

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

https://docs.Ka 'Umeke CNA and CAP .xlsx Ka 'Umeke Kā'eo Charter School	12/30/2025		M. Nohea Nahale-a
	12/30/2025		Puakailima Naipo
	<Date Approved>	<DS Signature>	<DS Name>

TRUE Title I Non-Title 1	TRUE Comprehensive Support & Improvement School	FALSE Additional Targeted Support School	TRUE Kaiapuni School	ALSI Self-Contained ALSI 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): Shari Frias, Pohai Kyota, Kaaka Swain, Pomai Brandt, Louisa Lee, Nohea Nahale-a

	School	HIDOE
Mission	I Ulu I Ke Kuamo'o. I Mana I Ka 'Ōiwi. I Kā'eo No Ka Hanauna Hou.	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 'Umeke Kā'eo is a Hawaiian language immersion pre K-12, learning co	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

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	Hawaiian Language Arts	Mathematics	Science	Social Studies
Kūkulu Kumuhana	Other:	Select One		
K-5 Ready Core Curriculum	Select One	Core-Plus Mathematics		
K-5 IReady	Select One	i-Ready Classroom Mathematic		
Pāhana 'Āina Lupalupa			Hawaiian culture-based science readers	

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	Hawaiian Language Arts	Mathematics	Science	Social Studies
K-1 (No less than 10 hours per month)	Experiential Based Learning	Experiential Based Learning	Experiential Based Learning	Experiential Based Learning
2-12 (No less than 20 hours per month)	Experiential Based Learning	Experiential Based Learning	Experiential Based Learning	Experiential Based Learning

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.

TRUE Panorama ^{TR}
^{UE} School-created template FALSE 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	Hawaiian Language Arts	Mathematics
K-5 (KEAU)	Other:	I-Ready
6-11 (KEAU)	Other:	NWEA MAP
	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 [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)	[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.	
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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). **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?

We are seeing growth in HLA achievement on KEAU and KAEO. As a kula we have seen stable increases in the percent of haumāna who are at Pae Makaukau/Pae Kelakela on KAEO in HLA from 27% in 2021, 28% in 2022, 37% in 2023, 34% in 2024.

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

We need funding to hire staff to fill gaps in our instructional, Paepae a Pa'a (PBIS), and attendance program implementation. The lack of staff means that program implementation has been inconsistent, articulation and application has been mostly in bits and pieces and there is a general lack of alignment and expectations for behavior and learning between grade levels, across grade levels, and across campuses. Significant inequities exist in terms of the testing tool for Hawaiian Immersion students (KAEO), the challenges experienced last year with inputting diacritical marks during KAEO testing, the amount of funding resources that charter immersion kumu and haumāna receive get in comparison to DOE immersion kumu and students. A persistent problem has been the limited breadth of assessments du

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

1) Lack of a comprehensive schoolwide behavior program that is implemented with consistency and has a lead and or champion; 2) inconsistent learning expectations and instruction, inconsistent progress monitoring/assessment of learning; 3) Ka 'Umeke does not have an attendance system or staff dedicated to communicating with 'ohana about attendance including missed days, opportunities to make-up missed days, use of Hawai'i keiki, and or incentive programs for attendance

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) Strategically administer and implement Paepae a Pa'a our schoolwide behavior program with consistency across all grade levels2) Build a Teacher Coaching program focused on clear learning expectations, and the instruction cycle including regular progress monitoring to inform instruction; 3) Develop an attendance system dedicated to communicating with 'ohana (about attendance including missed days), providing opportunities to make-up missed days, using Hawai'i keiki, and for creating attendance incentive programs.

Goal (developed from CNA student learning needs):

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
Math	I-Ready	7%	15%	24%	27%
Hawaiian Language Arts Proficiency	KEAU	40%	50%	60%	65%

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 CSI Implementation & Oversight Team	Po'okumu	\$
	Develop CSI Action Calendar	Po'okumu	\$
	Strengthen Leadership Monitoring Systems	Po'okumu, Teacher Coach	\$ SI Funds \$70,000 (Teacher Coach Position)
	Calibrate Leadership Expectations & Feedback	Po'okumu, Teacher Coach	\$
	Build a Data-Driven Leadership Culture	Leadership Team (Po'okumu, D	\$
	Strengthen Transparency & Accountability	Po'okumu, Teacher Coach	\$4500 SI Funds Monthly Feedback meetings with kumu
			\$
			\$
			\$
Effective Instruction and Classroom Practices	Establish Learning Target Expectations	Teacher Coach, Po'okumu	\$
	Prepare for Instructional Walkthroughs (Baseline)	Po'okumu, Teacher Coach	\$
	Implement Instructional Walkthroughs	Po'okumu, Teacher Coach,	\$
	Establish Progress Monitoring Expectations	Po'okumu	\$
	Prepare Grade-Level Data Cycles	Data Coordinator	\$
	Prepare for Instructional Coaching	Teacher Coach	\$4500 SI Funds Monthly Feedback meetings with kumu (same as above)
	Prepare Tier 2 Instructional Supports	Teacher Coach	\$
			\$
			\$
Active Learning Environment	Clarify Behavior Expectations	SSC/BA	\$ 1000 SI Funds (Kumu Planning Day)
	Clarify Consequence Ladder	Po'okumu	\$1000 SI Funds (Kumu Planning Day same as above)
	Documentation & Communication Systems	Po'okumu, BX Team	\$1000 SI Funds Posters, Kikiki

Positive and Inclusive Environment	Prepare for Behavior Documentation	BX Team	\$ 55,00 SI Funds Kauka'i Haumāna
	Prepare Tiered Behavior Support Systems	SSC/BA	\$
	Prepare for Behavior Trend Monitoring	SSC/BA	\$
	Behavior Trend Monitoring	BX Team	\$
			\$
			\$
Family & Community Engagement	Establish Baseline Communication Channels	Leadership Team	\$2500 SI Funds Attendance Communication
	Prepare Attendance Monitoring System	Attendance Lead	\$
	Establish Attendance Team & Roles	Attendance Lead	\$
	Prepare Tiered Attendance Interventions	Leadership Team	\$2500 SI Funds Attendance Incentive Programs (same as \$2500 for Attendance Communication)
	Prepare 'Ohana Engagement for Attendance	Director of Operations	\$ 7000 SI Funds Saturday School
	Prepare Attendance Data Review Cycles	Data Coordinator	\$
	Share Attendance & Engagement Progress	Po'okumu, Attendance Lead	\$2500 SI Funds Posters, Progress Monitoring (Same \$2500 as above)
			\$

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 Ka 'Umeke Kā'eo 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)
- FALSI A School Community Council Meeting was conducted on Date to share the school data and gather input on student priorities.
- FALSI A School Community Meeting was conducted on Date to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
- FALSI 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:

Ka 'Umeke Kā'eo Principal	Signature	Date
Nohea Nahale-a		

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

Attested:

SCC Chairperson	Signature	Date