

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

Olomana School Kailua Complex <u>CNA</u>	<Date Approved>	 Stacey S. Oshio	Stacey S. Oshio
	12/19/2025	 Lanelle Hibbs	Lanelle Hibbs
	2/26/26	 DS Heidi Armstrong	DS 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.***

Stacey Oshio, John Secreto, Karen Mahiko, Susie Serna, Jaime Prober-Smith, Austin Vegas, Nicole Ilae, David Miyahira, Tuli Esene, Ilikea Maiava, Lester Higa, Jennifer Ishida

	School	HIDOE
Mission	To produce productive citizens by promoting positive values and strengthening academic success.	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	Providing an excellent alternative education that engages and challenges all students to succeed.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values		Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina

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
Grades 7-12	STAR Enterprise	STAR Enterprise
	Select One	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 Olomana'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)	[Insert value; refer to cell D58 in the bell schedule tool]
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Did your school submit a SCC Waiver Request Form? Please explain.	Yes, requested 3 waiver days
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Bell Schedule:

[OYC 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. Student Completion and Retention

The school has established positive momentum in student completion, demonstrated by a consistent increase in on-time graduation from 37% to 57% and a significant drop in the dropout rate to a preliminary 28.5% in SY 2024-25. These strong retention trends suggest effective support systems are in place and should be strengthened by addressing the academic skill deficits and low postsecondary enrollment that might otherwise hinder long-term success.

2. Career Readiness and Credit Recovery

School processes show a strength in student pathways and remedial support, with a doubling of DVR participation from SY 2023-24 to SY 2024-25 and an increase in credit recovery credits earned from 10.5 to 26 over the same period. The success of these programs can be leveraged by integrating the real-world connections from DVR into the overall curriculum and by maintaining the effective credit recovery structure to close skill gaps and improve academic performance.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan. Currently, we have no identified resource inequities.

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

To improve Student Engagement & Attendance, the immediate focus will be on implementing targeted attendance interventions to address the critically high Chronic Absenteeism rate. Concurrently, instructional practices will be shifted to prioritize active and collaborative learning strategies to boost the low classroom engagement. This will be paired with focused SEL instruction aimed at building essential self-management skills, specifically targeting low student perseverance and emotion regulation.

Students need to engage in high-level academic discourse and complex text analysis across all content areas. The school must implement intensive remedial support and differentiated instruction to close the significant reading and math skill gaps, alongside a comprehensive evaluation of instructional practices to improve performance on state assessments. To reinforce the school's mission, students will experience instructional rigor and engaging, real world learning activities. Support for teachers must improve, addressing the significant decline in Teacher Well-Being and Satisfaction, and ensuring Professional Learning opportunities are relevant and impactful.

To foster a better School Culture & Well-being, SEL instruction will be implemented to target the persistently low student Emotion Regulation scores. The school will also review resource allocation and support services to ensure all student groups feel included and supported, strengthening the overall Sense of Belonging. The school must also address the drop in School Climate to mitigate the risk of staff burnout and turnover by focusing on support and strategies to improve staff work-life balance and overall job satisfaction.

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

1. Attendance & Engagement: Our current system for tracking and responding to daily absences lacks a consistent, two-way parent-contact protocol. Students at risk of chronic absenteeism need support systems that help them attend school regularly and stay engaged in instruction, ensuring they have consistent access to daily lessons in reading, math, and other core subjects. Reading & Writing (Grades 7-12).
2. Teachers need to provide consistent opportunities for students to strengthen their ability to analyze complex texts, cite textual evidence to support claims, and organize written responses clearly and coherently.
3. Math (Grades 7-12): Teachers provide instruction that deepens math conceptual understanding and how to apply skills to solve problems.
4. Social-Emotional Learning (SEL): Teachers provide explicit instruction and opportunities for students to develop a sense of belonging, build resilience, manage stress, and apply emotional regulation strategies so they can sustain focus and persistence during challenging academic tasks.

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.)

Strong Leadership and Strategic Planning:

1. Strengthen leadership monitoring systems

Build consistent structures for leaders to observe classrooms, give feedback, and ensure instructional priorities are implemented.

2. Build a data-driven culture

Establish clear processes and time for grade-level teams to regularly analyze data, identify gaps, and adjust instruction.

3. Develop 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. Continue cycles of data review and feedback, deepen differentiated PD

Maintain regular data analysis cycles, providing constructive feedback, and enhancing personalized professional development for all staff.

5. Refine and sustain leadership/data/PD systems for consistency and long-term impact

Improve and maintain the coherence of leadership, data analysis, and professional development frameworks to ensure consistent, effective practice and lasting positive change.

Effective Instruction and Classroom Practices

6. Embed evidence-based literacy practices

Support teachers to consistently use literacy strategies such as modeling, text-based evidence, and scaffolding extended writing.

7. Ensure standards-aligned math instruction

Provide structures for grade-level teams to align curriculum, analyze student work, and address conceptual understanding before moving to application.

8. Align budget and manage instructional resources and materials

Ensure that the budget is strategically aligned with instructional priorities and manage all educational resources and materials efficiently to maximize student learning.

9. Teachers engage all students in learning

Ensure all teachers implement diverse, equitable, and rigorous instructional strategies to actively involve every student in meaningful, personalized learning experiences.

10. Establish effective coaching systems (aligned to literacy/math priorities)

Implement a coherent, evidence-based coaching model specifically focused on advancing instructional practices in literacy and mathematics to drive student achievement.

11. Refine coaching systems, sustain consistent instructional practices

Improve instructional coaching and support mechanisms to ensure the consistent and sustained application of high-leverage teaching practices across all classrooms.

Positive and Inclusive Learning Environment

12. Implement robust attendance systems

Strengthen Tier 1 attendance monitoring, early warning systems, and proactive family engagement strategies to reduce absenteeism.

13. Integrate SEL into daily instruction across classrooms

Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience.

14. Evaluate SEL and attendance system for faculty, sustain practices with ongoing monitoring

Evaluate and refine support systems in place and establish continuous monitoring to ensure the practices are effectively sustained.

Family & Community Engagement

15. Monitor baseline communication channels to support attendance and academics

Regularly monitor and maintain all established communication channels to effectively support and promote improvements in student attendance and academic performance.

Goal (developed from CNA student learning needs):

By 2028, improve student academic performance in ELA and Math by 21%, enhance regular attendance rates to 80%, and show consistent improvement on the Panorama SEL surveys.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
Regular attendance - all grade levels Attending 90% of instructional days	IC, LEI Kulia	73%	76%	78%	80%
ELA and Math proficiency - all grade levels	SBA/STAR	ELA - 9% Math - 4%	ELA - 16% Math - 11%	ELA - 23% Math - 18%	ELA - 30% Math - 25%
SEL percent favorable - all grade levels	Panorama Survey	Emotional Regulation- 35% Sense of Belonging - 47%	Emotional Regulation- 45% Sense of Belonging - 57%	Emotional Regulation- 55% Sense of Belonging - 67%	Emotional Regulation- 65% Sense of Belonging - 77%

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	Strengthen leadership monitoring systems	K. Mahiko, J. Prober-Smith, A. Vegas	☒ \$20,000 SI
	Build a data-driven culture		☐ \$
	Develop a coherent professional learning system		☒ 83,331 T1PA,T1PD
	Continue cycles of data review and feedback, deepen differentiated PD		☐ \$
	Refine and sustain leadership/data/PD systems for consistency and long-term impact		☐ \$
			☐ \$
Effective Instruction and Classroom Practices	Embed evidence-based literacy practices	N. Ilae, D. Mlyahira, S. Serna	☒ \$ 8,000 T1PD
	Ensure standards-aligned math instruction		☒ \$ 7,000 T1PD
	Align budget and manage instructional resources and materials		☒ \$53,000 T1PA,T1PD
	Teachers engage all students in learning		☒ \$ 5,000 T1PD
	Establish effective coaching systems (aligned to literacy/math priorities)		☐ \$
	Refine coaching systems, sustain consistent instructional practices		☐ \$
Positive and Inclusive Learning Environment	Implement robust attendance systems	I. Maiava, J. Secreto	☐ \$
	Integrate SEL into daily instruction across classrooms		☐ \$
	Evaluate SEL and attendance system for faculty, sustain practices with ongoing monitoring		☐ \$
			☐ \$
			☐ \$
			☐ \$
Family & Community Engagement	Monitor baseline communication channels to support attendance and academics	L. Higa, J.Ishida	☐ \$14,083 T1PA,T1PD
			☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$

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.

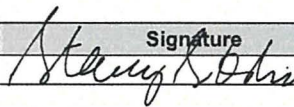
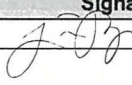
The SCC Assurances Form has two pages. If the SCC is recommending revisions to the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 Olomana 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 November 13, 2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on March 5, 2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meetings, Academic Review Team Meetings
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: March 5, 2026

Attested:

Olomana School Principal	Signature	Date
Stacey Oshio		4/7/26
SCC Chairperson	Signature	Date
Ha'aheo Pagan		4.5.26

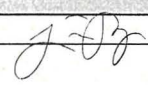
SCC Recommendations to the Academic Plan and Financial Plan:

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		

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

Attested:

SCC Chairperson	Signature	Date
Ha'aheo Pagan		4.5.26