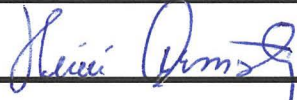


Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Kahuku High & Intermediate School Castle-Kahuku Complex Area KHIS CNA for SY25-28	03.04.2026		Walter Santiago
	03.06.2026		Sam Izumi
	3/17/26		Heidi Armstrong

☒ 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:

Walter Santiago, Pat Macadangdang, Kuka Toelupe, Mike Aronica, Kit Brizuela, Mariko Jackson

	School	HIDOE
Mission	KHIS is a place where we advocate for all students to achieve the Portrait of a Kahuku Graduate by aligning our practices, breaking down barriers, and providing rigorous academic 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	Learning Today for Lifelong Success in College, Career, and Community.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values Portrait of a Kahuku Graduate	Portrait of a Kahuku Graduate 1. Productive Communicator 2. Critical Thinker 3. Intentional Collaborator 4. Civic & Cultural Responder 5. Socially & Emotionally Adaptive	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
7-8	19 Amplify ELA	enVision Mathematic...		
9-12	20 Into Literature	enVision A/G/A		

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

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
Grades 7-9, all students	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 KHIS' 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)	1251
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Did your school submit a SCC Waiver Request Form? Please explain. N/A	Yes, modified schedule and 5 waiver days
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Bell Schedule:  Kahuku High 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). [2026-2027 KHIS CNA \(SW1\)](#)

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?

Strong relationships shown through Panorama Surveys and activities data. C3Journey programming and other transitional support programs such as Red Raider Ready show that we have many structures and opportunities that support relationship building. These could further be leveraged for academic improvement. Behavioral data show decrease in Chapter 19, suggesting positive impacts. We can also use these strengths to leverage attendance issues.

Additionally, the school has a stable, highly qualified teaching force: 93.8% of teachers are fully licensed, and there are five National Board–certified teachers. Retention of experienced educators, many of whom live in the local community, has also improved.

There is a powerful, shared perception that the school is a safe, threat-free environment. Staff report high job satisfaction and a unanimous belief that every student is capable of learning.

The school's on-time graduation rate is a major success, reaching 91% for the Class of 2024, which exceeds the state average

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

There is an increase in non-highly qualified teachers, including emergency hires. There is a specific struggle with retaining new teachers and a reliance on long-term substitutes in key subject areas and grade levels.

There is an identified need for differentiated instruction, coaching, and support to address the diverse challenges of our students and teaching staff.

This has led to a lack of available classrooms and workable space, resulting in teachers having to "float" between rooms, which can disrupt instructional consistency.

High needs student population with approximately 50% of the student population qualifying for free or reduced-price lunch, indicating significant economic challenges

Lacking a clear, systematic, early, and targeted support (Tier II and III interventions) for students entering the school, particularly for those in our targeted subgroups.

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

1) Math and Reading learning needs

Students (including targeted Native Hawaiian, EL, SPED, and Low SES) need to learn how to apply active reading comprehension strategies for literary and informational text in order to access and understand grade-level content across all subject areas.

Students (including targeted Native Hawaiian, EL, SPED and Low SES) need to learn how to break down multi-step mathematical problems and apply productive struggle strategies to accurately demonstrate their learning on grade-level assessments.

2) Student Assessment Engagement (testing culture)

Students need to learn how to apply self-monitoring and goal-setting skills (metacognition) to connect their daily learning progress to standardized assessments, enabling them to persist and demonstrate their true academic abilities during testing.

3) Tier 1 Instructional Relevance and Engagement (all targeted subgroups)

Students need to learn how to make explicit connections between their classroom tasks, their cultural identities, and real-world/future career applications to maintain high levels of engagement during core instruction.

4) Attendance/Student Engagement (all targeted subgroups)

Students—particularly Native Hawaiian and high-needs populations—need to learn how to articulate their social-emotional needs and build positive, trusting relationships with peers and campus adults to foster a stronger sense of belonging and improve daily attendance.

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

1. Quality Differentiated Tier I Instruction for ELA & Math (FIC: Formative Instructional Cycle)

There is a lack of consistent, school-wide implementation and vertical alignment of rigorous Tier I instructional and assessment practices, resulting in learning experiences that are highly teacher-specific and fail to adequately engage or support students performing below grade level.

2. Early and Targeted Response To Intervention Tier II & III plan implemented consistently and systematically supporting our diverse learning needs and targeted subgroups (Targeted Reading & Math Workshop classes).

The school lacks a cohesive and systematic Response to Intervention (RtI) framework, leading to inconsistent differentiation and a failure to provide early, targeted supports for students with diverse and intersecting learning needs entering KHIS.

3. Assessment (CFA), Testing Culture, and using data to drive instructional plans and next steps (FIC #6 & #7).

Instructional teams inconsistently use collaborative data cycles and progress monitoring to adjust teaching, coupled with a systemic mismatch between classroom learning experiences and state assessments that undermines teacher trust in data and student testing culture.

4. HMTSS/PBIS Attendance & Behavioral Plan that is clear, implemented consistently, progress monitored, and addresses the diverse needs of our students.

There is an absence of shared school-wide behavioral expectations and inconsistent enforcement of policies, meaning current systems fail to provide the differentiated social-emotional and behavioral supports required for our diverse, high-needs student body.

5. Clear channels for stakeholder communication, collaboration, and participation (i.e., SCC, Parents, Community, Staff, Students).

Current school communication systems prioritize one-way information delivery over authentic, two-way engagement, limiting opportunities for inclusive decision-making, student voice, and meaningful partnerships with families and the community.

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. Implement and monitor a coherent, school-wide instructional framework (FIC) to deliver high-quality, differentiated Tier I instruction in ELA and Math.

2. Implement and sustain a systematic Response to Intervention (RtI) framework to provide early, targeted Tier II and III supports for diverse learners and subgroups.

3. Establish a collaborative, data-driven culture by utilizing Common Formative Assessments (CFAs) to inform instructional plans and cultivate student testing engagement.

4. Develop clear, two-way communication channels to foster authentic collaboration and partnership with families, students, the SCC, and the broader community.

Goal (developed from CNA student learning needs):
 Increased proficiency for ELA & Math for all students (High needs & Non-High needs)
 Explicit Differentiated Tier I Instruction (walkthrough data)
 Students testing out of Reading & Math Workshop Classes

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
All Students (7,8)	SBA	42% ELA 27% Math	44% ELA 29% Math	46% ELA 31% Math	48% ELA 33% Math
All Students (9)	iReady	22% Reading 32% Math	24% Reading 34% Math	26% Reading 36% Math	28% Reading 38% Math
All Students (11)	SBA	36% ELA 11% Math	38% ELA 13% Math	40% ELA 15% Math	42% ELA 17% Math

EL (7, 8, 11)	SBA, WIDA	0% ELA 0% Math	2% ELA 2% Math	4% ELA 4% Math	6% ELA 6% Math
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High Needs (7, 8, 11)	SBA	26% ELA 12% Math	28% ELA 14% Math	30% ELA 16% Math	32% ELA 18% Math
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Native Hawaiian (7, 8, 11)	SBA, WIDA	28% ELA 11% Math	30% ELA 13% Math	32% ELA 15% Math	34% ELA 17% Math
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Strategies Timeline

Year 1 - Build foundation

Year 2 - Scale and embed

Year 3 - Refine, strengthen, and sustain all

			Section 1003 School Improvement Funds Budgeted? Evidence-Based Practices ONLY
Focus	Strategies (taken from prioritized practices and indicators in the CNA) (SW6)	Accountable Lead	
Strong Leadership and Strategic Planning	Establish a collaborative, data-driven leadership culture by utilizing Common Formative Assessments (CFAs) to inform instructional planning and continuous improvement. Year 1: Train instructional teams on data analysis protocols (aligned to FIC #6 & #7) and establish shared routines for developing and administering Common Formative Assessments (CFAs).	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$
	Establish a collaborative, data-driven leadership culture by utilizing Common Formative Assessments (CFAs) to inform instructional planning and continuous improvement. Year 2: Utilize Professional Learning Communities (PLCs) to consistently analyze CFA data to drive instructional plans, utilizing monthly faculty meeting share-outs to build collective accountability.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$
	Establish a collaborative, data-driven leadership culture by utilizing Common Formative Assessments (CFAs) to inform instructional planning and continuous improvement. Year 3: Sustain a robust data-driven culture where continuous progress monitoring directly dictates school-wide instructional shifts and builds teacher trust in the reliability of assessment data.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$

Effective Instruction and Classroom Practices	Implement and monitor a coherent, school-wide instructional framework (FIC) to deliver high-quality, differentiated Tier I instruction in ELA and Math. Year 1: Define and provide professional development on the Formative Instructional Cycle (FIC) to establish shared, school-wide expectations for rigorous Tier I instruction.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$43,450 Solution Tree Quote (LINK)
	Implement and monitor a coherent, school-wide instructional framework (FIC) to deliver high-quality, differentiated Tier I instruction in ELA and Math. Year 2: Conduct consistent administrative and peer walkthroughs to monitor FIC fidelity, ensuring horizontal and vertical instructional alignment across all classrooms.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$185,515 Solution Tree Quote (LINK)
	Implement and monitor a coherent, school-wide instructional framework (FIC) to deliver high-quality, differentiated Tier I instruction in ELA and Math. Year 3: Refine instructional practices through differentiated coaching to guarantee that Tier I instruction actively engages students, provides cultural relevance, and adequately supports students performing below grade level.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$185,515 Solution Tree Quote (LINK)
Positive and Inclusive Learning Environment	Implement a systematic Response to Intervention (Rtl) framework to provide targeted Tier II and III supports while actively cultivating a positive student testing culture. Year 1: Establish the Rtl framework by scheduling Targeted Reading & Math Workshop classes and developing centralized tracking systems (e.g., targeted groups spreadsheets) to monitor early interventions.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$
	Implement a systematic Response to Intervention (Rtl) framework to provide targeted Tier II and III supports while actively cultivating a positive student testing culture. Year 2: Systematically implement targeted interventions for diverse subgroups while explicitly bridging the gap between classroom learning experiences and state assessments to improve student testing motivation.	Academic Coach Curriculum Coordinator Admin (Principal & VPs), Testing Coordinator	☐ \$
	Implement a systematic Response to Intervention (Rtl) framework to provide targeted Tier II and III supports while actively cultivating a positive student testing culture. Year 3: Sustain comprehensive HMTSS/PBIS and Rtl supports that flexibly address the diverse academic, behavioral, and attendance needs of all subgroups, resulting in high engagement and assessment participation.	Academic Coach Curriculum Coordinator Admin (Principal & VPs)	☐ \$

Family & Community Engagement	Develop clear, two-way communication channels to foster authentic collaboration and partnership with families, students, the SCC, and the broader community. Year 1: Shift communication systems from one-way information delivery to establishing clear, accessible channels for two-way dialogue with the SCC, parents, and students.	Admin (Principal & VPs)	☐ \$
	Develop clear, two-way communication channels to foster authentic collaboration and partnership with families, students, the SCC, and the broader community. Year 2: Embed student voice and family participation into school decision-making processes to build a stronger sense of inclusivity, address chronic absenteeism, and foster a positive climate.	Admin (Principal, VPs)	☐ \$
	Develop clear, two-way communication channels to foster authentic collaboration and partnership with families, students, the SCC, and the broader community. Year 3: Leverage strong community and family partnerships to support the "Portrait of a Kahuku Graduate" by increasing access to post-secondary opportunities and real-world connections.	Admin (Principal, VPs)	☐ \$

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.

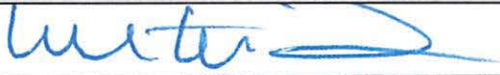
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kahuku High and Intermediate** 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 03/10/26 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 03/10/26 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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:

Kahuku High and Intermediate Principal	Signature	Date
Walter Santiago		04.07.2026

SCC Chairperson	Signature	Date
Joshua Bohnet		04.07.2026

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:
None		

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

Attested:

SCC Chairperson	Signature	Date
Joshua Bohnet		04.07.2026