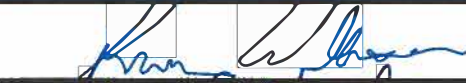


Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Pāhoā High and Intermediate School Ka'ū Kea'au Pāhoā Complex Area CNA 25-26	1/25/26		Kim Williamson, Principal
	4/20/2026		Stacey Bello, Complex Area Superintendent
	4/22/26		Rampal Singh, Administrator, SI section

☒ Title I ☐ Non-Title 1	☒ Comprehensive Support & Improvement School	☒ Additional Targeted Support School	☐ Kaiapuni School	☐ Self-Contained ☐ Shared Site
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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 (SW2):

	School	HIDOE
Mission	To provide a safe place of learning for all members of the Pahoā High and Intermediate School community where they responsibly prepare for a meaningful, positive future.	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	Graduates realize their full potential to succeed academically, personally, and socially in a global society.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	PHIS is a kīpuka of safety, learning, resource, and guidance for our community. We honor the values of our school and wahi pana wherever our futures may lead.: • Pono (righteousness) • Mālama (caring) • Kuleana (responsibility) • Pilina (relationships)	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina
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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
ELA and Math 7-8, Earth Sci, Life Sci	20 Into Literature	i-Ready Classroom ...	Savvas Science	
ELA 9-12, Alg 1, Geometry, Alg II, Phys Sci, Bio, Chem, Anatomy and Physiology, Physics	20 Into Literature	9-12 Imagine Learn...	Savvas Science	
	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
All Science Courses			Penda Science	
Math 7, 8, Alg, Modeling our World 1		MathSpace		
ELA	Read 180, System 44, National Geographic EL, TeachTown,			

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
7-12 ELA and Marth	I-Ready	I-Ready
ELL	WIDA Screener	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 Pāhoa High and Intermediate School 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)		1865
Did your school submit a SCC Waiver Request Form? Please explain.		No

2025-2026
Pahoa High & Intermediate School
Bell Schedules for Grades 7-8 (Middle School)

MON / WED / FRI (Odd/Even Rotation)		TUES / THURS (Odd/Even Rotation)	
7:55-8:00	Passing	7:55-8:00	Passing
8:00-8:55	Block 1 (Period 1/2)	8:00-9:05	Block 1 (Period 1/2)
8:55-9:00	Passing	9:05-9:10	Passing
9:00-9:55	Block 2 (Period 3/4)	9:10-10:15	Block 2 (Period 3/4)
9:55-10:15	Recess	10:15-10:30	Recess
10:15-10:20	Passing	10:30-10:35	Passing
10:20-11:15	Block 3 (Period 5/6)	10:35-11:40	Block 3 (Period 5/6)
11:15-11:45	Lunch	11:40-11:45	Passing
11:45-11:50	Passing	11:45-12:00	Advisory Period
11:50-12:45	Block 4 (Period 7/8)	12:00-12:30	Lunch
12:45-12:50	Passing	12:30-12:35	Passing
12:50-1:45	Block 5 (Period 9/10)	12:35-1:40	Block 4 (Period 7/8)
1:45	Students Dismissed	1:40-1:45	Passing
		1:45-2:50	Block 5 (Period 9/10)
		2:50	Students Dismissed

2025-2026
Pahoa High & Intermediate School
Bell Schedules for Grades 9-12 (High School)

MON / WED / FRI (Odd/Even Rotation)		TUES / THURS (Odd/Even Rotation)	
7:55-8:00	Passing	7:55-8:00	Passing
8:00-8:55	Block 1 (Period 1/2)	8:00-9:05	Block 1 (Period 1/2)
8:55-9:00	Passing	9:05-9:10	Passing
9:00-9:55	Block 2 (Period 3/4)	9:10-10:15	Block 2 (Period 3/4)
9:55-10:00	Passing	10:15-10:20	Passing
10:00-10:55	Block 3 (Period 5/6)	10:20-10:35	Advisory Period
10:55-11:15	Recess	10:35-10:50	Recess
11:15-11:20	Passing	10:50-10:55	Passing
11:20-12:15	Block 4 (Period 7/8)	10:55-12:00	Block 3 (Period 5/6)
12:15-12:45	Lunch	12:00-12:05	Passing
12:45-12:50	Passing	12:05-1:10	Block 4 (Period 7/8)
12:50-1:45	Block 5 (Period 9/10)	1:10-1:40	Lunch
1:45	Students Dismissed	1:40-1:45	Passing
		1:45-2:50	Block 5 (Period 9/10)
		2:50	Students Dismissed

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. Unwaivering community resilience and 'ohana spirit
2. A deep commitment to data-informed professional growth
3. Strategic expansion of student pathways and career-technical education
4. Fostering strong student-adult relationships and whole-child support
5. Proactive and improving focus on post-secondary readiness

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

1. Inconsistent instructional quality and staff support.
 - Inconsistent instructional practices
 - a. inconsistent use of best practices
 - b. passive learning environments
 - c. inability to fill core teaching positions with HQ teachers
 - Disparities in professional support and resources
 - a. Uneven coaching and feedback based on the lack of coaching staff
 - b. gaps in specialized staff, specifically in special education
 - c. administrators not holding staff and students accountable.
 - Staff - supporting teachers and staff in regards to school wide adopted norms such as tier 1 practices
 - Students - holding students accountable for specific hostile use of language that do not promote an emotionally safe environment.
2. Uneven access to high-quality curriculum and materials
 - gaps in curriculum implementation
 - student perception of regarding curricular relevance and rigor
 - a. perceived irrelevance by students
 - b. according to high school insufficient rigor
 - specific student feedback regarding "busy work" and wanting deeper connection to their core classes
3. Absence of a coherent intervention system
 - system continues to be reactive vs proactive
4. Deteriorating/Inadequate Infrastructure
 - Facilities not able to accommodate current needs such as lack of space, inability to support electrical needs for CTE classrooms such as the culinary arts class as well as the fabrications and automotive classes
5. Inconsistent family and community engagement
 - parent communication varies from teacher to teacher

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 learn how to apply discipline specific problem-solving strategies to close persistent learning gaps and demonstrate mastery in core academic subjects.
2. Targeted subgroup students (IDEA and EL) will utilize scaffolding tools and self-advocacy skills to effectively access grade-level content and communicate their understanding.
3. Students need to learn how to set personal learning goals and connect daily academic tasks to their own interests and future aspirations, increasing their intrinsic motivation to attend school regularly and actively engage.
4. Students need to learn how to apply emotional regulation and positive relationship-building skills to interact respectfully with peers and adults, actively contributing to a safe and inclusive campus environment..

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

1. Inconsistent implementation of evidence-based practices exemplified by three areas: teacher talk dominates classrooms, a disconnect between curriculum and student realities as exemplified by student statements regarding "busy work", and finally insufficient instructional rigor and expectations.
2. Lack of cohesive systems of support and accountability as suggested by the need for more faculty accountability by the administration and a request for consistent follow-up to monitor implementation. Also, there is a consistent focus on lack of trust and inconsistent communication.
3. Ineffective use of data to drive instructional decisions. Data team work is adjacent to instruction, not driving it.
4. A diminished sense of belonging and unwelcoming environment that helps to fuel the chronic absenteeism problem. The unwelcoming environment can be divided into two parts: physical environment and emotionally safe space. A particular emphasis is in the area of adults needing to address derogatory lanaguage.

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. Develop High-Reliability Systems: Establish and consistently implement clear systems for classroom walkthroughs, data analysis protocols, student interventions, and stakeholder communication to ensure coherence and accountability.
2. Strengthen Effective Instruction: Define a school-wide instructional model, ensure fidelity to the adopted curriculum, and fully implement the Academies model to connect learning to real-world pathways and increase student engagement.
3. Cultivate a Positive and Inclusive Learning Environment: Refine the Advisory program to foster belonging, develop systematic Tier 2 interventions, and engage all stakeholders to clarify behavioral expectations and build an inclusive school culture.
4. Enhance Family & Community Engagement: Improve two-way communication channels and create clear, meaningful opportunities for parents to become involved in and support their children's learning.

Goal (developed from CNA student learning needs):

By 2028, improve student academic performance in ELA and Math by 10%, enhance regular attendance rates to 55%, and address feelings of safety, well-being, and belonging for all stakeholders.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
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ELA and Math and Science - EL - SpEd	SBA	ELA: 27% Math: 16% Science: 27%	ELA: 30% Math: 21% Science: 30%	ELA: 33% Math: 24% Science: 32%	ELA: 37% Math: 26% Science: 35%
Regular Attendance (Students having 90% attendance or better)	Strive HI/IC	47%	50%	53%	55%
% of students reporting at least one supportive, adult relationship on campus % of students with a positive sense of belonging % of teachers and staff reporting a positive feeling around safety and well-being	Panorama/School Quality Survey	Supportive Relationship: 79% Sense of Belonging: 48% Safety: 57.6% Well-Being: 67.5%	Supportive Relationship: 81% Sense of Belonging: 51% Safety: 51% Well-Being: 69%	Supportive Relationship: 83% Sense of Belonging: 54% Safety: 53% Well-Being: 71%	Supportive Relationship: 85% Sense of Belonging: 57% Safety: 55% Well-Being: 71%

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	Data teams effectively using student data collected from multiple sources to influence instructional outcomes (SW5)	Principal	SI = \$145800
	Develop a coherent professional learning system (SW5)	Administrators and Department	SI= \$135779
	Continue to develop HMTSS systems with Data teams, academy teams, and HMTSS systems (SW6)	Principal	\$
	Refine and sustain leadership/data/PD systems for consistency and long-term impact (SW6)	Principal	\$
	Build a Continuous Improvement Cycle/Collaborative Inquiry process led and supported by the DHs (SW5)	Admin in coordination with McP	\$
			\$
			\$
			\$
			\$

Effective Instruction and Classroom Practices	Universal Tier 1 strategies in all classrooms (SW5)	Instructional coaches	SI = \$135, 779
	Ensure standards-aligned math instruction (SW5)	Instructional coaches	SI = \$145800
	Develop Tier 2 systems for specific students and sub groups (SW6)	Administrators	\$
	PBL training for CTE and Fine Arts Teachers (SW5)	Administrators and coaches	\$
	Establish effective coaching system (literacy focus) (SW6)	Administrators	\$
	Refine coaching system and sustain consistent instructional practices (SW6)	Administrators	\$
			\$
			\$
Positive and Inclusive Learning Environment	Implement effective attendance system and campaign (SW5)	Vice Principal in charge of attendance	SI = \$50,000
	Continue to build and support academy implementation, with specific emphasis in 9th grade (SW5)	Academy Coach and Vice Principal	SI=\$145800
	Staff training regarding inclusive SEL systems in classrooms (SW5)	Principal	\$50,000
	Strengthen the grade level teaming in high school while building structures to enhance the vertical articulation of our 2 career orientated academies (SW5)	Vice Principal and Academies	\$145,800
	Broaden scope of restorative practices to create transparency for all stakeholders (SW5)	Principal/Counselors	\$50,000
			\$
			\$
			\$
Family & Community Engagement	Continue to use various communication tools to broaden our communication efforts (SW6)	Principal	\$
	Continue to build our community school model to encourage family and community partnerships (SW6)	Community School Coordinator/Principal	SI=\$100000
	Provide additional opportunities for families and community to volunteer and participate in school sponsored events (SW6)	Student Activities Coordinator/Community School Coordinator	\$
	Find more ways to collect student feedback and to have structured meetings with student leaders to gather feedback. (SW6)	Student Activities Coordinator/Vice Principals	\$
			\$
			\$
			\$
			\$

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.

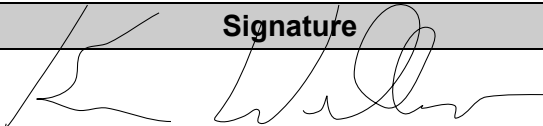
The SCC Assurances Form has two pages. If the SCC is recommending revisions to the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 Pāhoa 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 Date to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on Date 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:

Pāhoa High and Intermediate School Principal	Signature	Date
Kim Williamson		1/22/25

SCC Chairperson	Signature	Date
Kevin Kushel	<u>kevin kushel</u> kevin kushel (Apr 27, 2026 15:30:29 HST)	04/27/2026

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:
NA	NA	NA
NA	NA	NA
NA	NA	NA

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

NA

Attested:

SCC Chairperson	Signature	Date
Kevin Kushel	<u>kevin kushel</u> kevin kushel (Apr 27, 2026 15:30:29 HST)	4/27/2026