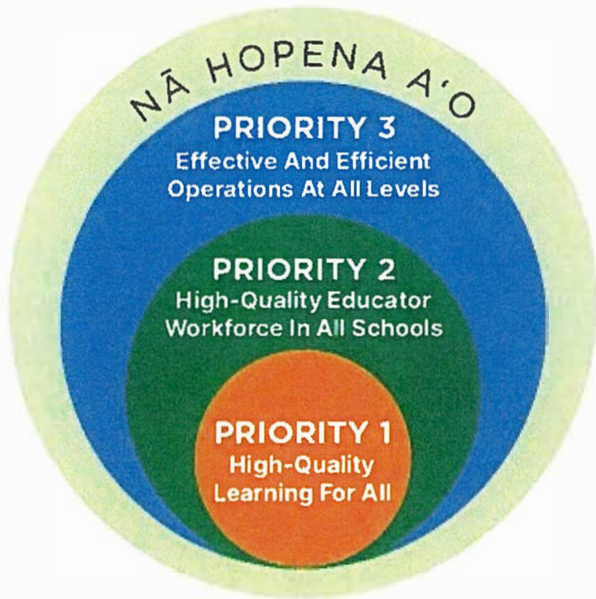




Barbers Point Elementary Academic Plan SY 2025-2026

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- ☐ Non-Title 1 School
☒ Title 1 School
☐ Kaiapuni School (Self Contained)
☐ Kaiapuni School (Shared School Site)

Submitted by Principal Aaron Okumura

03/13/2025

Approved by Complex Area Superintendent Sean Tajima

03/17/2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

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
K	Other: ▾ HMH Into Reading	ORIGO Stepping Stones 2.0 ▾	Mystery Science	
1	Other: ▾ HMH Into Reading	ORIGO Stepping Stones 2.0 ▾	Mystery Science	
2	Other: ▾ HMH Into Reading	ORIGO Stepping Stones 2.0 ▾	Mystery Science	
3	Other: ▾ HMH Into Reading	ORIGO Stepping Stones 2.0 ▾	Mystery Science	
4	Other: ▾ HMH Into Reading	ORIGO Stepping Stones 2.0 ▾	Mystery Science	
5	Other: ▾ HMH Into Reading	ORIGO Stepping Stones 2.0 ▾	Mystery Science	

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-5	Rigby Readers			
K-5	iReady tool kit	iReady tool kit		
K-5 EL students	Imagine Learning			
1-5		Xtramath		
2-5	IXL	IXL		

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
K	I-Ready ▾	I-Ready ▾
1	I-Ready ▾	I-Ready ▾
2	I-Ready ▾	I-Ready ▾
3	I-Ready ▾	I-Ready ▾
4	I-Ready ▾	I-Ready ▾
5	I-Ready ▾	I-Ready ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA) [BPES CNA 2024-2025](#)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: May 2023

Type of Last Visit: Full Self-Study -

Year of Next Action:

Type of Next Action: **Select One** -

Year of Next Self-Study:

2029

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Increase academic progress and growth for all students <u>Root/Contributing Cause:</u> School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices. School Leaders need to work directly with teachers to improve curriculum, instruction, and assessment practices. Teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. Instructional teams will use student learning data and instructional strategy data to design fluid instructional groupings that respond to student needs. The school provides all students with academic supports to keep them on track (tutoring, co-curricular activities, tiered interventions)
2	<u>Student Need:</u> Increase positive behaviors in school <u>Root/Contributing Cause:</u> Need to refine systems - school-wide discipline procedures. Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. Teachers will teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.)
3	<u>Student Need:</u> Increase student attendance <u>Root/Contributing Cause:</u> Need to refine systems - school-wide attendance policy. A school team will oversee school-home relationships, especially policies and practices that engage families in support of student learning. The school will provide staff with support on a growth mind-set that encourages academic growth and success for all students through effort, self-regulation, and the persistence to mastery.

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> Growth and achievement in ELA and Math and increase student attendance
2	<u>Targeted Subgroup:</u> [Insert text] <u>Identified Student Need(s):</u> [Insert text and/or image]
3	<u>Targeted Subgroup:</u> [Insert text] <u>Identified Student Need(s):</u> [Insert text and/or image]



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Incoming Kindergarteners arrive with various abilities. Assessing will help teachers make informed decisions on supporting students academically, socially and emotionally	100% of Kindergarten students will be given the Kindergarten Entry Assessment (KEA) within the first 30 days. 100% of Grade K teachers will participate in Professional Learning Communities (PLC's) to assess the impact of their instruction and make modifications so that their instruction will support the development of foundational skills for learning. - Establish a General Education PreSchool class to develop foundational skills Lead: Academic Coaches, Administrators	KEA's for all Kindergarten students Beginning and end of year teacher created assessments for Kinder students	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: EOEL, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	School Leaders need to work directly with teachers to improve curriculum, instruction, and assessment practices. Instructional teams will use student learning data and instructional strategy data to design fluid instructional groupings that respond to student needs. The school provides all students with academic supports to keep them on track (tutoring, co-curricular activities, tiered interventions)	• 100% of students will be assessed at least 3x/year on iReady Reading • Students will participate in Response To Intervention (RTI), in order to meet their academic needs. • 100% of teachers will analyze student achievement data and determine a grade level focus to provide academic supports in Tier I, Tier II, and Tier III Response To Intervention (RTI) • 100% of teachers will participate in PLCs to assess the impact of their reading instruction on student performance data. • 100% of teachers will participate in vertical articulation meetings to identify school-wide reading strategies, identify common academic reading language for Grades K-5 • Instructional coaches will conduct coaching cycles to improve teacher practice in implementing evidence-based instructional practices in reading. • 100% of teachers will modify/update their grade level curriculum maps Lead: Academic Coaches, Administrators	iReady Assessment at least 3x/year RtI Implementation Schedule Grade Level PLC Meeting Notes Walkthrough Forms Teacher feedback through walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	School Leaders need to work directly with teachers to improve curriculum, instruction, and assessment practices. Instructional teams will use student learning data and instructional strategy data to design fluid instructional groupings that respond to student needs. The school provides all students with academic supports to keep them on track (tutoring, co-curricular activities, tiered interventions)	• 100% of students will be assessed at least 3x/year on iReady Math • Students will participate in Response To Intervention (RTI), in order to meet their academic needs. • 100% of teachers will analyze student achievement data and determine a grade level focus to provide academic supports in Tier I, Tier II, and Tier III Response To Intervention (RTI) • 100% of Grade Level teachers will administer the "Problem of the Day" to develop student's problem solving skills • 100% of teachers will participate in PLCs to assess the impact of their math instruction on student performance data. • 100% of teachers will participate in vertical articulation meetings to identify school-wide math strategies, identify common academic math language for Grades K-5 • Instructional coaches will conduct coaching cycles to improve teacher practice in implementing evidence-based instructional practices in math • 100% of teachers will modify/update their grade level curriculum maps Lead: Academic Coaches, Administrators	iReady Assessment at least 3x/year RtI Implementation Schedule Grade Level PLC Meeting Notes Problem of The Day SLIDES Walkthrough Forms Teacher feedback through walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Ensure that academic achievement for all students, with particular focus on SpEd students, improves (WASC 2023) School Leaders need to work directly with teachers to improve curriculum, instruction, and assessment practices. Teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.	• 100% of students will be receive differentiated instruction to support their academic achievement based on their goals and objectives • 100% of Special Education teachers will be providing differentiated instruction through modifications and accommodations to grade level lesson plans to support student academic achievement. • 100% of Special Education teachers will systemetize their data collection to monitor student progress. Teachers will analyze the data to make adjustments to ensure students are receiving specially designed instruction. • 100% of teachers are providing quality Tier I instruction based on grade level standards and learning targets. • 100% of teachers will participate in PLC's that assess the impact of their instruction. Teachers will also assess and modify their instruction to impact the progress of students under IDEA/504/EL. • 100% of teachers will modify/update their grade level curriculum maps Lead: Academic Coaches, SPED GLC, EL teachers, administrators	IReady Scores Quality Performance Indicators IEP Goals and Objectives Progress Monitoring Sheet SDI schedule/grouping Student Support PLC Notes EL scheduling	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	BPES has a transient population with students entering/exiting throughout the school year.	• A Family Resource Center will be established on campus to transition families coming to Barbers Point Elementary. • 100% of new incoming Gr. 1-5 students to Barbers Point Elementary will be transitioned through our student-led group called the Ambassadors of Aloha. • 100% of Grade 5 students will have an opportunity to transition to middle school via transition meetings on middle school campuses • 100% of Grade K-4 students will have a transition day to the next grade level to meet the next grade level teaching team. • 100% of counselors will support student transition with weekly check-ins • Provide transition into Kindergarten through the Summer Kick Start program Lead: Counselors, Student Services Coordinator, Community School Coordinator (CSC)	Student/Parent Handbook Documented Procedures for Transition Kindergarten Kick-Start program	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Need to refine systems - school-wide attendance policy. A school team will oversee school-home relationships, especially policies and practices that engage families in support of student learning. The school will provide staff with support on a growth mind-set that encourages academic growth and success for all	• 100% of teachers on the Student Support Committee will plan Quarterly Jet Jamboree Incentive Days to celebrate achievements in academics and behavior • Students will be recognized at The Quarterly Jet Assembly for their achievements in academics and behavior • EL students will be recognized at Jet Assemblies to recognize their Access exit status • Students will be offered out of time activities and opportunities to join clubs to encourage attendance ○ Theatre Club ○ Sports Club ○ Theatre Club ○ Tutoring Lead: Student Support Committee, Counselors, Club advisors	Student attendance data Jet Jamboree points Jet Assembly agenda Out of School and Club rosters	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

	students through effort, self-regulation, and the persistence to mastery.			
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Need to refine systems - school-wide discipline procedures,. Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. Teachers will teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.)	• 100% of students will participate in our school-wide incentive program ◦ Caught Being Kind • 100% of students will follow the Schools Behavior Matrix • 100% of teachers will model, communicate, and monitor students according to the Schools Behavior Matrix • 100% of teachers will implement the School's Social Emotional Learning program • 100% of teachers on the Student Support Committee will plan Quarterly Jet Jamboree Incentive Days to celebrate achievements in academics and behavior • Students will be recognized at The Quarterly Jet Assembly for their achievements in academics and behavior • EL students will be recognized at Jet Assemblies to recognize their Access exit status Lead: Student Support Committee, Counselors, EL teachers	School-wide behavior expectations Student work artifacts Jet Assembly agenda	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	The school will provide all students with instruction and experience that contributes to their understanding of Hawaiian history and culture	- Students and faculty will be recognized in the weekly school bulletin through SHAKA shout outs during the morning broadcast (SHAKA = Sincere, Heartfelt, Appreciation of Kindness and Aloha) 100% of students will participate in May Day which culminates the pillars of Na Hopena A'o 100% of teachers on the May Day Committee will plan the May Day event to culminate the pillars of Na Hopena A'o 100% of teachers will participate in May Day which culminates the pillars of Na Hopena A'o Lead: May Day Committee, Counselors	SHAKA shout out schedule May Day committee notes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Teachers are guided by a document that includes suggested lessons and resources to integrate into every subject and grade level scaffolded experiences for career exploration and development.	• 100% of students will participate in Barbers Point Career Day • 100% of students will have field trip opportunities to engage in a variety of career, community, and civic opportunities • 100% of teachers will modify/update their grade level curriculum maps • Embed civic opportunities for all students within classroom instruction for all grade levels Lead: Counselors, Community School Coordinator (CSC), Administrators	List of grade level/school service learning opportunities PLC agenda/notes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Students need exposure to progressively challenging and advanced-level coursework aligned to career pathways as they make their way to middle and high school The school provides all students with academic supports to keep them on track (tutoring, co-curricular activities, tiered interventions)	• 100% of students will receive computer science instruction that will improve their creativity, critical thinking, and planning skills across all content areas. • 100% of students will have field trip opportunities to engage in a variety of career pathways • 100% of teachers will look for connections to Kapolei High School's Career Pathways and embed coursework and conversations within their grade level curriculum maps • The Barbers Point Theatre Club will work with Kapolei High School's Fine Arts program to strengthen its Gr. K-12 continuum in Fine Arts. Lead: Academic Coaches, Technology Coordinator, Counselors	Computer Science projects/courses Curriculum Maps Copy of Theatre Club program	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Create and maintain systems to enforce school-wide procedures	Faculty prioritized systems/procedures to keep everyone aligned/on the same page. School leaders model and communicate the expectation that improved student learning results from intentional implementation	● 100% of teachers and staff will participate in the School Improvement Process ○ Comprehensive Needs Assessment ○ Root Cause Analysis ○ School Financial Plan ○ School Academic Plan ● The Leadership Team will meet monthly to reflect on effective teaching practices, utilize data (iReady, SBA, etc.) to drive differentiated PD topics, and discuss school operational items. The Leadership Team will consist of: ○ Grade Level Chairpersons (GLC's) ○ Non-classroom Teachers (NCT's) ○ Administrators ● 100% of teachers will work on one of four (4) committees established to address school need	CNA documents Academic Plan Notes Line Assignment Surveys Leadership Meeting Notes Committee Meeting Notes Grade Level Meeting Notes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$

	of evidence-based practices. The school leaders develop and implement schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data.	areas from the Comprehensive Needs Assessment (CNA) ○ Family Engagement Committee ○ Student Support Committee ○ Aloha Staff Committee ○ May Day Committee ● 100% of teachers will work as Grade Level Teams to discuss Curriculum, Instruction, and Assessment practices to increase student achievement ● 100% of teachers will participate in Professional Learning Communities (PLC's) to work on Academic Initiatives. ● An Academic Plan Cadre will be utilized to allow stakeholders voice in monitoring the progress of the current years Academic Plan's Enabling Activities ● An Operations Team will meet weekly to maintain and enforce school-wide procedures. The Operations Teams will consist of: ○ School Administrative Services Assistant (SASA) ○ Head Custodian ○ School Food Service Manager (SFSM) ○ Technology Coordinator ○ Community School Coordinator (CSC) ○ Parent Community Network Coordinator (PCNC) ○ Counselors ○ Administrators Lead: Administrators, Academic Coaches	Grade Level PLC Meeting Notes Academic Plan Cadre Meeting Notes Operation Team Meeting Notes Documented Procedures Vertical Articulation/FOL Meeting Notes Walkthrough Data Coaching Cycle Schedule and Notes	
Provide appropriate Professional Development (PD) for	The school's professional learning	● 100% of teachers and staff will participate in Professional Development (PD) throughout the school year utilizing:	PD Agendas	

all staff to build on their professional capacity to support school wide efforts	promotes collaboration, collegiality, and effectiveness through differentiated, high-quality opportunities that benefit teachers both individually and collectively.	○ Waiver Days ○ PLC's ○ School sponsored PD ○ Complex or State sponsored PD ● 100% of teachers and staff will be surveyed to provide input in determining PD efforts for the next school year Lead: Administrators	Waiver Day Agendas PLC Agendas	
Revisit school vision and mission	Majority of the staff are fairly new to the school; need to tie the schools vision/mission into everyday instruction and school decisions	● 100% of teachers and staff will revisit vision and mission to stay focused on the school's core values and purpose Lead: Administrators	Vision and mission	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$
Create and maintain systems for special education	Ensure that Academic Achievement for all students, with particular focus on SpEd students, improves (WASC 2023) The school leaders develop	● 100% of teachers will create and maintain a Specially Designed Instruction (SDI) schedule by grouping students with similar needs and educational placements ● 100% of Special Education teachers will systemetize their data collection to monitor student progress. Teachers will analyze the data to make adjustments to ensure students are receiving specially designed instruction. ● Provide Professional Development/training/supports in the following, but not limited to:	IReady Scores Quality Performance Indicators IEP Goals and Objectives Progress Monitoring Sheet	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:____, \$

	and implement schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data. The school provides all students with academic supports to keep them on track (tutoring, co-curricular activities, tiered interventions)	○ Effectively utilize classroom environment to establish a culture for learning ○ Establishing effective rituals and routines ○ Knowing your student ○ Effectively collecting data and utilizing appropriate data collection tools ○ How to develop and implement educationally meaningful IEPs that contain goals and objectives that are rigorous for students to show growth in their IEP goals/objectives and IReady scores. Lead: Academic Coaches, Student Services Coordinator, Administrators	SDI schedule/grouping	☒ Other: __, \$
Increase Staff Well-Being	School leaders are attentive to staff emotional states, guide staff in managing their emotions, and arrange for support and interventions when necessary.	100% of teachers on the Aloha Staff Committee will plan staff functions and activities to increase school morale and build a positive school culture Lead: Aloha Staff Committee		☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	When schools, communities, families, and students work together through open communication and positive relationships, it optimizes a child's overall well-being and learning A team led by a member of the administrative team and including teacher and	SCC Meetings - Communicate the role and functions of School Community Councils (SCC's) to increase parent/staff/student communication and input - Meet Monthly - Stakeholder group share outs - Q1 - to go over data/goals for the school year, review current years academic plan - Q2 - Share Comprehensive Needs Assessment and Root Cause Analysis, approval of waiver days - Q3 - discuss next years academic and financial plan, approve academic and financial plan - Q4- Principal and SCC evaluation meeting Lead: School Community Council Chairperson, Principal	SCC Agendas SCC Meeting Minutes posted on the school website	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

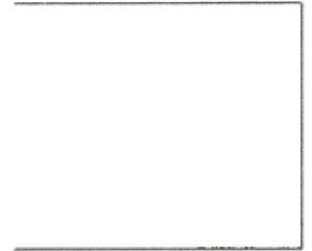
	family representatives oversees school-home relationships, especially policies and practices that engage families in support of student learning.			
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Increase parent-school relationship	Effective collaboration between parents and schools fosters a supportive learning environment, ultimately boosting student success. Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students'	• Create a survey that would promote parental involvement regarding student progress • Utilize an assortment of platforms to communicate with school stakeholders to strengthen school relationships. ○ Monthly school parent newsletter ○ Teacher communication on student status on behavior, academics (example: sending graded work home) ○ Use of technology apps - Class dojo ○ School Website • Establish a Family Resource Center to support parent-school relationship ○ Provide additional resources to our families beyond academics • Provide a minimum of four (4) family engagement activities to strengthen parent-school relationships. ○ Activities will be at minimum one (1) a quarter	Surveys SQS List of school-wide non-negotiables to increase communication with parents Number of parents signed up on Class Dojo Monthly School Parent Newsletter Family Resource Center sign-ins	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

cognitive,
socio-emotional,
and physical
development
outside the
classroom.

Lead: Family Engagement Committee, Community
School Coordinator (CSC), Parent Community Network
Coordinator (PCNC), Administrators



★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: 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 Barbers Point Elementary 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)

1,098

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, The SCC Waiver Request form was to have five (5) Waiver Days for SY 2025-2026 and two (2) whole school days for Parent Teacher conferences - approved January 13, 2025

Bell Schedule: [BPES Bell Schedule for SY 2025-2026](#)