

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

Ke Kula 'o 'Ehunuikaimalino HKKK <Link to CNA>			Momi Kaehuaea
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☒ Title I	☒ Comprehensive Support & Improvement School	☐ Additional Targeted Support School	☒ Kaiapuni School	☒ Self-Contained
☐ Non-Title 1				☐ Shared Site

Rationale:

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

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

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

School Planning Team Members:

	School	HIDOE
Mission	Ke Ala Nu'ukia: E ho'ona'auao i nā haumāna no Kona ma o ka 'ōlelo a me ka nohona Hawai'i. Mission: To educate students of Kona through the Hawaiian language and culture.	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	Ka Nu'ukia: He honua Maui Ola Hawai'i me ka mākaukau pū e holomua ma ke ao nei. Vision: A learning community where Maui Ola thrives and students are prepared to flourish in the western world.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	““I ka ‘ōlelo nō ke ola, i ka ‘ōlelo nō ka make.” Without a language, a people and their customs and traditions cease to exist. Therefore, it is imperative that ‘Ōlelo Hawai‘i is situated at the core of kaiapuni education, since Hawaiian is the language used to engage with our environment. The overall objective is to develop proficient and fully functioning Hawaiian language speakers, (1) in a variety of communicative settings, (2) with high levels of fluency and authenticity similar to native speakers, and (3) as future Hawaiian language--speaking parents and community leaders.” (FAFKE)	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 K-5	Teacher Created	i-Ready Classroom ...	Teacher Created	Teacher Created
Grades 6-8	23 CommonLit 360 6-8	i-Ready Classroom ...	Teacher Created	Teacher Created
Grades 9-12	Other:	HMH Into Math	Teacher Created	Teacher Created

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
Grades K-5		Rocket Math		
Grades 6-8	Beable/HMH	Rocket Math/ALEKS		
Grades 9-12	HMH	ALEKS		

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 K-5	He Lawai'a	I-Ready
Grades 6-8	He Lawai'a	I-Ready
Grades 9-12	He Lawai'a	ALEKS

School Bell Schedule

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases [Insert school name] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1080
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Did your school submit a SCC Waiver Request Form? Please explain.

NO

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]

Summary of Comprehensive Needs Assessment (CNA)

An externally or complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress).

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. Deep commitment to the Kaiapuni mission
2. Notable Gains in Academic Proficiency in SY21-22 to SY23-24 that built a foundation for future success
3. High Graduation Rates
4. Strong Sense of 'Ohana and Community Engagement
5. Success in Elementary Interventions (RTI)
6. Teacher Resourcefulness and Self-Reliance

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

1. Inconsistent alignment to FAFKE
2. Gaps in vertical articulation, especially between grades 5 and 6 as students transition to English
3. Teacher vacancies and inconsistent language proficiency among new hires
4. Lack of coherent curriculum and instructional strategies aligned to an instructional model

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

1. Increase proficiency in HLA, ELA, Math, and Science
2. Increase Student attendance and engagement through Academic Rigor, Secondary Course Variety, and attendance incentive program
3. Social-Emotional Support and On-site Counseling: emphasizing on Growth Mindset, Self Efficacy, and Emotional Regulation
4. Clear Schoolwide Behavioral and Learning Expectations
5. Supportive educational environment that integrates Hawaiian cultural practices with high professional standards to maximize student achievement and well-being

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

1. Years of systemic instability and leadership turnover have resulted in inconsistent implementation, instructional variability, diminished trust in administration, and differing perceptions about systems and expectations, all of which contribute to a variability in students' learning experience.
2. Challenges filling teaching positions with highly qualified teachers who are also fluent in 'Ōlelo Hawai'i contribute to a disproportional learning experience; elementary students receive most of their instruction in 'Ōlelo Hawai'i and benefit from a functioning RTI process, while secondary students are more likely to have classes taught in English, spend excessive time in computer-based learning, and have fewer course options, which has led to higher rates of disengagement.
3. Curricular variability and vertical misalignment mean students do not have access to a guaranteed and viable curriculum with common learning expectations across the school.
4. The high level of community familiarity (the school as one 'ohana) has sometimes blurred the lines for students regarding respectful interactions with teachers, contributing to off-task or disengaged behaviors. Furthermore, the lack of a consistent on-site school counselor is a significant gap, prompting teachers to assume social-emotional roles for which they may not be fully equipped, which detracts from instruction time.

"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. High-Reliability Systems and Leadership Stability
 - Implementation with Intention: Rather than just creating procedures, the focus is on implementing existing drafts (such as the attendance procedure) with clear responsibilities and communication protocols.
 - Coherence Mapping: A high priority is creating a coherence map to illustrate how school-level goals (Kaiapuni mission) relate to Complex Area and DOE expectations, ensuring resources are aligned across all levels.
 - Trust and Collective Efficacy: Leadership will focus on restoring trust and authentically including kumu (teacher) voice in decision-making to build a high-performance culture.
2. Vertical Articulation and Instructional Rigor
 - Profile of a Graduate: Finalizing this document is a top priority to serve as the foundation for backward-mapping curriculum and instructional decisions.
 - Shared Instructional Model: The school will develop a mission-aligned model for instruction that clarifies what should occur during lessons and embeds 'āina-based and cultural learning into all classes.
 - Curriculum Mapping: Efforts will focus on creating curriculum maps and pacing guides to ensure vertical consistency, while also expanding the use of existing 'Ōlelo Hawai'i resources from external organizations.
3. Safe and Inclusive Learning Environments
 - Schoolwide Behavioral Expectations: A top priority is convening a working group of kumu, haumāna, and makua to communicate and implement consistent learning and behavioral expectations across the school.
 - Creating a High-Performing Culture: The plan prioritizes supporting adults in developing shared language and tools to improve the collaborative environment.
 - Tiered Interventions: Resources will be used to ensure all staff can confidently implement tiered classroom and behavior strategies, while maintaining itinerant counseling services until a full-time hire is possible.
4. Empowered Family and Community Engagement
 - Language and Cultural Education: A primary practice will be continuing to provide resources for 'ohana to learn Hawaiian language and culture, allowing families to expand their understanding alongside their children.
 - Increased Secondary Dialogue: The school will engage families and students in a dialogue to examine three to five feasible options for increasing course choices at the secondary.

Goal (developed from CNA student learning needs):

By 2028, improve student academic performance in HLA,ELA, Math and Science by 12%, enhance regular attendance rates to 75%, and provide social emotional support for improved student outcomes.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
HLA - Grade 3-8 ELA - Grades 11 Math - Grades 3-8 & 11 Science Grades 5, 8, 10	KĀ'EO SBA EOC-Biology	LA - 25% Math - 21% Science - 27%	LA - 28% Math - 24% Science - 30%	LA - 32% Math - 27% Science - 33%	LA - 35% Math - 30% Science - 36%
HLA Grades K-12	He Lawai'a	Ha'aha'a - 39% Kualua - 33%	Ha'aha'a - 42% Kualua - 36%	Ha'aha'a - 45% Kualua - 39%	Ha'aha'a - 48% Kualua - 42%
Regular Attendance - All Grades	Lei Kulia/IC	60%	65%	70%	75%
Social-Emotional Support	Panorama: Gowth Mindset Self Efficacy Emotion Regulation	49% 43% 35%	52% 46% 38%	55% 49% 41%	58% 52% 44%

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	Initiate action to develop clarity, consistency, and communication of procedures and practices.		☐ \$
	Implement procedures and practices with clarity and consistency.		☐ \$
	Refine procedures and practices as needed.		☐ \$
	Initiate work to develop a school-wide Coherence Map to align the Kaiapuni mission (FAFKE), school-level goals, and resources with Complex Area and DOE expectations.		☐ \$
	Continue work to develop and implement FAFKE-aligned coherence map		☐ \$
	Finalize coherence map		☐ \$
	Initiate work to develop a high performing culture characterized by trust and clear decision making		☐ \$
	Continue work to develop a high performing culture characterized by trust and clear decision making		☐ \$
	Refine work to develop a high performing culture characterized by trust and clear decision making		☐ \$
Effective Instruction and Classroom Practices	Finalize profile of a KK'o'E graduate		☐ \$
	Integrate profile of a graduate into expectations of a guaranteed and viable curriculum.		☐ \$
	Integrate profile of a graduate into expectations of a guaranteed and viable curriculum.		☐ \$
	Set groundwork to develop and implement an instructional model and evidence based instructional practices		☐ \$
	Continue work to develop and implement an instructional model and evidence based instructional practices		☐ \$
	Implement an instructional model and evidence based instructional practices		☐ \$
	Set groundwork to develop a guaranteed and viable curriculum		☐ \$
	Continue work to develop a guaranteed and viable curriculum		☐ \$
	Finalize a guaranteed and viable curriculum		☐ \$
Positive and Inclusive Learning Environment	Refine the schoolwide learning and behavioral expectations		☐ \$
			☐ \$
			☐ \$
	Develop and implement a plan to support a collaborative environment		☐ \$
			☐ \$
			☐ \$
	Refine a clear implementation of HTMSS (including attendance)		☐ \$
			☐ \$
			☐ \$
Family & Community Engagement	Refine Hawaiian Language and cultural opportunities and learning for all stakeholders		☐ \$
			☐ \$
			☐ \$
	Explore feasible options for secondary student courses		☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$

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

The Ke Kula o Ehunuikaimalino 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: 11/25/25, 1/12/26

☒ 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: 1/12/26, 4/13/26

☐ 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 4/13/26

Attested:

Momi Kaehuaea
Typed name of school principal

Momi Kaehuaea
Signature

4/14/26
Date

Ua Cox
Typed name of SCC chairperson

Ua Cox
Signature

4/14/26
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:
N/A		

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

Attested:
Ua Cox

Typed name of SCC Chairperson

Ua Cox

Signature

4/14/26

Date