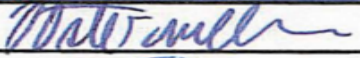


Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28					
Kūlanihāko'i High School BKCM Complex <u>KHS CNA</u>		12/19/2025		Traci Ostermiller	
		<Date Approved>		Lori Yatsushiro	
		2.12.26		Rampal Singh	
x Title I Non-Title 1	x Comprehensive Support & Improvement School	Additional Targeted Support School FALSE		FALSE Kaiapuni School	FALSE Self-Contained FALSE Shared Site

Rationale:

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	Kūlanihāko'i High School will establish a legacy of scholastic excellence and community engagement, provide challenging, real-life learning experiences, and promote opportunities that match students' future aspirations, in an ethical, empathetic, and culturally relevant environment.	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	Kūlanihāko'i High School: Empowering minds, igniting futures, creating lifelong learners, and community contributors.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	Not currently developed.	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
Grade 9 (ELA 9, Algebra I, Integrated Science, & US History)	20 Odell Education High School Literacy Program	Kendall Hunt's Illustrative Mathematics	Teacher Created	McGraw-Hill US History
Grade 10 (ELA 10, Geometry, Biology, & World History)	20 Odell Education High School Literacy Program	Kendall Hunt's Illustrative Mathematics	Kendall Hunt Biology (Flourish)	McGraw-Hill World History
Grade 11 (Expository Writing, Algebra II, Chemistry, & PID/MHH)	20 Odell Education High School Literacy Program	Kendall Hunt's Illustrative Mathematics	OpenSciEd Chemistry	Bess Press Modern History of Hawaii/ PID: Teacher Created (Official curriculum under review)
Grade 12	20 Odell Education High School Literacy Program	Other:	Goodheart-Wilcox Human Anatomy and Physiology	McGraw-Hill: Schaefer Sociology & Bentley American Traditions & Encounters

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
Grade 9 (ELA 9, Algebra I, Integrated Science)	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela
Grade 10 (ELA 10, Geometry, Biology, & World History)	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela
Grade 11 (Expository Writing, Algebra II, Chemistry, & PID/MHH)	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela
Grade 12	Added texts for novel studies, Newsela	Kiddom	GALE, Newsela	GALE, Newsela

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 9	STAR Enterprise	STAR Enterprise
Grade 10	STAR Enterprise	STAR Enterprise
Grade 11	STAR Enterprise	STAR Enterprise
Grade 12	STAR Enterprise	STAR Enterprise

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)	1,056 student hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	SCC Waiver Request was submitted for 4 days in SY 25-26. These days are intended to support the onboarding of new staff and provide time to continue building and strengthening our programs and processes. Requested dates include: 8/4/25; 8/5/25; 1/6/26; & 4/24/26.
Bell Schedule: KHS 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?	
The school has provided opportunities to remove barriers for students with additional AP and advanced coursework. All stakeholders feel the school is moving in the right direction, including with leadership, communication, and behavior. The stakeholders feel safe on campus. The staff has consistent time to collaborate.	
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.	
There is a need to procure professional development to address coaching systems, monitoring of the three-year success plan, and professional development for tier one practices and PLCs. There may be a need for additional instructional materials to address gaps in curriculum.	
List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.	
1. Reading & Writing: Students struggle to independently analyze grade-level texts and support their ideas with evidence from informational and technical sources, which limits their ability to demonstrate understanding in reading and writing tasks. 2. Math: Students have difficulty applying grade-level math concepts to multi-step problems, particularly when problems require interpreting word problems, selecting appropriate strategies, and explaining their reasoning. 4. Attendance & Engagement: Students experiencing frequent absences are missing consistent access to daily instruction, which limits continuity of learning and reduces opportunities to build and apply reading, writing, and math skills.	
What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?	

1. Literacy Instruction Teachers inconsistently implement evidence-based literacy strategies (explicit modeling, citing evidence, scaffolds for writing), limiting student growth in reading comprehension and writing. Aligned to Indicator 2B.2 – Effective Instructional Practices 2. Math Instruction Math instruction is not consistently aligned to state standards, and grade-level teams lack a common process for analyzing student work to ensure conceptual understanding before application. Aligned to Indicator 2A.1 – Guaranteed & Viable Curriculum 3. Attendance Systems Schoolwide attendance monitoring and Tier 1 family engagement practices are not consistently implemented, limiting the ability to intervene early and ensure regular student access to learning. Aligned to Indicator 3C.2 – Student Supports & Intervention Systems 4. Professional Learning Professional development is not systematically planned or differentiated, resulting in inconsistent teacher skill development in key areas such as
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. Strengthening Leadership Monitoring Systems Build consistent structures for leaders to observe classrooms, give feedback, and ensure instructional priorities are implemented. 2. Building a Data-Driven Culture Establish clear processes and time for grade-level teams to regularly analyze data, identify gaps, and adjust instruction. 3. Developing a Coherent Professional Learning System Design ongoing, differentiated professional learning aligned to school priorities, with coaching and follow-up to support transfer to classrooms. 4. Embedding Evidence-Based Literacy Practices Support teachers to consistently use literacy strategies such as modeling, text-based evidence, and scaffolding extended writing. 5. Ensuring Standards-Aligned Math Instruction Provide structures for grade-level teams to align curriculum, analyze student work, and address conceptual understanding before moving to application. 6. Establishing Effective Instructional Coaching Systems Deploy instructional coaches with clear roles, aligned to schoolwide priorities, and focused on providing timely, actionable teacher feedback. 7. Integrating SEL into Daily Instruction Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience. 8. Implementing Robust Attendance Systems Strengthen Tier 1 attendance monitoring, early warning systems, and proactive family engagement strategies to reduce absenteeism. 9. Creating Two-Way Family Partnerships Shift from event-based engagement to sustained, two-way partnerships that equip families to support student learning at home. 10. Allocating Resources Equitably Develop transparent processes to ensure all students have access to current instructional materials, technology, and learning tools.

Goal (developed from CNA student learning needs): By 2028, Kulanihako'i High School will improve student academic growth and proficiency in ELA, Math, and Science by 15%, enhance regular attendance rates to 80%, and increase the use of identified effective instructional practices.					
Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA, math, and science proficiency	SBA	ELA - 30% Math - 7% Science - 24%	ELA - 35% Math - 12% Science - 29%	ELA - 40% Math - 17% Science - 34%	ELA - 45% Math - 22% Science - 39%
Attendance	Infiniite Campus	55%	60%	70%	80%

Instructional Practices to Support All Learners at all grade levels A. All students see the intended outcome of the lesson. B. Depth of Knowledge is at a DOK 2 or higher C. Students respond overtly to teacher direction to be engaged in the academic learning. D. Students verbally exchange ideas and respond to the ideas of others.	Teach for Success (T4S) instructional protocol	A. 42% B. 42% C. 67% D. 17%	A. 50% B. 50% C. 70% D. 25%	A. 60% B. 60% C. 80% D. 35%	A. 80% B. 80% C. 85% D. 45%
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Strategies Timeline
Year 1 - Build foundation
Year 2 - Scale and embed
Year 3 - Refine, strengthen, and sustain all

			2025 - 2026	2026 - 2027
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)	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)
Strong Leadership and Strategic Planning	Build Foundation for Strengthening Leadership Monitoring Systems	Dugas & Sarchet	\$	Title 1: \$67,941 SI: \$, WSF: \$
	Build Foundation for Data-Driven Culture	Dugas & Sarchet	SI: \$15000	
	Build Foundation for Developing a Coherent Professional Learning System:	Dugas & Sarchet	SI: \$21000	
	Scale and Embed Leadership Monitoring Systems	Dugas & Sarchet	\$	
	Scale and Embed a Data-Driven Culture	Dugas & Sarchet	\$	
	Scale and Embed a Coherent Professional Learning System	Dugas & Sarchet	\$	
	Refine, Stengthen and Sustain a Leadership Monitoring Systems	Dugas & Sarchet	\$	
	Refine, Stengthen and Sustain a Data-Driven Culture	Dugas & Sarchet	\$	
	Refine, Stengthen and Sustain a Coherent Professional Learning System:	Dugas & Sarchet	\$	
Effective Instruction and Classroom Practices	Build Foundation for Ensuring Standards-Aligned Math and ELA Instruction	Ostermiller & VPs	SI: \$52000	Title 1: \$48,703 SI: \$, WSF: \$
	Build a Coherent Professional Learning System	Ostermiller & VPs	SI: \$21000	
	Build Evidence-Based Literacy Practices	Ostermiller & VPs	\$	
	Scale and Embed Standards-Aligned Math and ELA Instruction	Ostermiller & VPs	\$	
	Scale and Embed a Coherent Professional Learning System	Ostermiller & VPs	\$	
	Scale and Embed Evidence-Based Literacy Practices	Ostermiller & VPs	\$	
	Refine, Stengthen Sustain a Standards-Aligned Math and ELA Instruction	Ostermiller & VPs	\$	
	Refine, Strengthen, Sustain a Coherent Professional Learning System	Ostermiller & VPs	\$	
	Refine, Strengthen, Sustain Evidence-Based Literacy Practices	Ostermiller & VPs	\$	
clusive onment	Build Foundation for Strengthening Leadership Monitoring Systems	Ostermiller & VPs	\$	
	Build a Data-Driven Culture	Ostermiller & VPs	\$	
	Build Effective Instructional Coaching Systems	Ostermiller & VPs	\$	

Positive and Inclusive Learning Environment	Scale and Embed Leadership Monitoring Systems	Ostermiller & VPs	\$	Title 1: \$, SI: \$, WSF: \$
	Scale and Embed a Data-Driven Culture	Ostermiller & VPs	\$	
	Scale and Embed Effective Instructional Coaching Systems	Ostermiller & VPs	\$	
	Refine, Strengthen, Sustain Leadership Monitoring Systems	Ostermiller & VPs	\$	
	Refine, Strengthen, Sustain a Data-Driven Culture	Ostermiller & VPs	\$	
	Refine, Strengthen, Sustain Effective Instructional Coaching Systems	Ostermiller & VPs	\$	
Family & Community Engagement	Build a Robust Attendance System	Haas & Dayame	SI: \$5000	Title 1: \$1,205 , SI: \$, WSF: \$
	Build Two-Way Family Partnership	Haas & Dayame	\$	
	Build Allocating Resources Equitably	Haas & Dayame	\$	
	Build Integrating SEL into Daily Instruction	Haas & Dayame	SI: \$5000	
	Scale and Embed Robust Attendance System	Haas & Dayame	\$	
	Scale and Embed Two-Way Family Partnership	Haas & Dayame	\$	
	Scale and Embed Allocating Resources Equitably	Haas & Dayame	\$	
	Scale and Embed Integrating SEL into Daily Instruction	Haas & Dayame	\$	
	Refine, Strengthen, Sustain a Robust Attendance System	Haas & Dayame	\$	\$
	Refine, Strengthen, Sustain Two-Way Family Partnership	Haas & Dayame	\$	\$
	Refine, Strengthen, Sustain Allocating Resources Equitably	Haas & Dayame	\$	\$
	Refine, Strengthen, Sustain Integrating SEL into Daily Instruction	Haas & Dayame	\$	\$

Appendix A: School Community Council Assurances Form

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 Kulanihako'i High 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 11/17/25 & 02/02/26 to share the school data and gather input on student priorities.

☒ A School Community Meeting was conducted on 4/27/26 to share the KHS 3 Yr Success Plan and gather feedback and recommendations.

☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]

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

The Kulanihako'i High 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 11/17/25 & 02/02/26 to share the school data and gather input on student priorities.
- ☒ A School Community Meeting was conducted on 4/27/26 to share the KHS 3 Yr Success Plan and gather feedback and recommendations.
- ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]

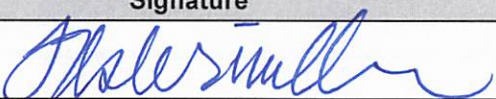
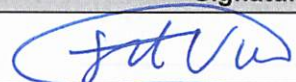
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.

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: 4/27/26

Attested:

Principal	Signature	Date
Traci Ostermiller		2/02/26
SCC Chairperson	Signature	Date
Sydney Villegas		4/27/26

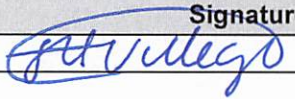
SCC Recommendations to the Academic Plan and Financial Plan:

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	N/A	N/A

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
SCC member J.D. commented the 30 day review process seems unorthodoxed. Would rather see a more reasonable review timeframe.

Attested:

SCC Chairperson	Signature	Date
Sydney Villegas		4/27/26