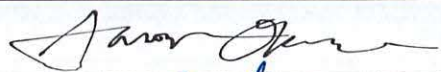
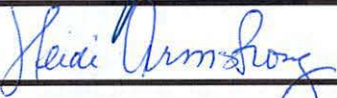


Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Barbers Point Elementary School Kapolei Complex Area CNA 2025-2026 BPES	December 19, 2025		Principal Aaron Okumura
	December 19, 2025		Complex Area Superintendent Jon Henry Lee
	3/5/2026		Deputy Superintendent Heidi Armstrong

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

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewed regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. **No separate Academic Plan is required.**

School Planning Team Members:

Aaron Okumura (Principal); Michelle Suzuki (Vice Principal); Jennifer Hudson (K-1 Academic Coach); Selena Greenland (2-3 Academic Coach); Lisa Kahue (4-5 Academic Coach); AnaLisa Hennessey (Student Services Coordinator); Coreen Nishimura (English Language Coordinator); and Alondra Reynolds (English Language Coordinator).

	School	HIDOE
Mission	<i>Barbers Point Elementary School will instill a love for learning by preparing each child academically, physically, emotionally, and socially to be a successful lifelong learner.</i> <i>It should be noted that Barbers Point Elementary is presently collaborating with its staff to revise its school mission.</i>	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	<i>Barbers Point Elementary School will prepare our students with 21st century skills to be college and career ready in order to become community contributors.</i>	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	<i>It should be noted that Barbers Point Elementary is presently collaborating with its staff to identify its school core values.</i>	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina
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Viable Quality Instructional Materials

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Elementary Grades K-5	20 Into Reading	ORIGO Stepping Stones, First	Mystery Science	Teacher Created
	Select One	Select One		
	Select One	Select One		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

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
Elementary Grades K-5	I-Ready	I-Ready
Elementary Grades K-5	Other:	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 [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)

1,098 student hours per year

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

SCC Waiver will be submitted in January 2026

[Barbers Point Bell Schedule 2025-2026](#)

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).

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?

Organizational processes - Structured monthly meeting times with various groups - Committees, cadres, grade levels, leadership, faculty. Continuing to leverage on our current meeting structure will provide clarity to initiatives, goals, and targets for all stakeholders

Continuous School Improvement Process - whole school participation in drafting CNA and Academic Plan. Leveraging on being inclusive with all stakeholders will develop a shared ownership to school initiatives

iReady scores increased from BOY to EOY. Continuing to provide structured time for staff to analyze data and modify instruction. Implementing coaching cycles to support instructional coherence.

Participation rate increased with parents and teachers. Maintain committee efforts to build on parent and teacher participation.

After school clubs - Continue to provide before and afterschool opportunities for students

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

1. Lack of school buses
2. High staff/faculty turnover
3. Lack of highly qualified staff

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 Comprehension (All Students)**

Students need to strengthen their ability to comprehend grade-level text by accurately identifying key ideas, making meaning from what they read, and explaining their understanding using evidence from the text.

2. **Mathematical Reasoning (All Students)**

Students need to strengthen their ability to use mathematical reasoning to interpret, represent, and solve multi-step math word problems, including explaining their thinking using appropriate strategies and representations.

3. **Foundational Reading Skills (Special Education & English Learner Students)**

Special Education and English Learner students need to strengthen foundational reading skills—specifically decoding, word recognition, and oral reading fluency—to accurately read connected text with sufficient accuracy and rate.

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

Leadership - Monitor Short and Long Term Goals:

1. The School Improvement Team lacks a consistently monitored improvement plan with clear indicators, milestones, and annual targets, implementation efforts are uneven and progress toward goals is unclear. 1B.1
2. Inconsistent feedback cycles and limited response to progress-monitoring data, implementation milestones and annual target measures are not systematically adjusted to support goal attainment.. 1B.2
3. Because the evaluation process is not fully utilized to monitor fidelity and effectiveness, program and service decisions are not consistently informed by evaluation data. 1B.3

Leadership - Target Professional Learning Opportunities

1. There is a lack of structured opportunities for school leaders and teachers to engage together in coaching, mentoring, observation, and reflective professional learning, limiting collective growth in instructional practice. 2B.2

Instruction - Reviewing Implementation Data

1. Because instructional planning is not consistently driven by pre-assessment and formative assessment data, instruction does not always address identified student learning needs. 3A.5
2. Due to inconsistent use of engagement strategies, not all students are actively involved in learning during instruction. 3A.6

Instruction - Provide rigorous evidenced based instruction

1. Because weekly lesson planning is not consistently aligned to units of instruction and standards, instructional coherence and rigor vary across classrooms. 3B.3
2. There is inconsistent implementation of differentiated instructional strategies and instructional models, limiting opportunities for students with diverse learning needs to access instruction effectively. 3B.4
3. Because accommodations and modifications are not systematically embedded into lesson planning, some students lack full access to the instructional program. 3B.5
4. Due to limited and inconsistent use of cooperative learning structures, opportunities for student collaboration, questioning, and peer support are underdeveloped. 3B.6

Instruction - Remove Barriers and Provide Opportunities

1. Because social-emotional competencies are not explicitly and consistently taught and reinforced, students lack critical skills related to relationships, resilience, and responsible decision-making. 3C.5

Talent - Retaining Qualified Personnel

1. Due to insufficient systems for recruitment, support, and retention, the school experiences challenges maintaining qualified personnel aligned to the school's vision and mission. 2A.1

Culture - Growth Mindset

1. Because staff members receive inconsistent support and reinforcement around growth mindset practices, opportunities to promote perseverance, self-regulation, and mastery-based learning are limited. 4C.2

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.)

Leadership - Monitor Short and Long Term Goals:

1. School Improvement Team establishes and monitors implementation of an improvement plan that includes indicators of effective practice, implementation milestones, and annual target measures. 1B.1
2. The School Improvement Team provides and responds to regular feedback on progress toward goal aligned implementation milestones and annual target measures. 1B.2
3. School leaders manage an established evaluation process to monitor the fidelity and effectiveness of programs and services and use of evaluation data to make program/service decisions. 1B.3

Leadership - Target Professional Learning Opportunities

1. The school leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice 2B.2

Instruction - Reviewing Implementation Data

1. Teachers create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support of enhanced learning opportunities for students. 3A.5
2. Teachers actively engage all students in learning. 3A.6

Instruction - Provide rigorous evidenced based instruction

1. Teachers develop weekly lesson plans based on aligned units of instruction. 3B.3
2. Teachers use a variety of differentiated instructional strategies and models (whole class, teacher-directed groups, student-directed groups, independent work, computer based, and homework). 3B.4
3. Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program. 3B.5
4. Teachers use cooperative learning methods and encourage questioning, seeking help from others and offering help to others. 3B.6

Instruction - Remove Barriers and Provide Opportunities

Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, resiliency, and responsibility for the consequences of decisions and actions. 3C.5

Talent - Retaining Qualified Personnel

1. The school attracts and retains qualified personnel who support the school's vision, mission, and purpose. 2A.1

Culture - Growth Mindset

1. The school provides all personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery. 4C.2

Goal (developed from CNA student learning needs):

By 2028, improve student academic performance in ELA and Math by 15%, enhance regular attendance rates to 75%, and address resource inequities for improved student outcomes.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA Proficiency - All Grade Levels	SBA	ELA - 37%	39%	41%	52%
Math Proficiency - All Grade Levels	SBA	Math - 32%	34%	36%	47%
SPED Reading Proficiency - All Grade Levels	ARCH ADC	ELA - 0%	2%	4%	6%
EL Reading Proficiency - All Grade Levels	ARCH ADC	ELA - 3.2 %	5%	7%	9%

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)	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	Reevaluate Systematic Monitoring of Improvement Plan	Administrators	WSF, SPPA, Title I, EOEL
	Refine Data Driven Decision Making Process	Administrators and Leadership Team	WSF, SPPA, Title I
	Analyze Evaluation System for Program Effectiveness	Administrators and Leadership Team	WSF, SPPA, Title I
	Implement Systematic Monitoring of Improvement Plan	Administrators	WSF, SPPA, Title I, EOEL
	Execute Data Driven Decision Making Process Cycles	Administrators and Leadership Team	WSF, SPPA, Title I
	Review Program Evaluation System for Program Effectiveness	Administrators and Leadership Team	WSF, SPPA, Title I
	Refine Systematic Monitoring of Improvement Plan	Administrators	WSF, SPPA, Title I, EOEL
	Adjust Data Driven Decision Making Process Cycles	Administrators and Leadership Team	WSF, Title I
	Refine Program Evaluation System for Program Effectiveness	Administrators and Leadership Team	WSF, Title I
om Practices	Implement Data Driven Instructional Planning	Administrators and Academic Coaches	WSF, SPPA, Title I
	Identify Student Engagement Strategies	Administrators and Academic Coaches	WSF, SPPA, Title I, UHM Grant
	Establish Standards Alignment Planning Process	Administrators, Academic Coaches, Grade Level chairpersons (GLCs)	WSF, SPPA, Title I
	Assess Impact of Data Driven Instructional Planning	Administrators and Academic Coaches	WSF, SPPA, Title I
	Review Student Engagement Strategies	Administrators and Academic Coaches	WSF, SPPA, Title I, UHM Grant

Effective Instruction and Classroom	Continue Standards Alignment Planning Process	Administrators, Academic Coaches, GLCs	WSF, SPPA, Title I
	Gain Understanding of Differentiated Instruction Framework	Administrators and Academic Coaches	WSF, SPPA, Title I
	Implement Inclusive Instructional Design	Administrators and Academic Coaches	WSF, SPPA, Title I
	Apply Collaborative Learning Structures	Administrators and Leadership Team	WSF, SPPA, Title I
	Refine Data Driven Instructional Planning	Administrators and Academic Coaches	WSF, SPPA, Title I
	Strengthen Student Engagement Strategies	Administrators and Academic Coaches	WSF, SPPA, Title I, UHM Grant
	Adjust Standards Alignment Planning Process	Administrators, Academic Coaches, GLCs	WSF, SPPA, Title I
	Implement Differentiated Instruction Framework	Administrators and Academic Coaches	WSF, SPPA, Title I
	Evaluate Inclusive Instructional Design	Administrators and Academic Coaches	WSF, SPPA, Title I
	Examine Collaborative Learning Structures	Administrators and Leadership Team	WSF, SPPA, Title I
Positive and Inclusive Learning Environment	Explore Social Emotional Learning Integration	Administrators and Counselors	WSF, SPPA, Title I
	Investigate Growth Mindset Culture	Administrators and Leadership Team	WSF, SPPA, Title I
	Advance Social Emotional Learning Integration	Administrators and counselors	WSF, SPPA, Title I
	Implement Growth Mindset Culture	Administrators and Leadership Team	WSF, SPPA, Title I
	Evaluate Impact of Social Emotional Learning Integration	Administrators and counselors	WSF, SPPA, Title I
	Evaluate Impact of Growth Mindset Culture	Administrators and Leadership Team	WSF, SPPA, Title I
Family & Community Engagement	Reflect Family School Partnership Development	Administrators, Family Engagement Committee	WSF, Title I
	Develop Community Resource Coordination	Administrators, Community School Coordinator (CSC), Parent Community Network Coordinator (PCNC)	WSF, Title I
	Continue to Build Family School Partnership	Administrators, Family Engagement Committee	WSF, Title I
	Expand Community Resource Coordination	Administrators, CSC, PCNC	WSF, Title I
	Refine to Build Family School Partnership	Administrators, Family Engagement Committee	WSF, Title I
	Evaluate Community Resource Coordination	Administrators, CSC, PCNC	WSF, Title I