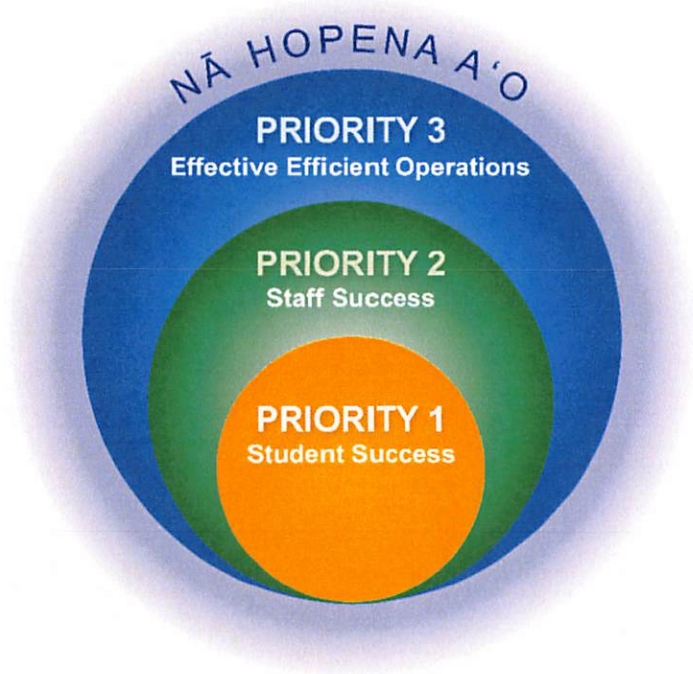


Likeline Elementary School Academic Plan SY 2024-2025



1618 Palama St.
Honolulu, HI. 96817

808.832.3370

<https://www.likeline.k12.hi.us/> (SW4)

| | |
|---|-------------------|
| Submitted by Principal: Mr. Kelly Bart | |
| <i>Kelly Bart</i> | March 25, 2024 |

| | |
|--|--------|
| Approved by Complex Area Superintendent: Ms. Linell Dilwith | |
| <i>L. Dilwith</i> | 4/9/24 |



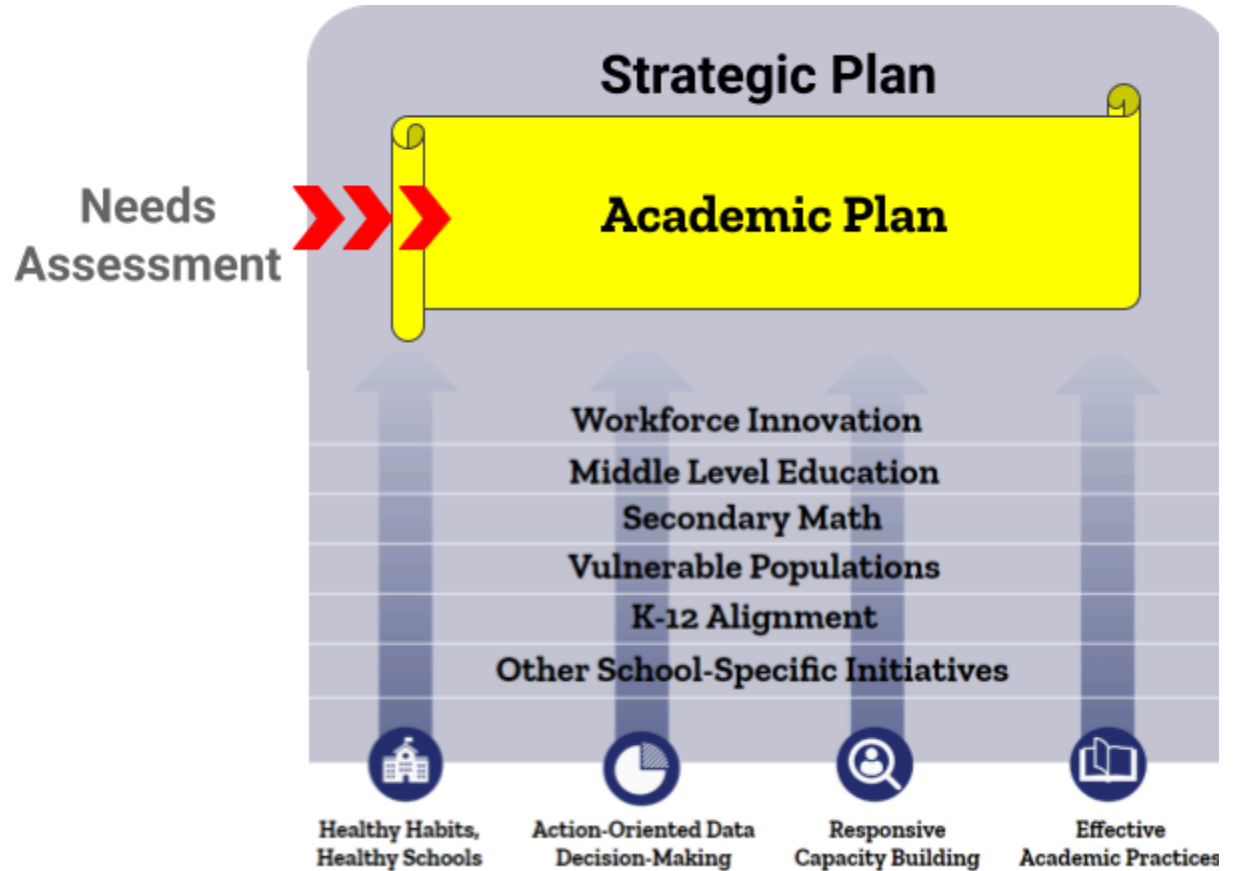
PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.





One-Year Academic Plan SY 2024-2025

VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

Please identify the comprehensive standards-based instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

| Grade Level / Course Name | English Language Arts | Mathematics | Science <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i> | Social Studies <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i> |
|----------------------------------|------------------------------|--------------------|---|--|
| Grade K | Reading Wonders | Stepping Stones | Amplify Science (exploratory phase) | |
| Grade 1 | Reading Wonders | Stepping Stones | | |
| Grade 2 | Reading Wonders | Stepping Stones | | |
| Grade 3 | Reading Wonders | Stepping Stones | | |
| Grade 4 | Reading Wonders; novels | Stepping Stones | | |
| Grade 5 | Reading Wonders; novels | Stepping Stones | | |



SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.

Use the dropdown list to select the universal screener for each applicable grade level and core content area. If “Other” is selected, please manually identify the universal screener. Duplicate the “Grade Level” text and/or dropdown list as needed.

| English Language Arts | Mathematics |
|-----------------------|----------------------|
| Grade K: iREADY; KEA | Grade K: iREADY; KEA |
| Grade 1: iREADY | Grade 1: iREADY |
| Grade 2: iREADY | Grade 2: iREADY |
| Grade 3: iREADY | Grade 3: iREADY |
| Grade 4: iREADY | Grade 4: iREADY |
| Grade 5: iREADY | Grade 5: iREADY |



IDENTIFIED SCHOOL NEEDS (You will reference specific school needs throughout the plan)

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

- Current Comprehensive Needs Assessment (CNA) (SW1) (SW5)
- Current Western Association of Schools and Colleges (WASC) Critical Areas (SW5)

Last Full Self-Study: SY 2022-2023; Next Full Self-Study: SY 2028-2029

Identify critical student learning needs and provide a rationale/root cause(s) 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?”

Duplicate “Student Need” text, including “Rationale/Root cause(s)” as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

1 Student Need: Increase student proficiency in reading and math

SBA Data, 2023:

- ELA= 54% met/exceeded
- Math= 44% met/exceeded
- Science= 35% met/exceeded

iREADY Data: BoY, 2023-2024

- ELA: Tier 1= 15%; Tier 2= 45%; Tier 3= 40%
- Math: Tier 1= 5%; Tier 2= 53%; Tier 3= 42%

Rationale/Root cause(s):

- High-need students have a lack of early childhood experiences and exposure to books and language
- Research shows a lack of foundational language skills by many students in poverty
- Poor attendance impacts reading & learning
- Students who do not read at grade-level cannot comprehend math problems and certain directions
- Basic foundational math skills are weak in many high-needs students



One-Year Academic Plan SY 2024-2025

2

Student Need: Improve emotional regulation, growth mindset, and self efficacy in order to increase confidence and perseverance

Panorama Survey Results for 2023:

- Emotional Regulation= 49%
- Growth Mindset= 58%
- Self Efficacy= 55%

Rationale/Root cause(s):

- Improve students' confidence in their abilities to complete classwork and tasks
 - lack of experiences and interactions impacts ability of students to read and understand classwork
- High-need students impacted by childhood trauma lead to difficulty managing emotions and problem-solving
- Find lessons to address emotional regulation, grit and self-efficacy



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

Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed. (SW1) (SW6,i)

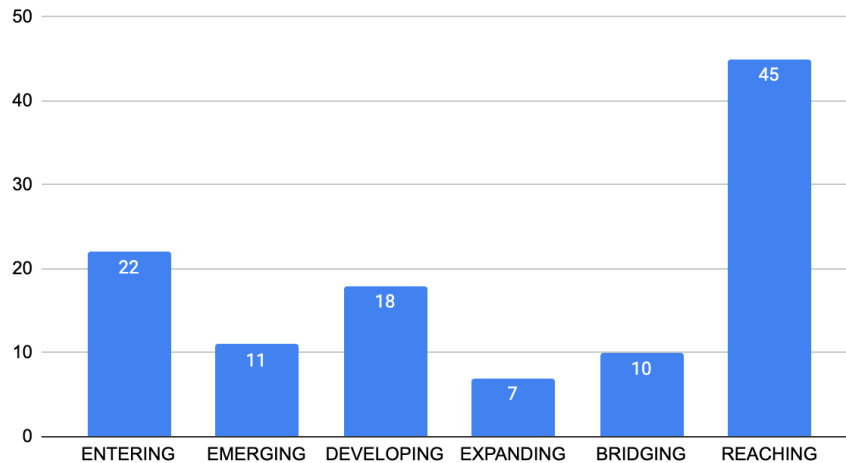
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Targeted Subgroup: *English Language Students*

Identified Student Need(s): Increase literacy proficiency scores in ELs to exit from the ACCESS test

- 0% of ELs met/exceeded on SBA in ELA & math for 2023
1. Provide additional teacher positions to EL department
 2. Continue with PD in EL strategies

WIDA ACCESS RESULTS SPRING 2023





| | |
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| 2 | <p><u>Targeted Subgroup:</u> <i>Low SES Students</i></p> <p><u>Identified Student Need(s):</u> Increase proficiency scores in ELA and math</p> <ul style="list-style-type: none">● Free/reduced rate is 56%● Chronic absence rate is 34%● SBA Data 2023:<ul style="list-style-type: none">○ ELA= the learning gap= 41%○ Math= the learning gap= 22% <ol style="list-style-type: none">1. Provide ELOs throughout the year2. enhance RTI program to meets needs of learners3. Continue to harness community resources |
| 3 | <p><u>Targeted Subgroup:</u> <i>Special Ed.</i></p> <p><u>Identified Student Need(s):</u> Increase proficiency rates in ELA and math</p> <ul style="list-style-type: none">● 0% SPED met/exceeded on SBA ELA & math in 2023 <ol style="list-style-type: none">1. PD in BTC to improve math scores and engagement2. Continue to refine the use of differentiated & scaffolded strategies |



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.**

| <p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p> | <p>Rationale/ Root Cause <i>“Why are we doing this?”</i> Use current school data and set target</p> | <p>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></p> | <p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p> | <p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p> |
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| <p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to</p> | <ol style="list-style-type: none"> 1. iREADY Kinder. BoY Reading data: <ol style="list-style-type: none"> a. 83% approaching b. 17% on grade 2. iREADY Kinder. BoY Math data: <ol style="list-style-type: none"> a. 100% approaching 3. Kinder Entry Assess data: <ol style="list-style-type: none"> a. 16% ready b. 46% approaching c. 38% emerging 4. Panorama SEL (Fall 2023) <ol style="list-style-type: none"> a. Growth Mindset= 58% b. Self-efficacy= 55% c. Emotional Reg.= 49% | <ol style="list-style-type: none"> 1. Early literacy instruction through consistent implementation of Reading Wonders, Orton-Gillingham, GLAD & Heggerty will be provided for all students. (Kinder teachers) 2. Tiered/differentiated instruction provided to students to develop foundational skills. (Kinder teachers) <ol style="list-style-type: none"> a. Small group instruction b. Differentiated materials 3. Choose Aloha (SEL) program weekly (Kinder teachers & counselor) | <ol style="list-style-type: none"> 1. iREADY screening performed 3 X per year, all students, K-5 2. KEA done on All Kinder. 3. Panorama SEL Survey done 2 X per year, all students, K-5 | <p>Title I, \$15,000</p> |



One-Year Academic Plan SY 2024-2025

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| <p>develop foundational skills for learning. (SW2) (SW5) (SW6,ii) (SW6,iii)</p> | <p>Target: 1. Double the % of students on grade-level (green) by EoY 2. Reduce by 50% the students at well-below (red) by EoY 3. Increase by 5% each component of Panorama SEL survey by Spring</p> | | | |
| <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. (SW1) (SW2) (SW5) (SW6,ii) (SW6,iii)</p> | <p>1. iREADY reading data SW (BoY): a. 15% at grade-level b. 45% approaching c. 39% well-below 2. SBAC reading (2022-2023 SY): a. 54% met/exceeded b. 13% approaching c. 33% well-below d. 41% learning gap 3. ACCESS composite score (ELs): a. 69% score, PL1-3 b. 31% score, PL4-6</p> <p>Target: 1. SBAC reading score to increase by 5% a. 3rd grade literacy= 80% b. Reduce learning gap by 5 points 2. iREADY reading scores: a. Double the % of students on grade-level (green) by EoY b. Reduce by 50% the students at well-below (red) by EoY 3. ACCESS scores: a. Increase by 50%, PL4-6 b. Reduce by 50%, PL1-3 c. GTT= 75% d. Exit 15% of ELs</p> | <p>1. Implementation of the CCSS-aligned Reading Wonders (all teachers) a. word walls, small-group instruction and centers b. reading fluency and comprehension practices c. formative and summative assessments d. GLAD strategies e. Zone of Proximal Development (ZPD) f. Use of novels (gr. 3, 4, &5) 2. English Language Learner Services (admin.) a. Provide resources for fed. recommended daily instructional minutes for ELs 3. PD by curriculum specialists on language acquisition skills (KMR/admin./EL dept) a. EdWest</p> | <p>1. WIDA ACCESS scores 2. iREADY scores 3. SBAC scores 4. Reading Wonders unit assessment scores</p> | <p>WSF, \$ Title I, \$25,000 Title III, \$ IDEA, \$5,000</p> |



One-Year Academic Plan SY 2024-2025

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| <p>1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient. (SW1) (SW2) (SW5) (SW6,ii) (SW6,iii)</p> | <ol style="list-style-type: none"> 1. iREADY math data SW (BoY): <ol style="list-style-type: none"> a. 5% at grade-level b. 53% approaching c. 42% well-below 2. SBAC math (2022-2023 SY): <ol style="list-style-type: none"> a. 44% met/exceeded b. 37% approaching c. 19% well-below d. 22% learning gap <p>Target:</p> <ol style="list-style-type: none"> 1. SBAC math score to increase by 5% <ol style="list-style-type: none"> a. Reduce learning gap by 3 points 2. iREADY math scores: <ol style="list-style-type: none"> a. Double the % of students on grade-level (green) by EoY b. Reduce by 50% the students at well-below (red) by EoY 3. Utilize BTC strategy 2x per week | <ol style="list-style-type: none"> 1. Implementation of the CCSS-aligned Stepping Stones (all teachers) <ol style="list-style-type: none"> a. word walls and small-group instruction and centers b. math fluency and problem-solving practices c. Utilize Prime Math strategies (BTC) d. formative and summative assessments 2. 2 PD days with Dr. L & BTC (admin.) <ol style="list-style-type: none"> a. Implement BTC weekly (all teachers) | <ol style="list-style-type: none"> 1. iREADY scores 2. SBAC scores 3. Stepping Stones unit assessment scores 4. BTC survey | <p>WSF, \$</p> <p>Title I, \$35,000</p> <p>IDEA, \$5000</p> |
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One-Year Academic Plan SY 2024-2025

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| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW1) (SW2) (SW5) (SW6,ii) (SW6,iii)</p> | <ol style="list-style-type: none"> 1. iREADY reading data SW (BoY): <ol style="list-style-type: none"> a. 15% at grade-level b. 45% approaching c. 39% well-below 2. SBAC reading (2022-2023 SY): <ol style="list-style-type: none"> a. 54% met/exceeded b. 13% approaching c. 33% well-below d. 41% learning gap 3. iREADY math data SW (BoY): <ol style="list-style-type: none"> a. 5% at grade-level b. 53% approaching c. 42% well-below 4. SBAC math (2022-2023 SY): <ol style="list-style-type: none"> a. 44% met/exceeded b. 37% approaching c. 19% well-below d. 22% learning gap | <ol style="list-style-type: none"> 1. Tiered/differentiated instruction(all teachers) <ol style="list-style-type: none"> a. Small-group instruction and/or centers b. Scaffold standards 2. Data teams (admin) <ol style="list-style-type: none"> a. Monitor progress of all students in ELA & math 3. Progress monitoring bi-monthly(all teachers) <ol style="list-style-type: none"> a. Tier 2 & 3 students b. iREADY 4. Zone Proximal Development (all teachers) <ol style="list-style-type: none"> a. BTC b. Small-groups learn content from more capable peers 5. Tier 3 intervention program (admin.) <ol style="list-style-type: none"> a. Provide teacher, if funds allow 6. Extended Learning Opportunities: <ol style="list-style-type: none"> a. After School tutoring (admin.) <ol style="list-style-type: none"> i. ELs and Tier 3 students ii. Phonics for Reading & Language for Learning b. Summer Learning Hub (KMR/admin) | <ol style="list-style-type: none"> 1. Data team minutes 2. iREADY 3. ELO rosters & assessment scores | <p>WSF, \$75,000 (teacher salary)</p> <p>Title I, \$30,000</p> <p>Title III, \$5500</p> |
| <p>1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school. (SW1) (SW2) (SW5) (SW6,ii) (SW6,iii)</p> | <ol style="list-style-type: none"> 1. KEA <ol style="list-style-type: none"> a. 16% demonstrating ready b. 46% approaching readiness c. 38% emerging readiness | <ol style="list-style-type: none"> 1. Continue with preschool programs (admin) <ol style="list-style-type: none"> a. EOEL & SPED. 2. Summer Start/pre-kinder program (admin) 3. 5th grade transition to Keelikolani MS (admin): <ol style="list-style-type: none"> a. Visit Keelikolani MS b. Complete registration c. Transition meeting for IDEA, 504, at-risk students (SSC, counselor) | <ol style="list-style-type: none"> 1. Registrations 2. Budget allocations 3. Meeting agenda | <p>Title I, \$5000</p> |



One-Year Academic Plan SY 2024-2025

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| <p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. (SW2) (SW6,ii) (SW6,iii)</p> | <ol style="list-style-type: none"> 1. General Learner Outcomes (GLOs) serve as the essential, overarching goals for all of the content and performance standards 2. Choose Love develops SEL and character development program designed to promote a safer and more caring world | <ol style="list-style-type: none"> 1. Academic (admin): <ol style="list-style-type: none"> a. IReady progress monitoring b. Data Teams c. RTI 2. Behavior (admin): <ol style="list-style-type: none"> a. GLOs (all teachers) <ol style="list-style-type: none"> i. 'Gotcha' tickets & store b. SEL (counselor) <ol style="list-style-type: none"> i. Choose Love c. Lunch bunch (all teachers) d. KAMP HI (gr. 3) 3. Completion of school HMTSS blueprint that defines the schools system of support 4. Completion of the HMTSS Assessment Tool (HAT) | <ol style="list-style-type: none"> 1. iREADY scores 2. Data Teams agenda 3. GLO marks 4. HMTSS blueprint doc 5. HAT doc. | <p>WSF, \$ Title I, \$ IDEA, \$</p> |
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One-Year Academic Plan SY 2024-2025

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

| <p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p> | <p>Rationale/ Root Cause <i>“Why are we doing this?”</i> Use current school data and set target</p> | <p>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></p> | <p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p> | <p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p> |
|--|--|---|---|--|
| <p>1.2.1. All students desire to and attend school regularly. (SW1) (SW2)</p> | <p>33% of students are chronically absent and the attendance rate is 89%. The chronic absence rate will decrease below 25% and the attendance rate will increase to 95% by the end of the next SY.</p> | <ol style="list-style-type: none"> 1. Contact by teacher and counselor will be consistently used to bring students back to school. <ol style="list-style-type: none"> a. Phone calls home b. Home visits c. Teacher/Parent & counselor/parent meetings d. School to use DOE social-worker, as needed 2. Implement Attendance Policy <ol style="list-style-type: none"> a. Review & revise, if necessary b. Share with parents multiple times during SY c. Reward daily attendance <ol style="list-style-type: none"> i. Special recess ii. Monthly recognition for students 3. After school enrichment <ol style="list-style-type: none"> a. Clubs- media, robotics, the arts, HW b. Sports | <ol style="list-style-type: none"> 1. Infinite campus 2. Attendance policy <ol style="list-style-type: none"> a. Rewards 3. Enrichment participation/ attendance | <p>WSF, \$2,500</p> |



One-Year Academic Plan SY 2024-2025

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| <p>1.2.2. All students demonstrate positive behaviors at school. (SW2) (SW6,ii) (SW6,iii)</p> | <ol style="list-style-type: none"> 1. All students will strive to know and live the GLOs. 2. All adults to reinforce positive behaviors 3. Teach SEL skills to all students <ol style="list-style-type: none"> a. Emotional regulation, growth mindset, & self-efficacy rated low on Panorama survey | <ol style="list-style-type: none"> 1. All students are rated for GLOs quarterly by teachers 2. Students receive Gotcha tickets based on the GLOs to redeem in the Gotcha Store 3. All students receive a School Planner that has a behavior expectations matrix for appropriate behavior in all school settings 4. Choose Aloha taught in all classrooms 5. Panorama Survey results collated, analyzed, and implemented in classrooms | <ol style="list-style-type: none"> 1. Report card 2. Monitor Gotcha ticket distribution 3. School Planner 4. Choose Aloha program/lessons 5. Panorama Survey results/trends | <p>WSF, \$500 Title 1, \$2000</p> |
| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning. (SW1) (SW2) (SW6,ii) (SW6,iii)</p> | <p>Na Hopena A'o demonstrate learning outcomes rooted in Hawaiian culture and values. BREATH is the acronym for Na Hopena A'o: B- belonging R- responsibility E- excellence A- aloha T- total well-being H- Hawaii</p> | <ol style="list-style-type: none"> 1. Na Hopena A'o posters are displayed throughout school 2. Explore Na Hopena A'o group activities with integrated subjects/skills 3. Gr. 3 KAMP Hawaii <ol style="list-style-type: none"> a. Kids at-risk mentoring program | <ol style="list-style-type: none"> 1. Posters distributed 2. Publish & distribute lessons & activities | <p>WSF, \$ Title I, \$</p> |



One-Year Academic Plan SY 2024-2025

★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

| <p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p> | <p>Rationale/ Root Cause <i>“Why are we doing this?”</i> Use current proficiency rates and school targets.</p> | <p>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></p> | <p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p> | <p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p> |
|---|---|---|--|--|
| <p>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities. (SW6,ii)</p> | <p>Not all students participate in career, community, and civic opportunities. The school does not have a developed plan or data to monitor student participation in career, community, and civic opportunities.</p> <ol style="list-style-type: none"> Each GL team to explore and develop lessons/activities | <p>Opportunities in career, community, and civic engagement will be provided to all students through:</p> <ul style="list-style-type: none"> Community and civic activities planned and documented <ul style="list-style-type: none"> Donations, clean-ups, Extramurals with other schools Grade-level teams to plan & document career-oriented lessons <ul style="list-style-type: none"> Activities field trips | <ol style="list-style-type: none"> Document community & civic activities <ol style="list-style-type: none"> Participation Results Document lessons/activities <ol style="list-style-type: none"> Record in GL minutes | <p>WSF, \$ Title I, \$</p> |



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 Outcomes <i>“What do we plan to accomplish?”</i> | Rationale/ Root Cause <i>“Why are we doing this?”</i> | Enabling Activities <i>“How will we achieve the desired outcome?”</i> BE SPECIFIC 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> Please estimate the additional amount needed to execute the enabling activity. |
|---|--|--|--|---|
| 2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by '26-'27 SY. (SW2) (SW5) (SW6,iii) | Almost 100% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 100% of teachers will receive 72 SIQ hours or TESOL certification. | Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> ● State/District EL course offerings ● University courses | <ul style="list-style-type: none"> ● Registration to PD opportunities ● Certificate of completion by teacher | WSF, \$ Title II, \$ IDEA, \$ |
| 2.1.2 All teachers are effective or receive the necessary support to become effective. | <ul style="list-style-type: none"> ● 100% of teachers are HQT. ● 100% of on cycle teachers received an effective or | In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> ● EL PD ● Prime Math PD- collaborative coaching <ul style="list-style-type: none"> ○ BTC PD w/Dr. Liljedahl | <ul style="list-style-type: none"> ● EES rating of on cycle teachers | WSF, \$ Title I, \$12,500 Title II, \$ |



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| <p>(SW1) (SW2) (SW6,iii)</p> | <p>highly effective rating on EES By the end of the 24-25 SY, 100% of teachers on cycle will receive an effective or highly effective rating.</p> | <ul style="list-style-type: none"> ● Feedback from EES components <ul style="list-style-type: none"> ○ Teacher observation/WP; core professionalism; SSP/SSIO ● Individual supports targeting individual teachers | <ul style="list-style-type: none"> ● Feedback on EES components ● PD registration & materials ● PD implementation plan | |
| <p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p> | <p>100% of staff members 'meets expectations' on PAS 100% of staff will meet expectations on PAS for SY 2024-2025</p> | <ul style="list-style-type: none"> ● School to match individual supports with job description & responsibilities ● Design cross-training with experienced staff and new staff member | <ul style="list-style-type: none"> ● Individual support plan for staff ● PAS form | <p>WSF, \$ Title II, \$</p> |



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 Outcomes <i>“What do we plan to accomplish?”</i> | Rationale/ Root Cause <i>“Why are we doing this?”</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>Please 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. (SW2) (SW3) (SW5) | LIKELIKE SCC had a quorum from all stakeholders for SY 2023-2024, however membership for the parent and community stakeholders was low. Goal is to double the SCC membership for the SY 2024-2025. | <ul style="list-style-type: none"> ● Principal will message the importance of the SCC to all stakeholders in SY opening, explaining roles/responsibilities. ● Principal will engage the SCC chairperson and ensure school level plans and issues are on SCC agenda ● Principal will explore all options for attending SCC meeting <ul style="list-style-type: none"> ○ In person; online; mail-in ballot; etc. | <ul style="list-style-type: none"> ● SCC membership roll ● SCC agenda/minute ● Principal message/request for membership | WSF, \$ |



One-Year Academic Plan SY 2024-2025

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

| <p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p> | <p>Rationale/ Root Cause <i>“Why are we doing this?”</i></p> | <p>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></p> | <p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p> | <p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p> |
|--|---|--|---|---|
| <p>3.3.2 All families are engaged in school events/ activities and have regular two way communication (SW1) (SW5)</p> | <p>Family involvements is a priority as a Title 1 school</p> <p>Family participation in most school informational meetings is low</p> <p>LIKELIKE to double family participation in informational meetings for SY 2024-2025</p> | <ol style="list-style-type: none"> 1. Planner used for two-way communication between parent and teacher <ol style="list-style-type: none"> a. Teachers to explore alternative methods to communicate/engage parents (online platform; social media platform; etc) 2. Principal to set monthly informational meetings <ol style="list-style-type: none"> a. Principal Corner; Parent-teacher Club (PTC); Open House; SCC; parent-teacher conferences; home visits 3. LIKELIKE to explore alternative methods to communicate with parents/community <ol style="list-style-type: none"> a. Social media platform; school website; email; b. Use translators as much as necessary for all communications | <ol style="list-style-type: none"> 1. School to purchase planners for each student 2. Informational meetings scheduled monthly with agenda and shared with community 3. Contact with alternative communication sources | <p>WSF, \$1000 Title 1, \$2000</p> |



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 **LIKELIKE School's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

| | |
|---|--|
| Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) (SW5) | 1110 hours/SY (30 hours/week X 37 weeks) |
|---|--|

| | |
|--|----|
| Did your school submit a SCC Waiver Request Form? Please explain. | No |
|--|----|

LIKELIKE ELEMENTARY
BELL SCHEDULE
2023-2024



MONDAY, TUESDAY, THURSDAY, & FRIDAY
8:00 AM - 2:15 PM

WEDNESDAY
8:00 AM - 1:00 PM

MORNING RECESS
Grades K - 5: 9:45 - 10:00 AM

LUNCH
Grade K, 1 & 2: 11:00 AM (5 min apart)
Grade 3, 4 & 5: 11:45 AM (5 min. apart)
(10 minute recess after lunch, except Wed.)

Bell Schedule:

One-Year Academic Plan SY 2024-2025

