post High Flowchart (LINK)	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	Characteristics of Visible Learners (LINK)	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
9-12	California Expository Reading and Writing	HIDOE Alg 1, Geom,...	NGSS	HCSSS
11-12		Other:		

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
9-10	iReady Supplemental Lessons	iReady Supplemental Lessons		
9-12	IXL	IXL		

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
Grade 9 and 10	I-Ready	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 **Castle High School'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 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)

1056

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, approved 4 waiver days

Bell Schedule: [LINK](#)

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?

Based on the Comprehensive Needs Assessment (CNA) for Castle High School, the identified strengths across the various data categories are as follows:

Demographic Data Strengths

The school benefits from a robust academy structure and community profile. Key strengths include:

- Academic Opportunities: The school offers diverse career pathway options, and some academies are designated as National Model Academies by the NCAS. Students are further supported through AP and Early College courses and provided with real-world learning experiences.
- Community and Funding: The school utilizes Title 1 funding and maintains a diverse student population, including a large Native Hawaiian population.
- Faculty and Attendance: Castle High boasts 95% fully licensed teachers. In terms of attendance, there has been improvement in regular attendance, and male attendance is noted as being higher.
- Industry Support: There is significant support from industry partners to bolster the academy design.

Perceptual Data Strengths

Perceptual data is divided into feedback from staff and students, both of whom report positive social-emotional indicators.

Staff Perspectives:

- School Climate: Staff report positive relationships (specifically close student-teacher bonds), a positive view of the school, and a safe, respectful environment.
- Professionalism: Teachers indicate they love teaching, believe all children can learn, and feel they have a strong sense of belonging.
- Leadership and Growth: Strengths include strong leadership, effective professional development (PD) aligned with the school vision, and a clear understanding of staff roles.

Student Perspectives

- Support and Environment: Students feel that teachers care, have high expectations, and treat them fairly. They also perceive the office staff positively.
- Engagement: Students report having many opportunities, enjoy working on projects, and find the school challenging. They also appreciate the use of technology in the classroom and feel a sense of agency.
- Demographic Specifics: Male students feel encouraged and generally hold a slightly more positive perception.

Student Learning Data Strengths

In terms of academic outcomes, the school shows strength in specific proficiency and post-secondary metrics:

- Proficiency: English proficiency at the school is above the state average.
- Post-Secondary Success: Both on-time graduation and post-secondary education rates are ahead of the state average.
- Math Performance: Female students demonstrate higher proficiency in math compared to male students.

School Processes Data Strengths

The school's internal operations are supported by documented procedures:

- **Formal Documentation:** A major strength is the existence of a formal CHS Faculty & Staff Handbook that outlines all school processes and school-wide procedures.
- **Operations:** The school identifies its operational processes as strong.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan. The sources identify several inequities and gaps in resources, staffing, and support systems that impact the student body at Castle High School.

Resource and Material Inequities

- **Student Support Facilities:** There is a documented need for a Wellness Center to support student needs and the lack of on-campus community resources to address basic student requirements.
- **Curricular Relevance Inequity:** There is a lack of culturally aligned materials and industry-standard resources. This disproportionately impacts 11th and 12th graders, who perceive a "fun deficit" and a lack of real-world value in their work.
- **Informational Inequity (Student Voice):** The "low response rate" on surveys suggests our systems for capturing student input are not equitable. We are likely missing the perspectives of our most disconnected students (e.g., the 11th-grade cohort).

Staffing and Professional Inequities

- **Teacher Qualifications:** While 95% of teachers are licensed, **29% of classes are taught by teachers who are not "Highly Qualified" (non-HQ) for those specific courses.**
- **Mentorship Inequity:** A gap exists between the support for veterans vs. beginning teachers. New teachers report struggling with school structures, creating an inequitable experience for students in those classrooms
- **New Teacher Support: Beginning teachers report a lower sense of belonging; the school identifies a lack of formal mentorship and "senior-to-new" teacher pairings.**
- **Specialized Coaching:** The school identifies a gap in instructional support, specifically the need for ELA and Math coaches and better co-teacher training.

Subgroup and Systemic Inequities

- **Disciplinary Disparities:** There is a significant inequity in disciplinary outcomes, as Native Hawaiian and Pacific Islander students are overrepresented in suspension data.
- **Academic Achievement Gaps:** Substantial performance inequities exist; 85% of the Native Hawaiian population did not meet or nearly met state standards. Furthermore, high-needs students specifically struggle with ELA, and males perform worse than females academically.
- **Attendance and Agency:** Females have lower attendance rates and report feeling less "in charge" of their learning compared to their male peers.
- **Cultural Misalignment:** The sources highlight a **cultural misalignment** where the education model feels separated from local values, necessitating a shift toward integrating Oceania and Native Hawaiian culture into the programming.

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

[Summary of Comprehensive Needs Assessment \(CNA\)](#)

Rigorous and Coherent Academic Instruction:

There is a critical academic need to improve proficiency, as **math scores have remained below 20% for five years and 40% of students are reading below grade level**. The school will address this by strengthening **vertical and horizontal alignment of the curriculum, establishing common instructional strategies, and increasing opportunities for higher-order thinking and productive struggle**.

Students need to learn how to apply higher-order thinking strategies to persist through productive struggle when solving complex mathematical problems (strengthen algebraic thinking across lessons using visual models, consistent problem-solving routines, and explicit math language) and comprehending grade-level texts (including vocabulary, literature and informational text).

Social-Emotional Belonging and Relationship Building:

Data identified **weak student-teacher relationships** and a lack of rapport as significant barriers to engagement. This need will be addressed through intentional practices to build strong connections, the establishment of a Wellness Center, and a shift toward an inclusive school culture that fosters a stronger sense of belonging for all students.

Students need to learn how to articulate their social-emotional needs and actively initiate and maintain positive, trusting relationships with adults and peers to increase their sense of belonging.

Cultural Relevance and Student Agency:

The CNA highlighted a **"cultural misalignment"** where the educational model feels disconnected from local values and real-world applications. To increase motivation and persistence, the school will integrate **Oceania and Native Hawaiian culture** into the curriculum while expanding student choice and ownership to shift from compliance-based learning to **mastery-based engagement**.

Students need to learn how to exercise agency by setting personal mastery goals that connect academic standards to their cultural identity and real-world contexts.

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

[Summary of Comprehensive Needs Assessment \(CNA\)](#)

The top three contributing causes identified in the sources that account for the school's inequities and student learning needs are:

- **Contextual Application of Standards:** Students lack the opportunities to demonstrate mastery of core standards by applying them to **real-world problems and industry-specific scenarios** (measured by performance on project-based assessments and portfolio defenses).
- **Self-Directed Agency:** Students do not have opportunities to lead their own learning progress by **setting personal academic goals and articulating their learning path** during WBL, PBL, PBA, student-led portfolio defense experiences/opportunities.
- **Cultural Literacy & Identity:** Students lack an understanding of Oceania and Native Hawaiian values by integrating traditional knowledge systems into their core content area projects (measured by reflections and/or rubric-based project scores).
- **Relational Self-Advocacy:** Students will develop the ability to **articulate their social-emotional needs and "problems" to mentors**, as evidenced by increased participation rates in advisory/mentorship sessions.
- **Cultural Connection:** Students need an educational environment that integrates **Oceania and Native Hawaiian culture** to foster a genuine sense of identity and place within the school.
Curriculum Maps and PBL units do not include local cultural references/cultural/place-based values into core academic standards, connections to community/industry to apply academic/technical skills in a real world, real time setting, leading to student disengagement.
- **Instructional Inconsistency and Systemic Silos:** There is a critical lack of consistency in teaching practices, strategies, and expectations across the school. This includes **vertical and horizontal misalignment** of the curriculum, departmental silos that prevent teachers from sharing successful strategies, and **varied assessment and grading practices** that leave students without a common language for success.
- **Ineffective Use of Data and Professional Collaboration:** A significant systemic gap is the **underutilization of Professional Learning Communities (PLCs)** to drive instruction. Currently, there is a lack of intentional time spent analyzing data to inform practice, a perceived **lack of teacher accountability** for implementing shared strategies, and insufficient follow-through on professional development initiatives.

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.)

Summary of Comprehensive Needs Assessment (CNA)

Based on the summary of findings in the sources, Castle High School has identified three primary priority areas that will serve as the foundation for its resource allocation and improvement efforts over the next three years:

Data-Driven PLCs (Professional Learning Communities), Collective Responsibility, & Accountability:

- **Refining the PLC model** to ensure teachers see the direct link between standards, student work quality, and achievement.
- **Effective PLCs:** Using Professional Learning Community (PLC) time intentionally for rigorous **data analysis** and instructional planning.
- **Professional Accountability:** Developing shared accountability measures to ensure **follow-through on professional development** and the implementation of agreed-upon instructional strategies.
- **Teacher Mentorship:** Strengthening the school's internal support system by pairing **senior teachers with new teachers** to improve instructional efficacy and teacher belonging.

Coherent, Rigorous, and Engaging Instruction for All Students

- The school will focus on ensuring all students receive **consistent, standards-aligned instruction** across all content areas. Key practices include:
- **Curricular Alignment:** Strengthening **vertical and horizontal alignment** to ensure a seamless flow of standards across grade levels and departments.
- **Instructional Consistency:** Establishing **common instructional strategies**, academic language, and consistent expectations for grading and rigor across the school.
- **Real-World Application:** Connecting classroom instruction directly to **post-secondary pathways** and practical applications to increase the depth of content understanding.
- **Tier 1 Focus:** Prioritizing professional development on **Tier 1 instructional strategies** to ensure high-quality core instruction for the entire student body.

Positive School Culture Through Relationships, Relevance, and Student Agency

- Improvement efforts will target the establishment of an inclusive environment that fosters a **strong sense of belonging**. Key processes and conditions include:
- **Relationship Building:** Implementing intentional practices to build strong **student-teacher rapport** and fostering peer-to-peer connections.
- **Cultural Relevance:** Integrating **Oceania and Native Hawaiian culture** and local values into the curriculum to make learning more meaningful for the student population.
- **Student Agency:** Expanding student choice and ownership, shifting the school culture from compliance-based practices to **engagement- and mastery-based learning**.
- **Supportive Facilities:** Establishing a **Wellness Center** on campus to address student basic needs and social-emotional well-being.

Goal (developed from CNA student learning needs):

By 2028, Castle High School will increase academic proficiency in Math and Literacy—specifically addressing the five-year trend of math scores remaining below 20% and the 40% of students currently reading below grade level—by implementing a coherent, standards-aligned instructional framework that integrates culturally relevant Oceania values and fosters student agency

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA and Math proficiency - all grade levels	SBA	ELA - 56%, Math - 14%	ELA - 59%, Math - 19%	ELA - 63%, Math - 25%	ELA - 68%, Math - 32%
Regular Attendance	LEI Kūlia	68%	73%	78%	83%

Strategies Timeline

Year 1 - Build foundation

Year 2 - Scale and embed

Year 3 - Refine, strengthen, and sustain all

Strategies (taken from prioritized practices and indicators in the CNA) (SW6)			Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)
Focus		Accountable Lead	
and Strategic Planning	Establish and sustain a system of rigorous, data-driven Professional Learning Communities (PLCs) to ensure vertical alignment and professional accountability. Implement protocols for effective PLCs and professional accountability to build a foundation of collaboration and shared norms.	Principal, Guiding Coalition, Dept Chairs	☐ \$34,778.47 Solution Tree PD (Quote) 3yr plan QUOTE
			☐ \$8,000 CSI PD (Quote)
			☐ \$ 5,936 Substitutes
			☐ \$ 5,600 Summer Stipends (Math)

Strong Leadership 2	Establish and sustain a system of rigorous, data-driven Professional Learning Communities (PLCs) to ensure vertical alignment and professional accountability. Utilize established PLC structures to focus on data-driven instruction and vertical curricular alignment across grade levels.	Principal, Guiding Coalition, Dept Chairs	☐ \$ Global PD/Avanti Quote
	Establish and sustain a system of rigorous, data-driven Professional Learning Communities (PLCs) to ensure vertical alignment and professional accountability. Sustain instructional consistency by refining PLC practices to ensure all departments adhere to shared expectations for rigor.	Principal/Guiding Coalition	☐ \$ 4,800, Co-Teaching Stipends for ELA/Math
Effective Instruction and Classroom Practices	Implement a coherent, standards-aligned instructional framework that prioritizes Tier 1 instruction and integrates real-world application. Prioritize professional development on Tier 1 instructional strategies to ensure high-quality core instruction for all students.	Principal	☐ \$
	Implement a coherent, standards-aligned instructional framework that prioritizes Tier 1 instruction and integrates real-world application. Expand teacher mentorship programs and establish consistent expectations for grading and academic rigor across the school.	Principal/Guiding Coalition, VP - Teacher Mentorship	☐ \$
	Implement a coherent, standards-aligned instructional framework that prioritizes Tier 1 instruction and integrates real-world application. Embed real-world application and problem-based learning into the established curriculum to deepen content understanding.	Principal/Academy Leads/Teachers	☐ \$
Positive and Inclusive Learning Environment	Implement a comprehensive system of social-emotional and culturally responsive supports to foster student agency and belonging. Establish a campus Wellness Center and implement attendance monitoring (Minga) and relationship-building protocols.	Principal/VP	☐ \$8,900 Minga Attendance Software (Quote)
	Implement a comprehensive system of social-emotional and culturally responsive supports to foster student agency and belonging. Integrate Oceania/Native Hawaiian cultural values and student agency practices into the daily school culture.	Principal/Academy Leads/Academy Directors	☐ \$
	Implement a comprehensive system of social-emotional and culturally responsive supports to foster student agency and belonging. Refine inclusive systems to ensure social-emotional supports are accessible and effective for the entire student body.	Principal/Academy Leads/Academy Directors	☐

Family & Community Engagement	Strengthen community and industry partnerships to enhance communication and provide authentic learning opportunities. Systemize the collection of collaborative feedback from parents, student, and teacher to inform school improvement decisions.	Principal/Advisory/PTP Coordinator/Academy Directors	☐ \$
	Strengthen community and industry partnerships to enhance communication and provide authentic learning opportunities. (ie. Media/Branding, Marketing/Student Storytelling/Messaging) Expand industry partnerships and enhance stakeholder communication channels to promote a positive school image.	Academy Leads/Advisory Boards	☐ \$
	Strengthen community and industry partnerships to enhance communication and provide authentic learning opportunities. Leverage community resources and non-profit partnerships to provide robust support and incentives for student success.	WBL/Marketing Team	☐ \$

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.

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

The Castle High 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 11.04.2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 03.10.2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): *School Leadership Team on 01.06.2026*
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: 03.10.2026.

Attested:

Castle High Principal	Signature	Date
Burme Tyrell		03.10.2026

SCC Chairperson	Signature	Date
Christine Smith		03.10.2026

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:
N/A		

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

Is it possible to incorporate/align instruction/curriculum to HA Framework more intentionally? SCC shared ideas for building in more culture: Design Thinking, bringing in other organizations currently working with things like 808 NOVAPE, Public Health dept - to assist students in building the skills to cope with peer pressure. Student feedback was in support of all the opportunities available at CHS. Some students are dealing with personal issues that interfere w/ their success in school. Staff shared that they are seeking more/different ways to engage students in the school culture after COVID. Students are not responding to the ways we did things in the past i.e. student dances & participation in school spirit events because they may feel safer on social media.

11/22/16

Attested:

SCC Chairperson	Signature	Date
Christine Omiya		03.10.2026