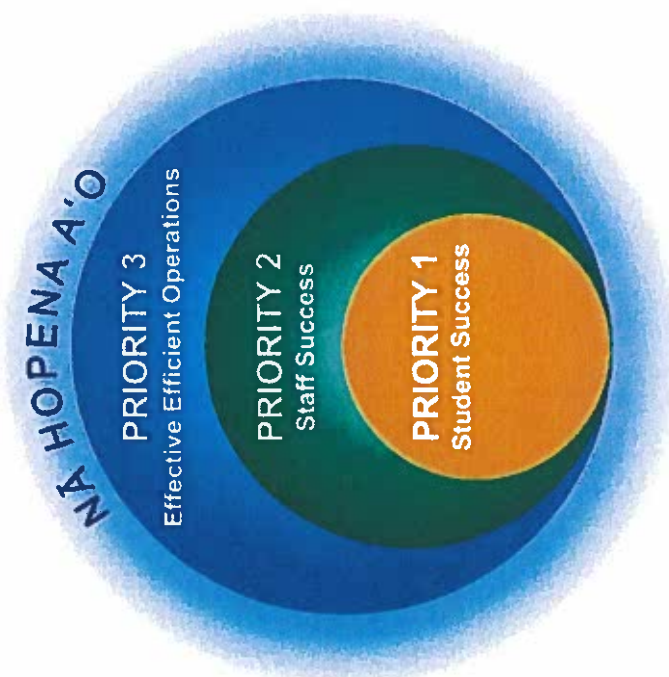




# Linapuni Elementary School FKK Elementary School Academic Plan SY 2024-2025

1434 Linapuni St.  
Honolulu, Hawaii 96819  
808-305-2150

<https://sites.google.com/k12.hi.us/linapunischoolsite/home>



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

Submitted by Principal: Kimberly Fuller	
<i>Kimberly Fuller</i>	4/3/24

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
<i>Rochelle Mahoe</i>	4/3/2024



**VIABLE QUALITY CURRICULUM**

This section highlights the school's comprehensive instructional programs used by each core subject area. For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.

Please identify the comprehensive 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. OR, group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten - Grade 1	Reading Wonders, ver. 2023	Illustrative Math, ver. 2021		
Kindergarten - Grade 1 IDEA	Wonderworks, ver. 2023	Illustrative Math, ver. 2021		

**SCREENING ASSESSMENTS**

This section highlights school-administered universal screeners designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed. OR, group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten - Grade 1	iReady -	iReady -



One-Year ES Academic Plan SY 2024-2025

Kindergarten

Other: ▾ HIDEO KRA

Other: ▾ HIDEO KRA

PreK

Other: ▾ TS-GOLD

Other: ▾ TS-GOLD



**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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
- Last Full Self-Study: SY 2021-22, Next Full Self-Study: SY 2027-28
- Other current accreditation self-study

**Please identify critical student learning needs and the root/contributing 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?"**

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

**Student Need:** LES staff need to accelerate student learning for all students in the areas of literacy and mathematics.

1

SY 22-23 EOY iReady Reading and Mathematics "Overall Placement" Data					
Content Area	All Students	EL / Non-EL		IDEA Students / Non-IDEA Students	
ELA	42%	EL	39%	IDEA	17%
		Non-EL	44%	Non-IDEA	43%
Mathematics	31%	EL	27%	IDEA	29%
		Non-EL	34%	Non-IDEA	31%

**Root/Contributing cause(s):**

- A. Varying levels of instruction in the area of decoding.

- B. Insufficient instructional time dedicated to vocabulary instruction.
- C. Varying levels of implementation of a standards-based Math curriculum, due to the lack of a viable Math curricular program that covers fluency with numbers and the language of math.

**2** **Student Need:** Implement a schoolwide multi-tiered system of support and services for attendance that addresses the needs of all students.

**Root/Contributing cause(s):**

- A. Parents and students may not fully understand the importance of regular attendance and its direct impact on academic success.
- B. Inconsistent communication systems within the school and between parents, regarding attendance reporting, policies, expectations, and interventions.
- C. Inconsistency in the school's Attendance Reporting and Monitoring System makes it challenging to identify patterns or intervene promptly.
- D. The absence of a multi-tiered approach to addressing attendance needs for all students makes it difficult to manage irregular attendance effectively, as interventions may not be tailored to individual student needs.

**3** **Student Need:** Consistently apply the Tier 1 Hawaii Multi-Tiered System (HMTSS) for Positive Behavior Interventions and Support (PBIS) to foster positive student behaviors.

**Root/Contributing cause(s):**

- A. Inconsistent teaching, addressing, and reinforcement of school-wide behavioral expectations across campus and settings.
- B. Varying levels of implementation of the SEL curriculum across all classrooms and lack of reinforcement of SEL competencies across all settings.



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

**Targeted Subgroup:** English Learners (EL) - English Language Development Levels 1-2

1

SY 22-23 EOY iReady Reading and Mathematics "Overall Placement" Data - English Learners (EL) ELD Levels 1-2			
Content Area	EL ELD Levels 1-2	Non-EL	Learning Gap
ELA	35%	44%	9%
Mathematics	18%	34%	16%

**Identified Student Need(s):** Decrease student learning gap between students receiving EL services and students not receiving EL services

2 **Targeted Subgroup:** Students Receiving Individuals with Disabilities Educational Act (IDEA) Services - be specific

SY 22-23 EOY iReady Reading and Mathematics "Overall Placement" Data - Students Receiving IDEA Services			
Content Area	Students Receiving IDEA Services	Students Not Receiving IDEA Services	Learning Gap
ELA	17%	43%	26%
Mathematics	29%	31%	2%

**Identified Student Need(s):** Decrease student learning gap between students receiving IDEA services and students not receiving IDEA services



# 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>	Monitoring of Progress (Initial & Intermediate Student 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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop</p>		<p><b>EA 1.1.1. (1) Kindergarten Entry Assessment (KEA):</b> Kindergarten teachers will administer the Kindergarten Entry Assessment (KEA) within the first 30 days of each child's entry into kindergarten, assessing their foundational skills in language and literacy, math, social development, and motor skills;</p> <p><b>EA 1.1.1. (2) Action Oriented Data Decision Making:</b> Teachers will use the insights gained from the KEA data to inform instructional decisions, supporting each student's unique development across the five domains of early childhood education.</p> <p><b>[Accountable Leads - Kindergarten Teachers]</b></p>	<p>100% of LES Kindergarten students will have completed the Kindergarten Readiness Assessment (Initial)</p> <p>iReady Overall Reading proficiency score will be at least 66% (EOY)/46%</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$3200</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$500</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

**foundational skills  
for learning.**

**One-Year ES Academic Plan SY 2024-2025**



(MOY) of our  
Kindergarten  
student  
population.

iReady  
phonological  
awareness  
proficiency will  
be at least 76%  
(EOY)/56%  
(MOY) of our  
Kindergarten  
student  
population.

iReady phonics  
proficiency will  
be at least 65%  
(EOY)/ 46%  
(MOY) of our  
Kindergarten  
student  
population.

iReady Overall  
Math proficiency  
will be at least  
60% (EOY)/40%  
(MOY) of our  
Kindergarten  
student  
population.





## One-Year ES Academic Plan SY 2024-2025

iReady Number  
and Operations  
domain  
proficiency will  
be at least 65%  
(EOY)/45%  
(MOY) of our  
Kindergarten  
student  
population.



Reading Proficiency

1A  
1B

EA 1.1.2 (1) - Strengthen Tier 1 instruction in all ELA classrooms, by following and using the approved viable Wonders curriculum and integrating explicit instructional strategies.

1.1.2.

All students read proficiently by the end of third grade. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.

All teachers will actively participate in Professional Learning Communities focused on learning for ALL, fostering ongoing collaboration, and embracing a results-oriented approach to cultivate collective teacher efficacy and accelerate student growth and achievement.

a) All teachers will utilize explicit, evidence-based instructional strategies, as well as facilitation of the co-construction of knowledge, to teach and build literacy concepts and skills around phonological awareness, phonics, and vocabulary daily, as monitored by ELA curriculum maps and pacing guides. (See student outcomes)

b) All teachers will differentiate/scaffold literacy instruction daily to ensure all students, including special populations, have access to the curriculum, as monitored by quarterly teacher surveys.

o All teachers will provide small group literacy instruction and stations/centers to target student needs.

c) All teachers will provide multiple opportunities to respond in order to check for understanding to inform instruction and provide specific/corrective feedback to students as monitored by quarterly learning walk data.

iReady Overall

Reading proficiency score will be at least 66% (EOY)/46% (MOY) of LES K-1 student population.

- WSF, \$20,000
- Title I, \$25,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$1600
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

iReady phonological awareness proficiency will be at least 76% (EOY)/56% (MOY) of LES K-1 student population.

iReady phonics proficiency will be at least 65% (EOY)/45% (MOY) of LES K-1 student population.



- d) The school will establish a structured process and schedule for teachers to engage in classroom learning walks, providing opportunities for safe practices, and integrating coaching elements to support professional development and enhance teaching practices
  - e) The school will explore and develop an ELA-focused RTI plan for possible implementation in the 2025-2026 academic year to strengthen literacy skills.
  - f) School will provide professional development on topics such as Literacy, PLC, special populations, scaffolding/differentiation, RTI, etc, as monitored by event exit passes.
- EA 1.1.2 (2) - EL strategies, such as, but not limited to pairing auditory with visuals, collaboration strategies (i.e. Think-Pair-Share, Expert Groups, etc.), providing wait time, etc., will be implemented in all classrooms, as monitored by quarterly teacher surveys.
- [Accountable Leads - HMTSS Academic Teams, GLCs: Grade Level Chairs]**

At least 92% (EOY)/ 72% (MOY) of the LES PreK population will be rated within their developmental band in the TS GOLD Literacy Domain.

By the end of each PLC data cycle, at least 80% of students will be proficient in meeting the targeted standard, as evidenced by PLC created/selected common formative assessment.



Mathematics Proficiency

1C

EA 1.1.3 (1) - Strengthen Tier 1 instruction in all Math classrooms, by following and using the approved viable curriculum for grades K-1 (Illustrative Math).

1.1.3.

All students are proficient in mathematics by the end of fifth grade. All students (K-5) who are not proficient receive necessary and timely support to become proficient.

All teachers will actively participate in Professional Learning Communities focused on learning for ALL, fostering ongoing collaboration, and embracing a results-oriented approach to cultivate collective teacher efficacy and accelerate student growth and achievement.

- a) All teachers will plan and deliver problem-solving & reasoning-based, evidence-based instruction to ground students in the conceptual learning of math, with an emphasis in the numbers & operations domain daily, as monitored by Math Curriculum Maps, Instructional Schedules and Pacing Guides. (See student outcomes)
- b) All teachers will differentiate/scaffold mathematics instruction daily to ensure all students, including special populations, have access to the curriculum, as monitored by quarterly teacher surveys.

- i) All teachers will provide small group mathematics instruction and stations/centers to target student needs.

- c) All teachers will provide multiple opportunities to respond in order to check for understanding to inform instruction and provide specific/corrective feedback to students as monitored by quarterly learning walk data.

iReady Overall	<input checked="" type="checkbox"/>	WSF, \$20,000
Math proficiency will be at least 60% (EOY)/40% (MOY) of our K-1 student population.	<input checked="" type="checkbox"/>	Title I, \$25,000
	<input type="checkbox"/>	Title II, \$
	<input type="checkbox"/>	Title III, \$
	<input type="checkbox"/>	Title IV-A, \$
	<input type="checkbox"/>	Title IV-B, \$
	<input type="checkbox"/>	IDEA, \$
iReady Number and Operations domain proficiency will be at least 65% (EOY)/45% (MOY) of our K-1 student population.	<input checked="" type="checkbox"/>	SPPA, \$1600
	<input type="checkbox"/>	Homeless, \$
	<input type="checkbox"/>	Grant: __, \$
	<input type="checkbox"/>	Other: __, \$

At least 98% (EOY)/78% (MOY) of the LES PreK population will be rated within their developmental band in the TS GOLD Mathematics Domain.



d) **School will provide professional development on topics such as, but not limited to Math curriculum implementation, problem-solving, fluency with numbers, etc, as monitored by event exit passes.**

- i) Grades K & 1 Teachers will participate in professional development and training such as, but not limited to, Dr. Yeap Ban Har to enhance their math teaching skills and strategies.

By the end of each PLC data cycle, at least 80% of students will be proficient in meeting the targeted standard, as evidenced by PLC created/selected common formative assessment.

**EA 1.1.3 (2) - EL strategies**, such as, but not limited to pairing auditory with visuals, collaboration strategies (i.e. Think-Pair-Share, Expert Groups, etc.), providing wait time, etc., will be implemented in all classrooms, as monitored by quarterly teacher surveys.

**[Accountable Leads - HMTSS Academic Lead Teams**



One-Year ES Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

1A EA 1.1.4 (1) - EL strategies, such as, but not limited to Total Physical Response (TPR), formulaic expressions, etc., will be implemented in all classrooms, as monitored by quarterly teacher surveys.

1B EA 1.1.4 (2) - School will develop and implement a plan to include special populations teachers in collaboration activities around curriculum, instruction, and assessment, as monitored by ELA and Math curriculum maps and pacing guide.

1C EA 1.1.4 (3) - Special populations teachers will implement Wonderworks curriculum for ELA in all instructional sessions, as monitored by Wonderworks Implementation Plans.

[Accountable Leads - HMTSS Academic Teams]

The learning gap in iReady Overall Reading proficiency scores between EL and Non-EL students will decrease by at least 5% (EOY)/3% (MOY).

- WSF, \$
- Title I, \$6000
- Title II, \$
- Title III, \$6,000
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$1600
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

The learning gap in iReady Overall Mathematics proficiency scores between EL and Non-EL students will decrease by at least 8% (EOY)/6% (MOY).

The learning gap in iReady Overall Reading proficiency scores between IDEA and Non-IDEA-service d students will decrease by at least 13% (EOY)/9% (MOY).



## One-Year ES Academic Plan SY 2024-2025

The learning gap in iReady Overall Mathematics proficiency scores between IDEA and Non-IDEA-service d will be reduced to 0% (EOY)/1%(MOY).

At least 96% (EOY)/76% (MOY) of EL population with 2 ACCESS data points will be on-track toward English language proficiency (growth to target for grade 1 students).

At least 70% (EOY) of EL students will be rated/scored proficient on the Wonderworks Unit formative assessment.



**1.1.5.**  
**All students transition successfully at critical points, from preschool to elementary, AND from elementary to middle school, AND during non-traditional times (e.g., new students mid quarter).**

**1A**  
**1B**  
**1C**

**EA 1.1.5 (1) Plan and coordinate year-round transition activities,** fostering a positive and seamless transition for students and families moving from PreKindergarten to Kindergarten, Kindergarten to First Grade, and First Grade to a neighboring school, as monitored by transition activities' agendas, schedules .

- a. **Coordinate Orientation Visits:** Facilitate orientation classroom/campus visits to familiarize students with their new academic environment
- b. **Transition Lessons/Classroom Activities:** Conduct classroom lessons and activities with transition elements, incorporating songs, stories, role-playing, and routines to ease the transition process
- c. **Informative Parent sessions:** Host parent informational sessions and distribute informational fliers to keep parents well-informed and engaged in the transition process..
- d. **Summer Transition Support:** Provide targeted opportunities during the summer to assist students in transitioning to the next grade level

- Summer Learning Hub Enrichment
- Kindergarten Summer Jumpstart Program

**[Accountable Leads: HMTSS Lead Team]**

- At least 80% of Rising First- and Second-Grade students will respond favorably on surveys regarding transition activities.
  - WSF, \$5,000
  - Title I, \$40,000
  - Title II, \$
  - Title III, \$
  - Title IV-A, \$
  - Title IV-B, \$
  - IDEA, \$
  - SPPA, \$500
  - Homeless, \$
  - Grant: \_\_, \$
  - Other: \_\_, \$
- At least 80% of rising Kindergarten parents will respond favorably on surveys regarding transition activities.
  - WSF, \$5,000
  - Title I, \$40,000
  - Title II, \$
  - Title III, \$
  - Title IV-A, \$
  - Title IV-B, \$
  - IDEA, \$
  - SPPA, \$500
  - Homeless, \$
  - Grant: \_\_, \$
  - Other: \_\_, \$





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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	2A 2B 2C 2D	<p>1.2.1 (1) <b>Revise the attendance policy to incorporate a multi-tiered system of support and services.</b> Implement Tier 1 strategies for proactive intervention, followed by Tier 2 and Tier 3 interventions for increasing levels of targeted support and services.</p> <p>1.2.1 (2) <b>Attendance Monitoring:</b> Implement and maintain a consistent daily attendance monitoring system</p> <p>1.2.1 (3) <b>Enhance School Wide Attendance Communication:</b> Establish an online communication system utilizing platforms such as Panorama and Infinite Campus to streamline information exchange among teachers and staff, with a focus on attendance reporting, progress monitoring, and sharing intervention strategies to enhance collaboration and support.</p> <p>1.2.1 (4) <b>Attendance Incentive Program:</b> Develop and implement a tiered system to incentivize and recognize consistent attendance among students and families.</p>	<p>The average daily attendance rate will be above 90%</p> <p>Chronic Absenteeism rate will decrease 5% from 39% to 34% as reported on the annual StriveHI report from SY 2023-24 to SY 2024-25.</p>	<input checked="" type="checkbox"/> WSF, \$5,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**1.2.1(5) Increase parental involvement in monitoring and supporting student attendance.**

- a. **Establish regular communication channels with parents,** send proactive notifications regarding student attendance, host EFT (Eagles Family Time) meetings highlighting the crucial role attendance plays in a child's educational development, and provide resources for parents to support regular attendance.

**[Accountable Leads: Counselor & PBIS Attendance Team]**



1.2.2. All students demonstrate positive behaviors at school.

3A

1.2.2 (1) Consistently implement the Tier 1 Hawaii Multi-Tiered System (HMTSS) for Positive Behavior Intervention and Support (PBIS), incorporating:

- WSF, \$20,000
- Title I, \$6000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

The number of students with an elevated BEISY rating at BOY (4 or more in each domain) will decrease by 20% at the EOY.

a) **Proactive Classroom Management Strategies (PCMs):** Select and apply four school-wide proactive classroom management strategies consistently.

b) **Explicit Behavioral Expectations:** Consistently post, teach, and reinforce positively-stated school-wide behavioral expectations across all settings, aligning them with the school's behavioral matrix.

90-100% of students will have positive responses on Choose Love Post Surveys

c) **SEL Curriculum Implementation:** Implement the SEL

Choose Love program school-wide, to develop students' social-emotional skill sets through explicit SEL instruction.

90% of students will receive a tt score 3 or higher on the GLO

d) **General Learner Outcomes:** Create 3 GLOs (2. Community Contributor, 4. Quality Producer, 6. Effective and Ethical User of Technology) student-friendly rubrics and consistently post, teach, and reinforce..

grading rubric on the 3 targeted GLOs, showing they usually or consistently demonstrate the standards of behavior by year-end.

e) **Panorama Professional Development Training:** Engage staff in professional development training on Panorama Education to enhance their understanding of utilizing the system's data platform and tools, supporting the school's efforts in collecting and utilizing data to improve student outcomes in the areas of social-emotional learning, behavior, attendance, and academics.



**One-Year ES Academic Plan SY 2024-2025**

- f) **PBIS Professional Development Training:** Engage staff in professional development training on Positive Behavior Intervention and Supports to enhance their understanding and equip them with effective practices and strategies, empowering them to foster a positive, inclusive school environment supporting the social, emotional, and academic success of all students.
- 80% of students will score 4 or more on the emotional regulation domain in Panorama by year end.

**[Accountable Leads: SSC, Counselor, PBIS: Behavior & SEL Team]**

95% of students will display appropriate behaviors as reflected in the number of classroom and office behavioral incidence referral forms by year-end.



1.2.3. All students experience a Nā Hopena A'o environment for learning.

3B??

1.2.3 (1) Implementation & Integration of the Nā Hopena A'o ~ HA outcomes

- a) School staff will engage in targeted professional development to deepen our understanding of the 6 HĀ Outcomes: Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawaii ("BREATH").
- b) Integrate one HĀ outcomes schoolwide into daily practices (Belonging).

[Accountable Leads: SSC, Counselor, PBIS Behavior & SEL Team]

- At least 80% of Parents and Staff will respond positively on the satisfaction and involvement/engagement domains on SQS survey.
- WSF, \$5000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant, \$
- Other, \$

90% of students will have positive response rate on the Student Survey on feeling a sense of belonging



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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-5 experience, engage in a variety of career, college, and civic opportunities.	1A 1B 1C	EA 1.3.1 (1) - Plan and implement various college, career, and civic exploratory activities, incorporating field trips, literature, and community speakers, etc, that provide students opportunities to learn about/experience different careers, places, perspectives, etc. <ul style="list-style-type: none"> <li>Civic opportunities including, but not limited to participation in KPT community garden partnership, participation in campus recycling opportunities, participation in campus beautification day</li> </ul>	At least 80% of students will demonstrate their knowledge related to career and community opportunities through activity-based, teacher-created assessments.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$7000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

[Accountable Leads - GLCs: Grade Level Chairs]



**K-12 Alignment**

**1A**

**1.3.2 Plan and implement various activities and experiences that will allow students to enhance and strengthen the necessary skills to succeed in their academic learning.** Examples include, but are not limited to:

**All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways/academices/IB programs.**

At least 80% of students will demonstrate an increase in knowledge of the necessary skills to succeed in their academic learning through various, pre-to-post, activity-based assessments. (i.e. GLOs for Kindergarten Summer Jumpstart, iReady reading scores for after-school tutoring, etc.)

- WSF, \$5,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

- Out-of-school time tutoring, programs, activities
- Extra- or co-curricular activities (e.g. Honolulu District Elementary Virtual Science Expo, LES Science Exploration Day, T-Shirt Theatre, Physical Education Field Day, etc.)
- Summer Learning Opportunities
  - Summer Hub
  - Kindergarten Summer Jumpstart

**[Accountable Leads - HMTSS Academic Teams]**



# 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
<p><b>2.1.1</b></p> <p><b>All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.</b></p>	<p><b>2.1.1 (1) Collaborate and coordinate efforts with the Farrington Complex/FKK Complex Area to design and implement targeted professional development opportunities for teachers, ensuring their successful acquisition of SIQ hours and/or TESOL certification.</b></p> <p><b>2.1.1 (2) Keep staff informed about professional development opportunities, including training, seminars, conferences, and</b></p>	<p><b>and Position of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Teacher participation and completion in professional development for SIQ hours and/or TESOL certification.</p> <p>Weekly Faculty &amp; Staff Bulletin,</p>	<p><input checked="" type="checkbox"/> WSF, \$2,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPFA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p>





workshops, aiming to support teachers in acquiring SIQ hours and/or TESOL certification by the 26-27 school year

Other: \_\_, \$

faculty meeting announcements and emails to include PD announcements and relevant training information

**[Accountable Lead - Principal]**

**2.1.2**  
**All teachers are effective or receive the necessary support to become effective.**

**2.1.2 (1) Establish individualized professional development plans (IDPD) for teachers, prioritizing individual needs, goals, and areas for improvement and advancement, aiming to foster personal growth and enhance qualifications.**

Yearly IDPD meetings

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

**2.1.2 (2) Enhance teacher effectiveness through a collaborative and supportive approach, incorporating classroom collegial visits, dedicated practice time, and structured learning walks with constructive feedback.**

Peer visit schedule, feedback process, teacher practice routines and data collection analysis

**[Accountable Lead - Principal]**

**2.2.2**  
**All schools' support staff are effective or receive the necessary support to become effective.**

**2.2.2 (1) Establish an efficient notification system to keep school staff informed about professional development (PD) opportunities, offering personalized information tailored to their specific roles, fostering targeted growth, and enabling the pursuit of advanced training, certifications and degrees;**

Weekly Faculty & Staff Bulletin and emails to include PD announcements and relevant training information

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$

- o Examples of PD include, but are not limited to professional training, seminars, conferences, workshops and college/university courses.



Other: \_\_, \$

**2.2.2 (2) Designate dedicated time for teachers to facilitate peer-led workshops, promoting the sharing and discussion of their professional development (PD) experiences, thus fostering collaboration and facilitating the exchange of knowledge among colleagues.**

Personalized emails tailored to specific role groups for targeted communication and information dissemination of PD information

**[Accountable Lead - Principal]**

PD presentations attendance tracking, gather insights through feedback surveys, shared Google folder with PD presentations and resources for ongoing access and references



# 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.3.1. Our School Community Councils (SCC) has full membership, meets regularly, and are engaged with our school principal.	N/A	3.3.1 (1) Create and distribute an annual meeting schedule for our School Community Council (SCC), ensuring regular meetings for ongoing discussions, updates, and collaborative decision-making, with representation from all required stakeholders. <ul style="list-style-type: none"> <li>Convene at least two (2) community meetings to review and discuss the school's Academic and Financial Plan and provide opportunity for community input.</li> <li>Post SCC meeting agendas 6 calendar days prior to SCC meeting on the school's website</li> <li>Post SCC minutes upon approval by the SCC on the school's website</li> </ul>	SCC annual meeting schedule shared with members and the community through fliers and online platforms such as the school website and social media accounts.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$400 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

[Accountable Lead - School Community Council (SCC) Chair]



## One-Year ES Academic Plan SY 2024-2025

SCC Meeting  
Agendas &  
Minutes posted  
on the school's  
website

All SCC meeting  
minutes show  
the attendance  
of required  
stakeholders.



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

<b>Desired Outcomes</b> "What do we plan to accomplish?"	<b>Root/Contributing Cause</b> "Why are we doing this?"	<b>Enabling Activities</b> "How will we achieve the desired outcome?"  <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"	<b>Monitoring of Progress</b> "How will we know progress is being made?"	<b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?"  Please estimate the additional amount needed to execute the enabling activity.
<b>3.3.2 Regular Family and Community Engagement (FCE)</b>	<b>2A</b>	<b>FCE (1) Plan and coordinate Quarterly Family &amp; Community Engagement (FCE) Activities, Workshops, Trainings and/or Events throughout the school year closely aligning them with our school wide goals and initiatives.</b> <ul style="list-style-type: none"> <li>Ex: Quarterly Eagles Family Time (EFT) events, parent orientation activities, quarterly showcase events/assemblies, parent teacher conference.</li> </ul> <b>[Accountable Leads - Parent Community Network Coordinator (PCNC)&amp; Student Services Coordinator(SSC)]</b>	At least 30% of families will participate in FCE activities, workshops, training and/or events.  At least 80% of parents who participate in FCE activities, workshops, training and/or events will respond favorably or with satisfaction based on each	<input checked="" type="checkbox"/> WSF, \$1000 <input checked="" type="checkbox"/> Title I, \$2400 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**One-Year ES Academic Plan SY 2024-2025**

*end-of-activity  
survey.*



## 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 Linapuni Elementary School's current bell schedule 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](#) - [LES 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) 1,080 student instructional hours/year

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

Linapuni Elementary School is requesting four (4) waiver days to enhance staff professional growth and promote collaboration within our school and the FKK Complex Area. Aligned with our school, FKK Complex Area, and HIDOE initiatives, these waiver days will prioritize professional development, strategic planning, and seamless initiative integration.

**Bell Schedule:** [LES Bell Schedule SY 24-25](#)