

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

Honokaa High & Intermediate HKKK / West Hawaii Link to CNA	<Date Approved>	 Erika Blanco (Mar 9, 2026 12:17:54 HST)	Erika Blanco
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☒ Title I
☐ Non-Title 1

☐ Comprehensive Support & Improvement School

☒ Additional Targeted Support School

☐ Kaiaupuni 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:

Erika Blanco, Megan Minotti, Aaron Tanimoto, Darya Ives, Doug McDowell, Steve Hanks

	School	HIDOE
Mission	Provide engaging, relevant, and rigorous instruction and programs that support all students to be college, career and community ready.	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	Empower all students with the confidence and ability to pursue their dreams.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	Passion Respect Integrity Determination Excellence	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
Grades 7-12	22 MyPerspectives	Reveal Math		Savaas
	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
7-12	iXL, Smarter Balanced Interim Assessment, California Expository Reading and Writing	HIDOE Alg 1, Geom, Alg 2, iXL,		
7-8, EL	Imagine Learning			
9-12, EL	Lexia PowerUp			
7-12, Literacy	Read 180	HIDOE Alg 1, Geom, Alg 2, iXL,		

Hawaii Multi-Tiered System of Support (HMTSS)

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
7-12	NWEA MAP	NWEA MAP
7-12, EL	WIDA Screener	STAR Algebra
11	ACT	ACT

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 **Honokaa High and Intermediate'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)	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No

Bell Schedule: + Honokaa 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).

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. Implementation of Academy model and PLTs - There are four established academies: Industry, Public Service, Discovery (Intermediate), and Anela (Fully self contained SpEd). Increase in industry recognized certifications (IRC) over the last 3 years. In SY24-25, 80.7% of 12th graders were CTE completers.
2. Academic growth and proficiency improvements - From SY23-24 to SY24-25, ELA increased 12.5%, Math increased 6.4%, and Science increased by 12%. SGP baseline for Math is 69.6% and ELA is 53.1%, indicating that HHIS students are growing faster than their academic peers in these areas.
3. Overall positive school climate and safety. Students reported high positive rates for Safety (65.6%) and Well-Being (74.3%). Class A and B offenses decreased from 13.1 in SY23-24 to 7.1% in SY 24-25.
4. Stability of Experienced and Highly Qualified Workforce - Average teaching experience is about 14 years; 62% of teachers have been at HHIS for five or more years.

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

1. Staffing shortages - support for High-need populations (SpEd and EL). Severe shortage of available substitutes.
2. Lack of diverse co-curricular and extra curricular programs for intermediate students as compared to High School
3. Geographic location of school creates challenges for attendance (bus continues to be an issue), collaboration with community and business partners for students to complete WBL and POG components, opportunities to attend college and career events.

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

1. Students need to verbally articulate and document their mathematical reasoning using academic vocabulary when solving multi-step problems
2. Students need to develop "reading to learn" skills to effectively process, comprehend, and draw meaning from complex texts across all content areas
3. Students need to actively solve real-world problems using career-focused skills, and demonstrate their mastery by presenting a final product to an authentic audience

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

- Root Cause 1: Siloed Collaboration and Inconsistent Data Analysis Protocols
- Aligned Indicators: 1A.6 (Teacher Instructional Teams) and 3A.4 (Teachers Review Test and Assessment Items)
 - Synthesis: This cause addresses the lack of integrated, cross-curricular instructional teams and uniform data analysis protocols. Because teachers are working in single-subject silos and are not collaboratively reviewing formative assessment items to identify structural gaps in math reasoning or critical thinking, there are missed opportunities to adjust daily instruction and calibrate schoolwide Tier 1 practices
- Root Cause 2: Lack of Systemic Tier 1 Expectations for Explicit Literacy and Vocabulary Instruction
- Aligned Indicators: 3B.12 (Teachers Emphasize Reading to Learn) and 3B.13 (Teachers Teach Academic Vocabulary)
 - Synthesis: This cause identifies an absence of systemic instructional expectations and professional development equipping all teachers to explicitly teach foundational cognitive skills. Because academic vocabulary (Tier 2/3) and reading comprehension strategies are not simultaneously modeled and taught alongside content, students struggle to extract meaning from complex texts and verbally articulate mathematical reasoning
- Root Cause 3: Instructional Disconnect from Active, Relevant, and Career-Focused Learning
- Aligned Indicators: 3B.9 (Teachers Help Students Find Value in New Topics), 3C.3 (The School Provides Nontraditional Education Opportunities), and 3C.10 (The School Provides Scaffolded Career Exploration)
 - Synthesis: This cause addresses a heavy reliance on passive instructional activities rather than higher-level, Project-Based Learning (PBL) tasks. Without systemic expectations to intentionally integrate early career exploration (like the PTP), nontraditional settings, and explicit connections to students' personal aspirations, students lack the real-world context and relevance necessary for rigorous engagement

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. Active and Rigorous Learning Experiences: Instructional shifts away from "passive" activities, such as lectures and packets, toward higher-level cognitive PBL tasks that require strategic and extended thinking to effectively integrate core subjects with specialized pathways

- Directly addresses the root cause of instructional disconnect, ensuring that students are actively solving real-world problems using career-focused skills, scaffolding their future readiness early on

2. Clearer Instructional Purpose and Rigor: Students need lessons that go beyond simply completing exercises. While learning targets are currently posted, they are often not discussed or used by students for reflection, leading to a disconnect between classroom activities and intended learning goals

- By explicitly teaching reading strategies, academic vocabulary, and mathematical reasoning, teachers will connect the "why" and "how" of a lesson to the students, allowing them to engage deeply rather than passively complying with tasks

3. Consistent and Meaningful Academic Support: Develop an effective Multi-Tiered System of Support (MTSS/RTI) that is data driven and provides targeted interventions or extensions based on priority standards and skills, rather than broad.

- Structured data analysis protocols within PLTs. Establishing a comprehensive system to collect, analyze, and monitor formative assessment data will allow your instructional teams to deliver these timely, targeted interventions

4. Increased Academic Proficiency in Core Subjects: There is a critical need to improve student achievement in Reading/English - Whole School (currently at 47% proficiency), Mathematics - Whole School, where only 31% of students are currently proficient and Science - Gr 8 (32%) Bio (43%).

- By breaking down instructional silos, shifting from single-subject PLTs to cross-curricular collaboration, and implementing consistent Tier 1 high-impact literacy and math strategies across all content areas, we will raise proficiency .

5. Improving Regular Attendance: Chronic absenteeism remains a priority, as regular attendance is essential for students to receive consistent instruction and benefit from targeted interventions.

- Need 4. Your root causes identify that geographic and logistical challenges (like severe busing shortages) create barriers to attendance and participation in co-curricular activities. Addressing this condition will require robust attendance monitoring systems and tiered interventions

Goal (developed from CNA student learning needs):					
By 2028, improve student academic performance in ELA and Math by 20%, enhance regular attendance rates to 70%, and develop a Multi-Tiered System of Support Model					
Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA & Math Proficiency - Grade 7,8, & 11	SBA	ELA - 47% Math - 31%	ELA - 55% Math - 39%	ELA - 61% Math - 45%	ELA - 67% Math - 51%
Regularly Attending - all grade levels	IC, Lei Kulia	54%	60%	65%	70%
% of of students in need receiving timely and equitable interventions that are supportive of all learners.	TACA sheets, master intervention database	0%	50%	75%	100%

- Year 1 - Build foundation

Year 2 - Scale and embed

Year 3 - Refine, strengthen, and sustain all
- make sure to document the "how"

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Section 1003 School Improvement Funds Budgeted? Evidence-Based Practices ONLY
Strong Leadership and Strategic Planning	School leaders articulate and communicate a clear vision and direction for rapid and sustained school improvement. This includes setting ambitious, achievable goals and establishing clear policies, structures, and expectations for meeting those improvement goals.	Principal / Admin Team	☐ \$
	The School Leadership Team creates a system to implement and closely monitor the quality of Tier 1 instruction and interventions to adjust strategies as needed, discuss results, and share progress with the wider school community. This ensures the strategic plan remains a living document that guides continuous improvement.	Leadership Team	☒ \$5,000
	Provide professional development and coaching for leaders to effectively facilitate and lead all facets of the school improvement process.	Admin Team	☒ \$30,000
	To improve instructional leadership, school administrators should implement a system of frequent, non-evaluative "micro-walkthroughs" followed by immediate, growth-oriented feedback to transition from being building managers to active coaches of classroom practice.	Admin Team	☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Effective Instruction and Classroom Practices	Tier 1 instruction for all students while implementing Sheltered (EL) Instruction Techniques to Ensure Content Comprehensibility and Build Academic Vocabulary.	Leadership/EL	☐ \$25,000
	Provide structured, frequent opportunities for students to collaborate on Academic-Focused oral and written language practice.	Teachers	☐ \$25,000
	Teachers explicitly deconstruct learning targets into measurable success criteria for students to discuss and evaluate their own progress using evidence from their work and learning beyond the assignment.	Teachers	☐ \$
	Implementing formative assessment loops, where teachers use real-time checks for understanding to immediately pivot their teaching strategies based on student needs.	Teachers	☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Positive and Inclusive Learning Environment	Develop a comprehensive behavior support plan	Behavior Coalition	☐ 5,000
	Implement the Academy Action Plan - National Standards of Practice (NSOP) - for the academy model.	Academy Leadership	☒ \$35,000
	Increase a positive learning environment, schools should prioritize relational capacity by adopting a "connection before content" approach that utilizes daily proactive check-ins and restorative communication to ensure every student feels a baseline of emotional safety and belonging.	Teachers	☐
	Develop a co-curricular/extra curricular program for Academy of Discovery Students	Admin/ Academy	☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Family & Community Engagement	Ensure that communication is frequent, accessible, and actively solicitous of family feedback, moving beyond one-way announcements to build a genuine partnership between the school and home.	Admin / Leadership	☐ \$
	Provide meaningful and varied opportunities for families and community members to contribute to student learning and school improvement, moving beyond general volunteering to roles that leverage their expertise and address specific school needs.	Academy Teacher Teams	☐ \$
	Foster authentic family and community engagement, by shifting from passive communication to a collaborative partnership model that utilizes two-way dialogue, home visits, and community-based "listening sessions" to empower families as co-educators in their children's success.	Admin / Counseling Team	☒ \$25,000
			☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$

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

The **Honoka'a High & 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 to share the school data and gather input on student priorities.

Date of School Community Council Meeting: April 27, 2026 @ 5:30 pm

_____ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Council Meeting: April 27, 2026 @ 5:30 pm

_____ Other (*list below*) *Examples:* School Leadership Team, Curriculum Committee, School Safety Committee, School CSSS Cadre

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:

Erika Blanco

Typed name of school principal

Signature

April 15, 2026

Date

Tiffany Joaquin

Typed name of SCC chairperson

Signature

Date

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:

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

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Attested:

Tiffany Joaquin
 Typed name of SCC Chairperson

 Signature

 Date