

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

Na'alehu Elementary School Ka'u, Keaau, Pahoa (KKP) Complex Area Na'alehu Elementary CNA Workbook Na'alehu Elementary CNA Document	4/1/2026		Jason Britt
	4/1/2026		Stacey Bello
	4/1/2026		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:

TA-Principal: Jason Britt, **TA-VP:** Jennifer Key, **Curriculum Coaches:** Rose Acevedo, Cherrish Spegar, Melissa Skadan
NES Leadership Team: Michelle Briggs, Noella Karasuda, Ryan Holderbaum, Sasan Carlson, Diwa Conner, Maluhia Zamudio
KKP Complex: Samantha Tomori
BERC Group: Duane Baker, Ronak Patel

	School	HIDOE
Mission	Na'alehu Elementary School is a diverse community of lifelong learners who embrace respect, resilience and Aloha. We ignite young minds with dynamic, creative learning experiences that cultivate a passion for excellence, developing and empowering globally competitive and locally committed individuals who will take on the future with confidence.	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	Na'alehu is a dynamic school where all students and staff demonstrate excellence.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	Ha'aha'a - to display humility 'Olu'Olu - to be pleasant and kind Na'auao - to gain wisdom and knowledge Ulupono - to prosper through right	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina
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Viability 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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K - 6 Core ELA Curriculum	23 Wonders	ORIGO Stepping Sto...	Amplify Science	K - 5 Teacher Created
K- 2 Phonics	ECRI	Select One		6th National Geographic
3 - 6 Foundational Skills	STAIRS	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
K - 2 Supplementary	Heggerty			
Intervention 3 - 6th	Phonics for Reading			
Intervention 5th - 6th Grade	Third Quest			

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
	DIBELS	I-Ready
	I-Ready	Select One
	Select One	Select One

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 Na'alehu Elementary 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)	1081
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Did your school submit a SCC Waiver Request Form? Please explain.	No
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[Bell Schedule: Na'alehu Elementary 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). 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?

1. Data shows that over the last two years student regular daily attendance has increased and chronic absenteeism has decreased.
2. Over the last three years, the number of student disciplinary actions and suspensions have decreased.
3. Over the last three years, the return rates for the SQS and all SQS student perception ratings have increased

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

1. A Lack of qualified teacher applicants make it difficult to implement academic improvement initiatives
2. Geographic isolation and lack of internet availability make it challenging for students to access school work when not on campus

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

1. **Speaking Skills:** English Learners need to learn to elaborate on ideas and connect to the ideas of others as they co-construct knowledge. Students need to learn to ask open-ended questions and to be active listeners as they engage in academic discourse.
2. **Problem Solving:** Students need to learn to make sense of problems, model with mathematics, and persevere in solving them.
3. **Foundational Reading Skills:** All students need to learn foundational reading skills, including phonemic awareness, phonics, and fluency.
4. **Idea Development & Organization:** All students need to develop the ability to generate and elaborate on a single, clear topic and organize these ideas into a logical and sequential structure that includes a strong beginning, middle, and end.
5. **Vocabulary & Reading Comprehension:** All students need to learn vocabulary and reading comprehension skills (summarizing, questioning, inferencing, etc.) required for success across different genres of texts, Math (understanding directions and word problems), and Science (understanding informational texts).

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

- 1A4: The principal dedicates less than 50% of his or her time to working directly with teachers to improve instruction.
- 1B1: The School Improvement Team has not defined the specific metrics required for success (indicators, milestones, and targets), resulting in a lack of implementation monitoring.
- 1B2: There is no established feedback loop within the School Improvement Team to address progress toward implementation milestones, leaving the team unable to respond effectively to annual target measures.
- 1B3: School leaders lack a structured process for managing program evaluation and fail to utilize evaluation data effectively for decision-making.
- 2A1: The school has a staffing challenge and is not able to recruit and retain qualified personnel.
- 2B5: The school has not offered specific professional development to teachers for working effectively with families.
- 2C1: Opportunities exist to enhance existing schedules to more effectively incorporate dedicated time for teacher collaboration, professional learning, and the review of student data.
- 2C2: Current school processes would benefit from a more formalized, structured process that assists school leaders in addressing problems of teacher practice and subsequently improving student outcomes.
- 3A6: Student engagement practices do not reach or compel all learners to participate actively.
- 3B2: Although an alignment document exists (Wonders Scope and Sequence), it is not consistently used during planning and instruction of writing, leading to uneven implementation of standards, curriculum, instruction, and assessment.
- 3B4: Instruction does not consistently include a variety of differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based) in their daily learning. Instruction isn't sufficiently including multi-sensory learning (visuals, auditory, kinesthetic, etc.) and scaffolds for language (ex: sentence stems)
- 3B5: There aren't adequate accommodations and/or modifications within lessons to ensure all students have access to the instructional program.
- 3B6: Instruction does not consistently include a variety of differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based) in their daily learning. Instruction isn't sufficiently including multi-sensory learning (visuals, auditory, kinesthetic, etc.) and scaffolds for language (ex: sentence stems)
- 3B8: School-wide instruction does not yet consistently provide opportunities for students to develop metacognitive skills, such as setting learning goals, applying learning strategies, and tracking their mastery.
- 3B11: Instruction in grades K–3 does not consistently provide the targeted, systematic support necessary for students to develop foundational reading skills at the depth and frequency required for strong early literacy outcomes.
- 3B12: Instruction in grades 4–6 does not consistently provide clear, structured support for students to use the reading-to-learn skills needed to understand and analyze complex texts across subjects.
- 3B13: There is irregular and inconsistent emphasis on vocabulary development, both general vocabulary and subject-specific terminology, in all subjects, as demonstrated in the curriculum and pacing guides and classroom walkthroughs.
- 3C5: Inadequate opportunities are provided to teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, resiliency, and responsibility for the consequences of decisions and actions).
- 4A3: The school lacks regular formal communication about how families can support student learning.
- 4B2: The school lacks a system to share academic progress with the school community.
- 4C1: The current family engagement process fails to ensure teachers hold formal, biannual meetings with parents/guardians regarding holistic student development.
- 4C2: There is an insufficient and/or inconsistent focus on establishing a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery.
- 4C3: There is an insufficient amount of academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) available to keep all students on track.

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. Establish a Complex Academic Officer (CAO) position to assist the principal in the creation, implementation, and progress monitoring of the three-year plan.
2. Creation of a plan to recruit and retain qualified teachers, which may involve community outreach and assistance in traveling.
3. Develop an English Learner (EL) instructional focus for the school through the hiring of WestEd and it's Quality Teaching of English Learners (QTEL) program.
4. Incorporate best practices for mathematics instruction and engagement that best reaches EL students through a consultation partnership with Building Thinking Classrooms (BTC).
5. Establish a specialization (subject specific) teaching model for teachers to better engage students with subject material. (Depth over breadth)
6. Institute an assessment literacy (SBA Preparation) component to the school's instructional model.
7. Establish the Na'alehu data driven learning system that will incorporate best practices, a walkthrough form for administration and coaches, and progress monitoring for student growth effect size.
8. Continue to expand the use and impact of the Ohana Resource Center (ORC) and community liaison to better involve families in the academic

Goal (developed from CNA student learning needs):

By 2028, improve student academic performance in ELA, Math, and Science by 20% as measured by SBA proficiency, increase the number of highly qualified teachers to atleast 85%, and record measured growth of the EL student subgroup across all school data points..

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA, Math, and Science proficiency - all grade levels	SBA	ELA - 20% Math - 13% Sci - 11%	ELA - 25% Math - 18% Sci - 16%	ELA - 30% Math - 23% Sci - 21%	ELA - 35% Math - 28% Sci - 26%
English Learner focused instruction:					
% of teachers trained on QTEL strategies		20%	100%	100%	100%
% of teachers trained on BTC strategies		25%	100%	100%	100%
% of teachers using QTEL/BTC strategies during tier I instruction	PD Data/School Records	20%	100%	100%	100%

Resource equity - technology, staffing levels, materials:					
% of teachers trained to integrate technology effectively into instruction	School Survey Data	40%	80%	100%	100%
% of classrooms fully staffed with licensed teachers at the start of the year		25%	50%	75%	100%
% of instructional support roles filled (coaches, SPED, EL)		30%	50%	75%	10%
% of students with access to standards-aligned curriculum in core subjects		60%	80%	90%	100%
% of staff reporting they have sufficient materials for instruction		80%	100%	100%	100%

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) (SW6)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)
Strong Leadership and Strategic Planning	Establish a CAO position to assist the principal in the creation, implementation, and progress monitoring of the three-year plan	Principal	Complex Provided
	Creation of a plan to recruit and retain qualified teachers, which may involve community outreach and assistance with traveling.	Principal	\$10,000
	Establish the Na'alehu data driven learning system that will incorporate best practices, a walkthrough form for administration and coaches, and progress monitoring for student growth effect size.	Principal/CAO	\$
			\$
			\$
			\$

S.			\$
			\$
			\$
Effective Instruction and Classroom Practices	Develop an English Learner (EL) instructional focus for the school through the hiring of WestEd and it's Quality Teaching of English Learners (QTEL) program.	Principal/CAO	\$45,000
	Incorporate best practices for mathematic instruction end engagement that best reaches EL students through a consultation partnership with Building Thinking Classrooms (BTC)	Principal/CAO	\$25,000
	In partnership with the BERC group, institute an assessment literacy (SBA Preparation) component to the school's instructional model.	Principal/CAO	\$40,000
			\$
			\$
			\$
			\$
			\$
			\$
Positive and Inclusive Learning Environment	In partnership with the BERC Group, establish a specialization (subject-specific) teaching model for teachers to better engage students with subject material.	Principal/CAO	\$40,000
	Update student internet devices to better access the curriculum at school and establish a device library that students may borrow to access resources at home	Principal	\$30,000
			\$
			\$
			\$
			\$
			\$
			\$
Family & Community Engagement	Continue to expand the use and impact of the Ohana Resource Center (ORC) and community liaison to better involve familes in the academic process.	Principal/SAO/PCNC/Commun	\$
	Offer an after-school tutoring and engagement program to reinforce best practices in ELA and Math instruction	Principal/SAO/PCNC/Commun	\$50,000
			\$
			\$
			\$
			\$
			\$

Appendix A: School Community Council Assurances Form

One of a School Community Council (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.

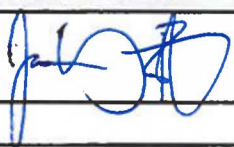
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Na'alehu Elementary 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 10/28/2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 11/25/2025 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]*
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:

Na'alehu Elementary School Principal	Signature	Date
Jason Britt		12/18/2025

SCC Chairperson	Signature	Date
Amberly Keohuloa		12/18/25

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.

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Attested:

SCC Chairperson	Signature	Date
Amberly Keohuloa		12/18/25