NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

LIKELIKE ELEMENTARY SCHOOL
Academic Plan
SY 2025-2026

**1618 Palama St.
Honolulu, HI. 96817
808.832.3370
https://www.likelike.k12.hi.us/** (SW4)

**Title 1
School
(SW 5)**

Submitted by Principal Mr. Kelly Bart		Approved by Complex Area Superintendent CAS Linell Dilwith	
Kelly Bart	April 15, 2025	*D. Dilwith*	April 15, 2025

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

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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**
PreK - Gr. 5	'20 Wonders	ORIGO Stepping Stones 2.0	Amplify Science	- - -

Please list all <u>supplementary instructional materials</u> 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/Dept.	**English Language Arts**	**Mathematics**	**Science**	**Social Studies**
PreK	Heggerty & scholastic	teacher-made	Amplify Science	Multicultural & holiday themes
Gr. K - Gr. 5	iREADY; GLAD; BTC; OG; iXL; EPIC; BrainPop; Pebble Go; Novels/trade books; Prodigy; SORA	iXL; BTC; iREADY; Prodigy; Khan Academy; BrainPop;	Scholastic; Mystery Science; Pebble Go; Generation Genius;	Scholastic; BrainPop; Pebble Go; USA text set;
SPED	Spalding Phonics; iXL; iREADY; Writing Road to Reading;	iXL; iREADY	Amplify Science; BrainPop; teacher-made	EPIC; BrainPop; modify text sets
ELL	TEAM (Teaching Els for Academic Language Mastery); Finish Line; Flashlight 360; Phonics4Reading; Language4Learning;			
CTE	iXL; Academic	iXL; Academic	code.org; CSF Course; Dance mat typing	commonsense.org; iXL

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
Panorama   School-created template   Other: Counselor- Attendance letters sent home are documented in Infinite Campus. 504 process is entered into eCSSS. (SW6) Some teachers use hard copy referral forms to submit for counseling and/or discipline.

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 <u>screening and/or progress monitoring assessments</u> 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
Gr. K	KEA	
Gr. K - Gr. 5	I-Ready	I-Ready
ELL (Kinder - Gr. 5)	WIDA Screener	
SPED PreK & EOEL	TS GOLD	TS GOLD

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

- Current Comprehensive Needs Assessment (CNA) (SW1) (SW5)
- Other current assessment/self-study report: StriveHI (SW5)
- Current Western Association of Schools and Colleges (WASC) report (SW5)

Year of <u>Last Visit</u>: 2023   Year of <u>Next Action</u>: 2026   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>:Full Self-Study   Type of <u>Next Action</u>: Mid-Cycle Report & Visit   2029

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"**
Please number the student need and root/contributing cause for ease of cross-referencing.

1	**Student Need:** Increase reading proficiency

- StriveHI reading scores the last 3 years- 48%; 54%; 44%
- iREADY screening scores, 2024-2025

READING	BOY	MOY
AT/ABOVE	18%	29%
APPROACHING	45%	51%
WELL-BELOW	37%	20%

- High EL population- 43%; high disadvantaged population- 55% ('24-'25 SY)
- 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

Root/Contributing Cause:
1A: Limited English proficiency due to inadequate instruction, including differentiated and tiered-instruction
1B: Limited instructional opportunities for students in speaking, listening, reading, and writing for English language acquisition
1C: Opportunities for teacher PD are limited in ELL instruction

2	**Student Need:** Increase math proficiency

- StriveHI math scores the last 3 years- 43%; 44%; 45%
- IREADY screening scores, 2024-2025

MATH	BOY	MOY
AT/ABOVE	10%	29%
APPROACHING	53%	52%
WELL-BELOW	37%	19%

- 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

Root/Contributing Cause:
2A: Lack of teacher instruction to provide foundational skills in reading and math
2B: Lack of intervention strategies, including differentiated and tiered-instruction, provided by teacher

3	**Student Need:** Increase science proficiency

- StriveHI science data the last 3 years- 31%; 35%; 42%
- Purchase of Amplify Science program in 2024 is the first school-wide science program in over 15 years

Root/Contributing Cause:
3A: Lack of resources as there was no school-wide science program prior to SY 2024-2025

4	**Student Need:** Improve *emotional regulation*, *perseverance*, and *self-efficacy*

- 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

Root/Contributing Cause:
4A: Lack of instruction in emotional self-awareness and coping strategies
4B: Lack of instruction in the 'growth mindset' concept

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs. (SW1) (SW6)
1	**Targeted Subgroup:** ELL subgroup **Identified Student Need(s):** Increase literacy proficiency so ELs improve on WIDA ACCESS test (SW5) and exit EL program 1. High-need students have a lack of early childhood experiences and exposure to books and language 2. Basic foundational math skills are weak in many high-needs students 3. EL Proficiency rate on SBA 2024: ELA= 24% (20 pt. gap); math= 30% (15 pt gap); science= 13% (29 pt. gap); GTT= 75% (27 pts. above DOE target of 48%) 4. EL attendance rate 2023-2024= 65%
2	**Targeted Subgroup:** Disadvantaged subgroup **Identified Student Need(s):** Increase SBA proficiency scores in ELA, math & science ● Research shows a lack of foundational language skills by many students in poverty ● Free/reduced rate is 55% ● Chronic absence rate is 28% ● Attendance rate is 61% ○ Poor attendance impacts reading & learning ● SBA Data 2024: ELA= 42% (2 pt. gap); math= 43% (2 pt. gap); science= 38% (4 pt. gap)
3	**Targeted Subgroup:** Special ED subgroup **Identified Student Need(s):** Increase proficiency rates in ELA, math & science ● SPED proficiency rate on SBA 2024: ELA= 0% (42 pt. gap); math= 11% (34 pt. gap); science= 33% (11 pt. gap) ● Attendance rate= 50% ● SPED inclusion rate= 15%

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. (SW2) (SW5)	**1A; 2A** 1. iREADY Gr. K BoY Reading data: a. 92% approaching b. 8% on grade 2. iREADY Gr. K BoY Math data: a. 88% approaching b. 12% on grade 3. KEA overall data: a. 7% ready b. 48% approaching c. 45% emerging 4. Panorama SEL (Fall/ Winter 2024) a. Perseverance= 49%/ 53% b. Self-efficacy= 52%/ 56% c. Emotional Reg.= 50%/ 53%	EA 1.1.1.(1) Conduct KEA on all Gr. K students (SW6 ii) (V) EA 1.1.1.(2) Conduct iREADY screening (SW6 ii)(III) EA 1.1.1 (3)Conduct Panorama SEL survey (SW6 iii)(III) EA 1.1.1 (4) Choose Aloha (SEL) program weekly lessons (SW6 iii)(III) Leads: Gr. K teachers & counselor	1. iREADY screening data 2. KEA data 3. Panorama SEL Survey data	● Title I, $15,000

Reading Proficiency	1A; 1B; 2B	EA 1.1.2		

Reading Proficiency
1.1.2.
All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.
(SW1) (SW2) (SW5)
	1A; 1B; 2B
	
	1. KPI target is 66% by 2029 with an annual increase of 3% on SBA reading proficiency
	2. iREADY reading data SW (BoY):
	   a. 37% at grade-level
	   b. 45% approaching
	   c. 18% well-below
	3. SBAC reading (2023-2024 SY):
	   a. 44% met/exceeded
	   b. 22% approaching
	   c. 34% well-below
	   d. Reading Growth rate= 34%
	4. Attendance Rate (2023-2024 SY)
	   a. All students= 64%
	   b. Disadvantaged= 61%
	   c. SPED= 50%
	   d. ELs= 65%
	   e. Pacific Islander= 39%
		EA 1.1.2 (1) Literacy instruction through consistent implementation of Reading Wonders, Orton-Gillingham, GLAD & Heggerty (SW6 i)
		
		EA 1.1.2 (2) Reading RTI provided to develop literacy skills (SW6 iii)(III)
		● Small group instruction
		● DIfferentiated materials
		● Scaffolds
		● Accommodation/ modifications
		● Interventions
		
		EA 1.1.2 (3) EL pull-out for EL students (SW6 iii)(III)
		  5. 45 min., 4X/ week
		
		EA 1.1.2 (4) Extended Learning Opportunity (SW6 ii)
		  6. After-school tutoring
		  7. Enhance literacy & math skills
		
		EA 1.1.2 (5) Summer Learning Program (SW6 ii)
		  8. Eligible for struggling readers
		  9. Focus on foundational skills of literacy & math
		  10. iREADY monitoring & screening
		
		Leads: All GL teachers, EL teachers & admin.
			1. iREADY data
			2. Summative Assessments
			   a. Reading Wonders
			   b. Teacher-made assessments
			   c. SBAC
			3. Formative Assessments
				● WSF, $3,000
				● Title I, $20,000
				● Title III, $6,000
				● SPPA, $2000

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of *eighth* grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. (SW1) (SW2) (SW5)	**2A; 2B**
	
	1. KPI target is 53% by 2029 with an annual increase of 2% on SBA math proficiency
	2. iREADY math data SW (BoY):
	   a. 10% at grade-level
	   b. 53% approaching
	   c. 37% well-below
	3. SBAC math (2023-2024 SY):
	   a. 45% met/exceeded
	   b. 25% approaching
	   c. 30% well-below
	   d. Math Growth rate= 51%
		EA 1.1.3 (1) Implementation of the Stepping Stones program (SW6 i)
		● Math fluency and problem-solving practices
		● Utilize *Prime Math* strategies (BTC)
		● formative and summative assessments
		
		EA 1.1.3 (2) Math RTI provided to develop problem-solving skills (SW6 iii)(III)
		11. Small group instruction & centers
		12. DIfferentiated materials
		13. Scaffolds
		14. Accommodation/ modifications in place
		15. Interventions
		
		EA 1.1.3 (3) Extended Learning Opportunity(SW6 ii)
		16. After-school tutoring
		17. Enhance literacy & math skills
		
		EA 1.1.3 (4) Summer Learning Program (SW6 ii)
		18. Eligible for struggling learners
		19. Focus on foundational skills of literacy & math
		
		EA 1.1.3 (5) iREADY monitoring & screening (SW6 iii)(III)
		
		Leads: GL teachers & admin.
			1. iREADY data
			2. Summative Assessments
			   a. Stepping Stones
			   b. Teacher-made assessments
			   c. SBAC
			3. Formative Assessments
				● WSF, $2,000
				● Title I, $25,000
				● SPPA, $2,000

Science Proficiency
1.1.4
All students are proficient in science and those who are not <u>receive necessary and timely support</u> to become proficient. (SW1) (SW2) (SW5)
	2A; 3A
	
	1. KPI target is 46% by 2029 with an annual increase of 1% on SBAC science proficiency
	2. SBAC science scores:
	  a. 2022= 31%;
	    2023= 35%;
	    2024= 42%
		EA 1.1.4 (1) Viable curriculum: (SW6 i)
		● Purchased AMPLIFY science in 2024
		
		EA 1.1.4 (2) Participation in annual HDO Science Fair (SW6 ii)
		
		Leads: GL teachers & admin.
			1. Summative assessments
			  a. Amplify Science
			  b. SBAC
			2. Formative assessments
			  a. Amplify & teacher-made
				Title 1, $10,000

1.1.5
All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW1) (SW2) (SW5)
 	
Required for all schools.
	2B; 3A
	
	1. iREADY reading data SW (BoY):
	  a. 37% at grade-level
	  b. 45% approaching
	  c. 18% well-below
	2. SBAC reading (2023-2024 SY):
	  a. 44% met/exceeded
	  b. 22% approaching
	  c. 34% well-below
	  d. Reading Growth rate= 34%
	3. iREADY math data SW (BoY):
	  a. 10% at grade-level
	  b. 53% approaching
	  c. 37% well-below
	4. SBAC math (2023-2024 SY):
	  a. 45% met/exceeded
	  b. 25% approaching
	  c. 30% well-below
	  d. Math Growth rate= 51%
		EA 1.1.5 (1) Tiered/differentiated instruction (SW6 iii)(III)
		● Small-group instruction & centers
		● Scaffold standards
		
		EA 1.1.5 (2) Data teams (SW6 i)
		● Monitor progress of all students in ELA & math
		
		EA 1.1.5 (3) Progress monitoring bi-monthly(SW6 iii)(III)
		● Tier 2 & 3 students
		● iREADY
		
		EA 1.1.5 (4) Zone Proximal Development (SW6 ii)
		● BTC
		● Small-groups learn content from more capable peers
		
		EA 1.1.5 (5) Extended Learning Opportunities: (SW6 ii)
		● After School tutoring
		  ○ ELs and Struggling learners
		● Summer Learning Hub
		
		EA 1.1.5 (6) Hire PD for EL strategies (SW6 iii)(IV)
		● WestEd.
		
		Leads: GL teachers & admin.
			1. Data team minutes
			2. iREADY screening & progress monitoring data
			3. Summative assessment data
			  a. Reading Wonders
			  b. Stepping Stones
			  c. Amplify Science
			4. Panorama Survey Results
			5. Extended Learning Opportunities
			  a. rosters & scores
			6. Summer Learning Hub
			  a. Rosterts & scores
				● WSF, $10,000
				● Title I, $50,000
				● Title III, $7,000

| 1.1.6 All students transition successfully at critical points, from elementary to middle school and from middle to high school. (SW1) (SW2) (SW5)

Required for all schools. | **3A**

1. Preschool enrollment in Kalihi community~ 2% (statisticalatlas.com)
2. KEA readiness rates
   a. ==Emerging=== 41%
   b. ==Approaching=== 48%
   c. ==Demonstrating=== 7% | EA 1.1.6 (1) Continue with preschool programs (SW6 iii)(V)
  ● EOEL & SPED.

EA 1.1.6 (2) Summer Start (pre-K) program (SW6 iii)(V)

EA 1.1.6 (3) 5th grade transition to Keelikolani MS (SW iii)(II)
  ● Visit Keelikolani MS
  ● Complete registration
  ● Transition meeting for IDEA, 504, at-risk students

Leads: Transition teachers & admin. | 1. Registrations to preschool programs
2. KEA data
3. Transition meeting agenda/minutes | ● WSF, $500
● Title I, $3000
● EOEL, $75,000 |
| 1.1.7 All students have access to technology devices to access curriculum, instructional, and assessment materials and digital platforms | **2B, 3A**

1. All curricula have digital components
2. Mandatory testing of SBA & HSA is online
3. Provide equal access for all students | EA 1.1.7 (1) Purchase devices to access curriculum, instructional, and assessment materials (SW6 i) | 1. Purchase order | Title I $25,000 |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

1.2.1.
 All students desire to and attend school regularly. (SW1) (SW2)
 	
 Required for all schools.
	4B
	
	 Attendance rate (Lei Kulia/ March 2025)
	 ● Overall= 85%
	 ● Chronic absence= 29%
		EA 1.2.1 (1) Contact by teacher and counselor to bring students back to school (SW6 iii)(I)
		 ● Phone calls home
		 ● Home visits
		 ● Teacher/Parent & counselor/parent meetings
		 ● School to use DOE social-worker, as needed
		
		 EA 1.2.1 (2) Implement Attendance Policy (SW6 i)
		 ● Review & revise, if necessary
		 ● Share with parents multiple times during SY
		 ● Reward daily attendance
		 ○ Special recess
		 ○ Monthly recognition for students
		
		 EA 1.2.1 (3) After school enrichment based on attendance: (SW6 ii)
		 ● Clubs- media, robotics, the arts
		 ● Sports
		
		 Leads: GL teachers, counselor & admin.
			1. Lei Kulia attendance rates
			 2. Perfect Attendance awards
			 3. Share Attendance Policy
			    a. Website
			    b. Assemblies
			    c. Planner
			    d. Parent meetings
			 4. Home visits
				● WSF, $500
				 ● Title I, $1000

1.2.2.
All students demonstrate positive behaviors at school. (SW2)
 	
Required for all schools.
	4A; 4B
	
	1. All students will strive to know and live the GLOs.
	2. All adults to demonstrate & reinforce positive behaviors
	3. Teach SEL skills to all students
	    a. Emotional regulation, perseverance & self-efficacy rated low on Panorama survey
		EA 1.2.2 (1) All students are rated for GLOs quarterly by teachers (SW6 ii)
		
		EA 1.2.2 (2) Students receive Gotcha tickets based on the GLOs to redeem in the Gotcha Store (SW6 i)i
		
		EA 1.2.2 (3) All students receive a School Planner that has a behavior expectations matrix for appropriate behavior in all school settings (SW6 i)
		
		EA 1.2.2. (4) Choose Aloha taught in all classrooms (SW6 i)
		
		EA 1.2.2 (5) Panorama Survey results collated, analyzed, and implemented in classrooms (SW6 iii)(I)
		
		Leads: GL teachers, counselor & admin.
			1. Report card
			    a. GLO rating
			2. Monitor Gotcha ticket distribution
			3. School Planner
			4. Choose Aloha lessons
			5. Panorama Survey results/trends
				• WSF, $500
				• Title I, $2000

1.2.3. All students experience a Nā Hopena A'o environment for learning. (SW2) *Required for all schools.*	**2A; 3A** DOE mandate: • All students should align to the unique values & culture of Hawaii **B**- belonging **R**- responsibility **E**- excellence **A**- aloha **T**- total well-being **H**- Hawaii	EA 1.2.3 (1) Nā Hopena A'o posters (SW6 i) EA 1.2.3 (2) Choose Aloha lessons (SW6 i) EA 1.2.3 (3) Three Personal Standards (GLAD) (SW6 i) EA 1.2.3 (4) GLOs- Gotcha Tickets (SW6 i) EA 1.2.3 (5) Early Hawaiian culture/history (SW6 i) • visit Mauna Ala & Iolani Palace EA 1.2.3 (6) Cultivating native plants and sustainability (SW6 i) Leads: GL teachers & counselor	1. # gotcha tickets issued 2. Teacher-made assessments 3. # discipline referrals 4. SQS data 5. # Nā Hopena A'o posters displayed	• WSF, $500 • Title I, $500

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

1.3.1.
All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.
 	
Required for all schools.
	2A; 3A
	
	Prepare all students for a career and be college-ready
		EA 1.3.1 (1) Continue Student Council (SW6 i)
		
		EA 1.3.1 (2) Classroom jobs/assignments (SW6 i)
		● Civic duties
		
		EA 1.3.1 (3) Planning for my future project & KAMP Hawaii (Teamwork, Leadership, Decision Making, Communication, Problem Solving) (SW6 i)
		
		EA 1.3.1 (4) RAP w/HPD & Flag monitors (SW6 i)
		
		EA 1.3.1 (5) College/Career section in the library (SW6 i)
		
		EA 1.3.1 (6) Community and civic activities planned and documented (SW6 i)
		● Donations, clean-ups,
		● Extramurals with other schools
		
		Leads: GL teachers & admin.
			1. Student Council
			   a. agenda/minutes
			2. Document community & civic activities
			   a. Participation
			   b. Results
			3. Document lessons/activities
			   a. Record in GL minutes
				● WSF, $500

Priority 2
High-Quality Educator Workforce
In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *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 (SW5)	**3A** 1. Not all teachers are SIQ cert.	EA 2.1.1. (1) Opportunities to become HQ (SW6 iii)(IV) EA 2.1.1 (2) Opportunities are available for teachers to attend EL PD that supports SIQ hours. (SW6 iii)(IV) ● State/District EL course offerings ● University courses Leads: Teacher & admin.	1. Registration to PD opportunities 2. Certificate of completion by teacher	● Title II, $1000
2.1.2 Hire PPTs & PTTs for reading support	**3A** 1. Diverse student population with high EL & disadvantaged rate 2. Support EL program & struggling readers	EA 2.1.2 (1) Hire qualified PPTs & PTTs Lead: admin.	1. Hire staff	● WSF, $15,000 ● Title 1, $5,000

Priority 3
Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. (SW2) (SW3) (SW5) *Required for all schools.*	**3A** 1. LIKELIKE SCC had a quorum from all stakeholders for SY 2024-2025 2. Membership for the parent and community stakeholders is low.	3.3.1 (1) Principal will message the importance of the SCC to all stakeholders in SY opening EA 3.3.1 (2) Principal will engage the SCC chairperson and ensure school level plans and issues are on SCC agenda ● Admin. To approach parents personally to invite to SCC meetings Leads: Admin.	1. SCC membership roll 2. SCC agenda/ minute 3. Principal message/ request for membership	N/A, $0.00

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
3.3.2 All families are engaged in school events/ activities and have regular two way communication (SW1) (SW5)	**1A; 3A** 1. Family involvements is a priority as a Title 1 school 2. Family participation in most school informational meetings is low	EA 3.3.2 (A) Planner used for two-way communication between parent and teacher ● Teachers to explore alternative methods to communicate/engage parents (online platform; social media platform; etc) EA 3.3.2 (B) Principal to set monthly informational meetings ● Principal Corner; Parent-teacher Club (PTC); Open House; SCC; parent-teacher conferences; home visits EA 3.3.2 (C) increase parent participation ● Use translators as much as necessary for all communications ● Offer Gotcha tickets for parent attendance Lead: Admin & teachers	1. School to purchase planners for each student 2. Informational meetings scheduled monthly with agenda and shared with community	● WSF, $1000 ● Title 1, $2000

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcasesThe LIKELIKE Elementary current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* (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

2025-2026

Bell Schedule:

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.)