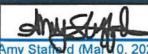
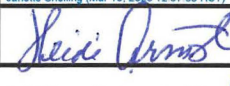


Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Kohala High School HKKK Complex/West Hawaii Link to CNA	3/10/26	12/19/25  Amy Stafford (Mar 10, 2026 01:03:45 HST)	Amy Stafford
	3/10/26	Janette Snelling Janette Snelling (Mar 10, 2026 12:57:33 HST)	Janette Snelling
	3/17/26	 Heidi Armstrong	Heidi Armstrong

☒ Title I
☐ Non-Title 1

☒ Comprehensive Support & Improvement School

☐ Additional Targeted Support School

☐ Kaiapuni School

☐ Self-Contained
☐ Shared Site

Rationale:

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewed regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. **No separate Academic Plan is required.**

School Planning Team Members:

Amy Stafford, Kim Kosa, Jessica Patao, Brittney Hedlund, Emily Hedrick, Stuart Hendricks, Marcus Douglas, Aime Van Zandt, Connor Hedrick, Traci Figueroa

	School	HIDOE
Mission	Kohala High School is committed to cultivating self-sufficient, perpetual learners by providing 'āina and cultural education through authentic and rigorous opportunities, nurturing haumāna to become vital community contributors.	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	Grounded in Kohala, our graduates are empowered with the essential skills and confident determination to positively impact the world.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	RISE to the Challenge, Cowboys! Resilience Integrity Steadfast	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	22 MyPerspectives	Select One		
Algebra I, Algebra II, Geometry	Select One	Other:		
US & World History	Select One	Select One		SAVAAS

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
Chemistry			Atoms first 2e	
Algebra I, Algebra II, Geometry		Mathspace/Delta Math		

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: RTI Scheduler

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
9-12	STAR Enterprise	STAR Enterprise
9-12	STAR Progress Monitoring	STAR Enterprise
9-12	Other:	Mathspace

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 Kohala 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)	1,080
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Did your school submit a SCC Waiver Request Form? Please explain. Yes. We requested two additional Waiver Days for teacher collaboration to align expectations and college/career activities for sharing with families at grade-level meetings, aiming to increase parent participation and support for school initiatives.

Bell Schedule: [25-25 Bell Schedule Linked 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).

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?

Areas of Strength Identified:

- Strong sense of community and shared purpose
- Administrative vision and responsiveness
- Significant progress toward PLC structures, RTI, attendance processes, and social emotional learning for students
- Commitment to student support and equity
- Positive school culture
- Dedicated teachers who are ready to lead

The assessment utilized qualitative focus groups, classroom observations, and quantitative performance data to identify these strengths and can utilize its strong cultural foundation to address current challenges by:

- Using the existing "positive, collaborative environment" to move from "information-receiving" to active data-driven decision-making within the Guiding Coalition.
- Refining the existing RTI block by using Common Formative Assessment (CFA) data to assign students to specific, flexible intervention groups based on priority standards rather than broad skills.
- Moving the Guiding Coalition from an "information-receiving body" to a decision-making team.
- Applying the "interactive, hands-on" instructional model valued by students in CTE courses to core academic subjects to increase cognitive rigor and engagement.
- Using existing collaborative meeting times to record essential standards and learning targets for every unit delivered, ensuring a guaranteed and viable curriculum.
- Utilizing the supportive environment to encourage students to set their own SMART goals and track their growth, moving from passive participation to ownership of learning.

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

The school's rural location is a challenge for recruiting and maintaining adequate staffing levels.

Instructional assistants are a resource that is not yet being fully utilized to provide targeted small-group support.

Due to the financial constraints of a small school, proper materials for all classes offered is a challenge (books, workbooks, online programs, etc.)

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

ELA: Students need consistent opportunities to engage with complex texts and use discipline-specific literacy practices — reading, writing, speaking, and thinking — so they can analyze information and communicate understanding across content areas.

Math: Students need daily opportunities to engage in cognitively demanding math tasks that develop conceptual understanding, use multiple representations, and require justification of solutions so they can improve mathematical reasoning and problem-solving proficiency.

Science: Students need regular opportunities to engage in scientific inquiry, analyze evidence, and apply scientific concepts to real-world problems so they can build conceptual understanding and demonstrate proficiency in science.

Student ownership: Students need structured opportunities to set goals, monitor progress, reflect on learning, and adjust strategies based on feedback so they can take ownership of academic growth.

Student attendance and sense of belonging: Students need consistent experiences of belonging, meaningful engagement in learning, and supportive relationships so they attend regularly and actively participate in instruction.

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: Limited Access to Rigorous, Student-Centered Learning Tasks

A primary root cause of low academic proficiency is the limited use of challenging, student-centered instructional practices in core classrooms. Classroom observations revealed that 5 out of 9 classrooms relied heavily on "sit-and-get" instruction, where teachers performed most of the cognitive work and students were primarily passive recipients of information. Instruction was predominantly delivered at Depth of Knowledge (DOK) levels 1 and 2, providing minimal opportunities for strategic thinking, problem solving, or extended reasoning required for mastery of grade-level standards. This lack of access to rich mathematical tasks, disciplinary literacy practices, and inquiry-based learning limits students' ability to analyze complex texts, explain their reasoning, and engage in higher-level thinking across content areas.

Root Cause 2: Insufficient Precision in the Response to Intervention (RTI) System

While we have an established RTI system, it currently lacks the level of precision needed to effectively address specific learning gaps and close subgroup achievement disparities. Interventions are often based on broad skill areas or teacher intuition rather than data derived from priority standards and clearly defined learning targets. As a result, students do not consistently receive targeted support aligned to the specific skills and concepts they need to master. This lack of specificity limits students' opportunities to engage in focused practice tied to grade-level expectations and undermines their ability to analyze assessment results, set meaningful learning goals, and monitor their own progress using evidence from their work.

Root Cause 3: Inconsistent Beliefs About Student Potential and Responsibility for Learning

A significant cultural root cause impacting student learning involves inconsistent beliefs among staff regarding student potential and responsibility for achievement. Interviews revealed that while most staff express care and concern for students, some attribute low performance primarily to student motivation, attendance, or home circumstances rather than examining instructional practices and learning conditions within the classroom. These beliefs contribute to lower expectations, reduced access to rigorous tasks, and fewer opportunities for student to engage in productive struggle and higher-level thinking. Over time, this dynamic can diminish student engagement, weaken attendance patterns, and limit students' sense of ownership and agency in their learning.

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.)

Increased Academic Proficiency in Core Subjects: There is a critical need to improve student achievement in Reading/English (currently at 46% proficiency), Science (38.6%), and especially Mathematics, where only 13.2% of students are currently proficient.

Active and Rigorous Learning Experiences: Observations indicate a need for instructional shifts away from "passive" activities, such as lectures and packets, toward higher-level cognitive tasks that require strategic and extended thinking.

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

Consistent and Meaningful Academic Support: There is a need for more effective Multi-Tiered Systems of Support (MTSS/RTI) that use data to provide targeted intervention or extension based on specific standards rather than broad, generalized skills.

Improved Regular Attendance: Chronic absenteeism remains a priority, as regular attendance is essential for students to receive consistent instruction and benefit from targeted 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 80%, and develop a guaranteed and viable curriculum aligned with grade level priority standards and appropriate depth of knowledge.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By Dec. 2026	By Dec. 2027	By May 2028
ELA & Math Proficiency - Grade 11	SBA	ELA - 46% Math - 13%	ELA - 55% Math - 30%	ELA - 60% Math - 33%	ELA - 66% Math - 36%
Regularly Attending - all grade levels	IC, Lei Kulia	65%	70%	75%	80%
% of classes fully staffed with licensed teachers at the start of the year	eHR for HQ	71%	75%	80%	85%

% of classes with a year of complete unit plans	School shared drive	0%	10% or 8/80 classes	20% or 16/80 classes	38% or 30/80 classes
% of students receiving timely and equitable interventions that are supportive of all learners.	School shared drive	10%	20%	30%	50%

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

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Section 1003 School Improvement Funds Budgeted? Evidence-Based Practices ONLY
Strong Leadership and Strategic Planning	Shared leadership - Develop and exercise shared leadership by empowering the guiding coalition PLC to lead instructional improvement through collaborative planning, progress monitoring, and decision-making aligned to schoolwide goals.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Data based decision making - Use multiple sources of student achievement and implementation data to guide leadership decisions, prioritize instructional focus areas, and adjust strategies in response to evidence of impact.	Principal, Vice Principal, RTI task force	☐ \$
	Guaranteed and viable curriculum - Establish a coherent, schoolwide vision for a guaranteed and viable curriculum by clarifying priority standards, expectations for unit planning, and shared definitions of proficiency across content areas.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Leadership capacity building - Build leadership capacity by engaging administrators and teacher leaders in ongoing professional learning focused on PLC processes, effective unit design, and instructional leadership practices.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Ongoing monitoring of implementation and impact - Establish clear benchmarks and monitoring routines to assess implementation of PLC practices, instructional strategies, and curriculum expectations, and use findings to inform next steps.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Effective Instruction and Classroom Practices	Standards aligned unit planning - Ensure effective instruction by implementing standards-aligned unit planning that focuses on priority standards, clear learning targets, and aligned assessments across content areas.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Clear learning targets and success criteria - Implement clear, student-friendly learning targets and success criteria to guide instruction, promote student ownership of learning, and support consistent expectations across classrooms.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Intentional use of high impact teaching strategies - Improve classroom instruction through the intentional selection, implementation, and refinement of high impact teaching strategies aligned to content standards and student learning needs.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Use of formative and summative assessment to inform instruction - Use common formative and summative assessments to monitor student learning, identify instructional adjustments, and inform interventions and extensions.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Student engagement - Increase student engagement by embedding opportunities for student reflection, feedback, and goal setting within daily instruction.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Supportive and Inclusive Learning Environment	Predictable Structures - Strengthen the positive and inclusive learning environment by establishing predictable instructional and collaborative structures that promote psychological safety, clarity of expectations, and consistent support for students and staff.	Principal and Vice Principal	☐ \$
	Student ownership and voice in learning - Promote student voice and ownership by ensuring students understand learning expectations, track their progress toward learning targets, and reflect on their growth.	Principal, Vice Principal, Guiding Coalition Members	☐ \$
	Inclusive instructional practices - Implement inclusive instructional practices that provide access to grade-level priority standards through intentional planning, differentiation, and responsive instruction.	Principal, Vice Principal, Guiding Coalition Members, RTI Task Force	☐ \$
	Collaborative culture of collective responsibility - Foster a collaborative and inclusive school culture by strengthening collective responsibility among educators for student learning and success.	Principal, Vice Principal	☐ \$
	Equitable use of data to support students - Use formative and summative assessment results to identify and respond to academic needs in ways that are timely, equitable, and supportive of all learners.	Principal, Vice Principal, Guiding Coalition Members, RTI Task Force	☐ \$
			☐ \$

[illegible]

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

The _____ Kohala 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)

 X A School Community Council Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Council Meeting: November 25, 2026

 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: March 31, 2026

 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 March 31, 2026

Attested:

 Kimberly Kosa
Typed name of school principal

Kimberly Kosa
Kimberly Kosa (Apr 7, 2026 12:17:08 HST)
Signature

04/07/2026
Date

 Thomas Giel
Typed name of SCC chairperson

Thomas J. Giel
Thomas J. Giel (Apr 7, 2026 12:10:08 HST)
Signature

04/07/2026
Date

Attachment B- SCC Assurances Form (Word)

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:
NA		
NA		
NA		

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

Attested:
Thomas Giel
Typed name of SCC Chairperson

Thomas J. Giel
Thomas J. Giel (Apr 7, 2026 12:10:08 HST)
Signature

04/07/2026
Date