

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

Sunset Beach Elementary School Kahuku Complex Link to CNA	April 7, 2026		Eliza Elington
	April 7, 2026		Sam Izumi
	April 15, 2026		Rampal Singh

☐ Title I	☐ Comprehensive Support & Improvement School	☒ Additional Targeted Support School	☐ Kaiapuni School	☐ Self-Contained
☒ Non-Title 1				☐ 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.**

School Planning Team Members:

Admin Team:

Eliza Elington- Principal
Luka Pule- Vice Principal
Matt Ho- Complex Area Officer

Leadership Team:

Megan Silva- Gr 6 Teacher
Lavenia Ongoongotau- Gr 5 Teacher
Amy Denzer- Gr 4 Teacher
Michelle Morgan- Gr 3 Teacher
Chelsea Wily- Gr 2 Teacher
Kekaila AhPuck- Gr K Teacher
Chanda Tsing- SpEd Teacher

	School	HIDOE
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Mission	<i>ENCOURAGE. EQUIP. INSPIRE.</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>We are compassionate. We are lifelong learners. We are problem solvers.</i>	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	When our mission is achieved, Sunset Beach Elementary School will be a safe, inclusive, and joyful learning community where every student feels valued, connected, and empowered. High-quality, standards-based instruction in all subject areas will be engaging, multi-sensory, and differentiated to meet the diverse academic, cultural, social, and emotional needs of each one of our learners. Clear expectations, consistent routines, and positive behavior supports will create a supportive environment where students feel physically, emotionally, and intellectually safe. Teachers will be committed, reflective, and collaborative professionals who feel supported through quality planning time, adequate resources, and strong vertical alignment. Instruction will be data-driven, using formative checks and assessments to guide teaching, track goals, and celebrate growth with students and families. Learning will be connected to real-world applications, offering multiple opportunities for students to demonstrate understanding in meaningful ways. Strong relationships among students, staff and families will be at the heart of our work. Student and teacher voices will be honored and morale will be high. Grace and empathy will guide our interactions. Families will be active partners through authentic engagement opportunities and shared accountability. With high expectations and consistency, all students will attend school regularly, have their needs met, and develop the skills, confidence, and joy needed to succeed. We believe every child can learn, every child belongs, and every child can thrive here at Sunset.	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-5	15 Core Knowledge Language Arts	HMH Into Math	Brain Pop Generation Genius (Gr 3-5) Mystery Science (Gr 2, 3, 4) Science Spin (Gr 2)	Brain Pop Studies Weekly (Gr K-5) Hawaiians of Old (Gr 4)
Grade 6	16 Amplify ELA	HMH Into Math	Studies Weekly Brain Pop Generation Genius	Text Book: World History Journey Across Time: The Early Ages

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-6	IXL	Reflex & Frax Math IXL	Aina in Schools	Aina in Schools
Grade 2	IXL	IXL	CKLA Knowledge	CKLA Knowledge Scholastic News
Grade 6	IXL Novel Studies Study Sync	IXL		Studies Weekly

Hawaii Multi-Tiered System of Support (HTMSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.



Panorama



School-created template



Other:

Universal Screening and Progress Monitoring Assessments

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade K-6	I-Ready	I-Ready

School Bell Schedule

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases [Insert school name] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,056
Did your school submit a SCC Waiver Request Form? Please explain: Yes, we have submitted all the required paperwork for a total of 4 SCC Waiver Days for SY 25-26	4 SCC Waiver Days (For a total of 24 student instructional hours)

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here] [SBES 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).

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?

Demographic Data STRENGTHS:

Historically, enrollment is more males than females

Enrollment has not dipped below 330

While K-2 has lower enrollment per GL annually, Gr. 3-6 always increases

Overall, attendance is steadily improving since COVID

ELL count is low

SPED numbers are stable

Low SES rate - roughly 30%

Chapter 19 violations are stable

Increased regular attendance each school year

Perceptual Data STRENGTHS:

STAFF

Questionnaire: Highest - belief every student can learn; providing threat-free environment

SQS: 100% teacher participation in survey; 84% staff participation in survey

Panorama: Highest - Teacher self-reflection = 85% (teacher category only)

Panorama: Highest staff - Sense of belonging

Positive student centered comments

Staff feels there are good teachers @ Sunset

High rate of participation

Teachers believe students can learn

Strong teachers who care about their students (students come first)

Supported by parents

STUDENTS

Q: ↑ Family wants me to do well; → highest in females

Panorama: ↑ emotion regulation

Positive student responses re: teachers

Students feel respected by teachers

Family believes they can do well in school

Sense of belonging (6)

High SEL Growth (6)

SEL Stable (3-5)

Student/Teacher relationship

Students feel challenged (GT)

Students feel that teachers make learning fun

PARENTS

↑ Respect Ts & support learning at home

SQS: ↑Parent well-being-what does that entail?

Parents respect teachers

High return rate on surveys

Parents feel they are strong at parenting

All responses are above a "3" as an average

Parent/Teacher relationship

Community support

Student Learning Data STRENGTHS

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

We did not find any resource inequalities during the CNA.

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

- 1. Foundational literacy:** Students need to accurately decode grade-level words using phonics and word analysis skills (e.g., sound-symbol correspondence, blending, and recognizing common spelling patterns) in order to read with sufficient accuracy and fluency to support comprehension.
- 2. Mathematical Standards:** Students need to consistently demonstrate foundational math skills and an understanding of grade-level math standards by accurately explaining their thinking and applying strategies to solve mathematical problems.
- 3. Differentiated Support for All Learners:** Students need to use a variety of learning strategies during core whole group instruction and small-group instruction in order to access grade-level content with increasing independence.
- 4: Individualized support for Special Education students:** Students with IEPs need to make progress toward individualized goals by applying targeted academic and behavioral skills in both the inclusion and resource setting to show growth towards meeting their IEP goals.
- 5. Increased sense of belonging:** Students, staff, and families need to actively engage in learning and feel connected, valued, and included in the school community.

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

1. Strengthening Foundational Literacy Instruction

Students may not be getting explicit reading and writing instruction due to lack of understanding of foundational literacy skills. Teachers may not yet understand how to implement the revised ELA standards effectively.

*Aligned to Indicator 2B.2 – Effective Instructional Practices

2. Consistent, standards-aligned instruction in Math

Math instruction may not be consistently aligned to state standards, and the current math curriculum may have gaps in reaching the standards. Teachers may not be aware of how to implement the 8 effective math strategies for effective instruction.

*Aligned to Indicator 2A.1 – Guaranteed & Viable Curriculum

*Aligned to Indicator 2B.2 – Effective Instructional Practices

3. Differentiated Support for All Learners

Teachers may not have sufficient time to use student learning data in order to plan for effective instruction during WIN blocks. In-class differentiation may not be happening consistently in classrooms due to a lack of understanding and/or a lack of planning time.

*Aligned to Indicator 3C.2 – Student Supports & Intervention Systems

*Aligned to Indicator 1D.1 – Data-Driven Decision Making

4. Individualized support for Special Education students

Special Education teachers may not have clear data on what each of their students need in order to make academic growth.

*Aligned to Indicator 3C.2 – Student Supports & Intervention Systems

*Aligned to Indicator 1D.1 – Data-Driven Decision Making

5. Increase Sense of Belonging Among Staff, Students, and Families

Engaging in the school academically in order to build a more authentic partnership with the school may not be a priority for families. The school's mission and vision may be unclear. SEL instruction may be inconsistently embedded into daily classroom practices, and teachers may have limited professional development on how SEL routines can support both motivation, a sense of belonging, and a growth mindset, especially with more difficult academic tasks.

*Aligned to Indicator 3B.3 – Positive Learning Environment

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*Aligned to Indicator 4B.2 – Family Engagement in Learning

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.

(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

1. Strengthening Foundational Literacy Instruction

Mandated complex-wide focus areas:

Teachers receive PD on the 6 Explicit Teaching Practices: Modeling, Specific Praise, Corrective Feedback, Checking for Understanding, Scaffolding, and Intentional Pacing.

Teachers receive PD on the Science of Reading.

Teachers receive PD on the revised ELA standards and how to effectively align Reading and Writing lessons to the standards.

Teachers receive PD on effective fluency instruction.

Teachers implement a school-wide fluency assessment to generate longitudinal data that will inform fluency instruction across all grade levels.

Teachers identify students who need additional support from the Reading Specialist to strengthen foundational reading skills.

Teachers participate in vertical articulation regarding Reading and Writing instruction.

Teachers receive PD on handwriting and fine motor skills aligning with the standards.

The school identifies and utilizes a screener for hearing and vision.

2. Strengthening Math Instruction

Mandated complex-wide focus:

Teachers receive PD on Mathematical Discourse for effective standards-based math instruction and mathematical discourse within curriculum.

Teachers evaluate and supplement math curriculum to meet student needs.

Teachers identify power/priority standards for each grade level.

Teachers participate in vertical articulation to analyze math standards across grade levels.

3. Differentiated Support for All Learners

Grade-level teams analyze student data to intentionally plan for WIN instruction.

Grade-level teams collaborate on effective differentiation strategies to implement during whole-class instruction.

Teachers receive meaningful PD that is appropriate to their Grade Level to help with implementing differentiation strategies.

Teachers receive more prep-time to plan for differentiation. (Suggestion to adjust Specials Schedule)

4. Individualized, data driven support for Special Education students

Special Education teachers collaborate throughout the school year with General Education teachers to provide individualized accommodations and modifications based on the student IEPs.

Special Education and General Education teachers collaborate throughout the school year to analyze student data and make data-informed adjustments to the LRE when needed.

Special Education team meets monthly to collaborate on writing measurable IEP goals, and effective progress monitoring.

Special Education teachers attend PD to stay current on best teaching practices.

Special Education teachers and Educational Assistants collaborate throughout the school year to collect and review data on students' progress toward their IEP goals.

Develop a school-wide scope and sequence for math and reading.

5. Increase Sense of Belonging Among Staff, Students, and Families

STAFF:

All stakeholders collaborate to build a more cohesive vision and mission that is shared among all.

Staff participate in committees to plan fun activities and service projects.

STUDENTS:

Goal (developed from CNA student learning needs):

By the end of SY 2027-28, Sunset Beach Elementary will:

1. Increase student academic performance in ELA from 61% to 67%
2. Increase student academic performance in Math from 56% to 62%
3. Increase attendance rates from 72% to 75%
4. Increase percentage of typical growth on ELA iReady for Special Education students from 44% to 50%
5. Increase percentage of typical growth on Math iReady for Special Education students from 15% to 25%

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA and Math proficiency - Grades 3-6	SBA	ELA - 61% Math - 56%	ELA - 63% Math - 58%	ELA - 65% Math - 60%	ELA - 67% Math - 62%
ELA and Math iReady Typical Growth for SpEd students - Grades K-6	iReady	ELA - 44% Math - 15%	ELA - 46% Math - 19%	ELA - 48% Math - 56%	ELA - 50% Math - 56%
Regular attendance - all grade levels	Strive HI Report	72%	73%	74%	75%
# of trainings on effective literacy instruction	Meeting Schedules, Survey Results	2	4	6	8
# of trainings on effective math instruction		2	4	6	8
# of trainings on using data to support student learning		2	4	6	8
# of trainings on in-class differentiation		2	4	6	8
# of trainings on how to increase a sense of belonging among students		2	4	6	8
# of opportunities for parents to be involved in school academically		2	4	6	8

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)
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Strong Leadership and Strategic Planning	Develop sense of belonging among staff by working together to build a shared vision and mission for the school	Michelle Morgan	\$24,000
	Enhance sense of belonging among students by sharing elements of the enhanced vision and mission in the weekly video messages to students.		
	Deepen sense of belonging among the school community by sharing elements of the shared vision and mission in communication with families.		
Effective Instruction and Classroom Practices	Build teacher understanding of foundational literacy instruction through targeted professional development.	Chelsea Wily and Megan Silva	\$0
	Strengthen foundational literacy instruction through targeted small-group instruction, and ongoing progress monitoring to identify student need.		
	Sustain a cohesive, schoolwide foundational literacy system where instruction, intervention, and progress monitoring are fully integrated to ensure early literacy success for all students.		
	Build teacher understanding of math instruction by focusing on alignment to grade-level expectations.	Lavenia O. and Kekaila Ah Puck	\$0
	Deepen math instruction through increased use of mathematical discourse		
	Ensure strong math instruction across all grade levels, resulting in increased student mastery of grade-level standards.		
Positive and Inclusive Learning Environment	Build teacher understanding of differentiation support for all learners to assist students at varying levels of readiness.	Amy Denzer	Possible \$?
	Implement targeted and responsive differentiated support for all learners using ongoing assessment data to provide interventions and enrichment as needed.		
	Sustain personalized learning practices where differentiated support for all learners is embedded in daily instruction and all students receive equitable access to high-quality learning experiences.		
	Strengthen foundational systems for individualized support for Special Education students by ensuring IEP implementation fidelity and increasing collaboration among educators and service providers.	Chanda Tsing	\$0
	Refine individualized support for Special Education through regular progress monitoring, targeted interventions, and inclusive instructional practices aligned to student goals.		
	Optimize outcomes for individualized support for Special Education students by sustaining inclusive, data-driven systems that promote academic growth, independence, and engagement.		

Family & Community Engagement	Foster sense of belonging in the school environment by strengthening relationships, communication, and opportunities for stakeholder voice.	Michelle Morgan	Possible \$?
	Deepen engagement and shared ownership in a sense of belonging in the school environment by expanding opportunities for inclusive practices for staff, students, and families.		
	Sustain sense of belonging in the school environment where trust, collaboration, and shared responsibility are embedded across the school community.		



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 of 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 of 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

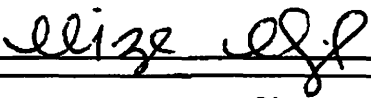
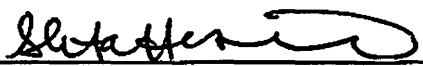
The **Sunset Beach Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

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 **Apr 14, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 14, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team Meeting on December 10, 2025 , Faculty Meeting on Feb 25, 2026
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.

This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 14, 2026**

Attested:

Sunset Beach Elementary Principal	Signature	Date
Eliza Elkington		Apr 14, 2026
SCC Chairperson	Signature	Date
Shasta Harrison		Apr 14, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

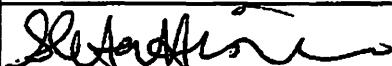
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Change goals for special education in Math to be 2 pt growth per year	The growth target was not correct.	will edit to show a 2pt growth per year.
Spell out "PD" on the plans "WIN" "SEL" "IEP" "LRE" in the plan so others can clearly understand terms.	There may be parents who don't understand the acronyms.	Will edit the documents.
Some end marks need to be added to the plan.	We want to plan to be grammatically correct.	will edit the documents.

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

No concerns - SCC reports that they are happy to hear about the academic goals of the school.

Attested:

SCC Chairperson	Signature	Date
Shasta Harrison		Apr 14, 2026