



# Academic Plan 2019-2020

## PRINCESS MIRIAM K. LIKELIKE ELEMENTARY

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<https://sites.google.com/a/likelike.k12.hi.us/likelike-elementary-school/>

Submitted by: Kelly Bart  
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5.16.19

## Academic Plan SY 2019-2020

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p>LIKELIKE Elementary School (LES) is a Title 1 school with a high ELL population (45%) and high poverty rate (Free/reduced = 78%). The school has increased test scores in recent years but has not met state goals for test scores. In the last few years, the teachers have done an excellent job of implementing new programs and instructional strategies and practices. Teachers have also done a terrific job in collaborating with each other and working as a team. For a more detailed account of the school's performance refer to the CNA.</p> <p>According to the CNA the needs of LES are:</p> <ul style="list-style-type: none"> <li>● Raise scores in proficiency and growth <ul style="list-style-type: none"> <li>○ reading &amp; writing</li> <li>○ math problem-solving</li> <li>○ science</li> </ul> </li> <li>● Reduce gap of: <ul style="list-style-type: none"> <li>○ SPED students on standardized tests (STAR; SBAC; eValueate) and classroom assessments</li> <li>○ ELL students on reading proficiency</li> </ul> </li> </ul> <p>LES went through year one of the WASC accreditation process in 2016-2017. A tentative report by the WASC committee made the following recommendations:</p> <ul style="list-style-type: none"> <li>○ Create coherence in Data Team process to continue data talk and collaboration among grade-level teams</li> <li>○ Administration to articulate vision to all stakeholders</li> <li>○ Staff to embrace Data Team results to differentiate instruction</li> <li>○ Staff to continue implementation of 21C. learning skills and STEAM</li> <li>○ Staff to add the "arts" to enhance student learning and engagement</li> </ul>
	<p><b>Addressing Equity: Subgroup Identification</b></p> <p><b>In order to address equity, list the targeted subgroups) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</b></p> <p>ELL</p> <ul style="list-style-type: none"> <li>● increase reading, writing, and speaking proficiency</li> <li>● Maintain "on track" for 'growth-to-target' metric</li> </ul> <p>SPED</p> <ul style="list-style-type: none"> <li>● increase reading and writing proficiency</li> <li>● increase math proficiency</li> </ul> <p>Pacific Islanders</p> <ul style="list-style-type: none"> <li>● Increase reading and writing proficiency of Chuukese students</li> <li>● Increase math proficiency of Chuukese students</li> </ul>

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<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
<b>1. Curriculum Coordinator</b> Curriculum development of STEAM & SS; DT coherence; art integration	1. Michelle Caban
<b>2. Title 1 Coordinator</b> Title 1 purchases; ELO; parent-school partnership	2. Michelle Caban
<b>3. Comprehensive Student Support</b> Behavioral & academic support strategies and programs; social & emotional support; parent & family support; ELO; RTI program	3. Wilisoni Fatafehi
<b>4. SPED</b> IEP development; referral process	4. Esther Lee
<b>5. Strategic Planning</b> PD schedule; development of new school programs & strategies- IDUs, writing, art integration; teacher training;	5. Kelly Bart
<b>6. ELL</b> ELL program reports; planning and development of language-acquisition strategies/skills	6. Patrice Mizuno
<b>7. ART</b> Monitor Academic Plan	7. Michelle Caban

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**Goal 1: Student Success.** All students at **LIKELIKE ELEMENTARY** demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>LES believes in nurturing the whole child. LES will continue to engage students through STEAM (science, technology, engineering, art, and math) and develop literacy and math skills. The approach to instruction and the curriculum is going to shift from textbooks to interdisciplinary units (IDUs). IDUs are units that integrate multiple disciplines and are inquiry-based. IDUs are similar to P-based learning (project, place, problem-based).</p> <p>By the end of the 2020 school year, LES will:</p> <ul style="list-style-type: none"><li>● score 60% met/exceed on SBAC ELA and 55% for math</li><li>● score 55% or higher on the growth score of SBAC for ELA and math</li><li>● score 60% or higher on HSA science</li><li>● reduce the chronic absence rate to 9%</li><li>● increase the number of ELL, particularly Chuukese, students meeting/exceeding on SBAC for ELA and math</li><li>● increase the number of SPED students meeting/exceeding on SBAC for ELA and math and other standardized assessments</li><li>● Teach in an integrated approach using IDUs</li></ul>	<p>IDUs create connections between disciplines. For example, a unit on an ahupua'a may contain standards for literacy, math, social studies, science, and art. IDUs are supposed to be more engaging and enhance the learning by the student. In addition, IDUs are student-centered, so students are provided choices, making the IDU more meaningful. The goal is to help students remain engaged and draw from multiple sets of skills, experiences and sources to aid and accelerate the learning process (<a href="http://www.reference.com/education/integrated-approach-teaching-7526cac10b3fc03">www.reference.com/education/integrated-approach-teaching-7526cac10b3fc03</a>). A more rigorous and engaging teaching style should increase students' skills and achievement.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
1.1 100% of students will achieve 1.0 grade-equivalent growth in STAR reading and math by the end of each school year.	1.1 Teachers will implement the state-mandated texts, <i>Reading Wonders</i> and <i>Stepping Stones</i> <ul style="list-style-type: none"> <li>• Purchase of materials, books, and journals of <i>Reading Wonders</i> and <i>Stepping Stones</i></li> <li>• Purchase of technology devices to deliver online content of <i>Reading Wonders</i> and <i>Stepping Stones</i></li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>• \$17,000 for Wonders and Origo student materials</li> </ul>	Purchase Orders completed by the end of August <ul style="list-style-type: none"> <li>• Technology devices</li> <li>• Curriculum materials</li> </ul>
1.2 ELA proficiency rate to hit 60% by the end of 2020 on the SBA	1.2 Teachers to provide instruction and practices of <i>Reading Wonders</i> through the use of: <ul style="list-style-type: none"> <li>• focus wall, "I can" statements, word walls, and small-group instruction and centers</li> <li>• reading fluency and comprehension practices</li> <li>• formative and summative assessments</li> <li>• GLAD Strategies</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> N/A	Hard and/or electronic copies of student work in Reading Wonder and Stepping Stones will be collected each semester and gathered in evidence folder by 100% of teachers. <ul style="list-style-type: none"> <li>• "I can" statements of daily ELA and Math standards will be posted and discussed by 100% of grade level teachers evidenced by weekly exit passes, quick checks, and/or DLIQ.</li> </ul>

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Math proficiency rate to hit 55% by the end of 2020 on the SBA	<p>Teachers to provide instruction and practices of <i>Stepping Stones</i>:</p> <ul style="list-style-type: none"> <li>• focus wall, "I can" statements, word walls, and small-group instruction and centers</li> <li>• concrete-pictorial-abstract (CPA) model</li> <li>• math fluency and problem-solving practices</li> <li>• formative and summative assessments</li> </ul>				<ul style="list-style-type: none"> <li>• GLAD Input charts, T Charts, Literacy Awards, Chants</li> <li>• Weekly word walls for ELA and Math units</li> <li>• Small-group instruction and centers conducted 2-3 times, weekly as evidenced by data team minutes, and walkthrough data.</li> <li>• Reading fluency and comprehension practices daily</li> <li>• Concrete-pictorial-abstract (CPA) model weekly</li> <li>• Formative and summative assessments, as scheduled</li> <li>• Walkthrough data shows consistent use of strategies and practices by 100% of classroom teachers</li> </ul>
1.3 Increase of 7% in SBA growth and proficiency scores year-over-year	<p>1.3 Purchase of <i>Evaluate</i> program to monitor progress toward CCSS and SBAC preparation</p> <ul style="list-style-type: none"> <li>• Use as formative data to support CCSS implementation</li> <li>• Use as an SBAC preparation instrument</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>• \$10,000/yr.</li> </ul>	<p>Provide monthly reports on students in grades 2-5; quarterly reports for Kinder and gr. 1</p> <p>Increase in progress of students toward GL benchmarks</p>

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1.4 Decrease in chronic absentee rate 2% per year to an overall rate of 9% by 2020	1.4 Sustain and enhance the school attendance policy by collecting data: <ul style="list-style-type: none"> <li>• Make early contact with family prior to official start of school to develop partnership</li> <li>• Reviewing attendance reports daily</li> <li>• Setting attendance goals each month and sharing goal with families/community</li> <li>• Being strategic and intentional in obtaining parental signatures on attendance policy</li> </ul>	2019 - 2020	Wili Fatafehi	<input type="checkbox"/> N/A	<p>Increase in the number of classes rewarded for 100% attendance</p> <p>Increase in the number of individual awards to students with 100% attendance</p> <p>Decrease in chronic absentee rate to 9% by the end of the 2020 SY</p> <p>Decrease in the number of students given consequences for tardies and unexcused absences</p> <p>Conduct parent informational meetings at beginning of SY <ul style="list-style-type: none"> <li>• Parents to sign policy, as needed</li> </ul> </p>
1.5 Issue universal screener, 3X/year with a decrease in the "intervention" group by 10 points and a decrease in "urgent intervention" group by 10 points by the end of the year	1.5 Sustain and refine an effective and comprehensive Response to Intervention (RTI) system: <ul style="list-style-type: none"> <li>• Purchase of the <b>Renaissance Learning STAR</b> program</li> <li>• Use of universal screener</li> <li>• Conduct progress monitoring routinely</li> <li>• Place students in tiered-groups</li> <li>• Establish and maintain data wall</li> </ul>	2019 - 2020	Kelly Bart	<input type="checkbox"/> WSF <ul style="list-style-type: none"> <li>• \$10,000</li> </ul>	<p>Progress monitoring indicates increase toward GL benchmark for all students</p> <p>Data Wall <ul style="list-style-type: none"> <li>• group students in tiers for targeted supports throughout SY</li> </ul> </p> <p>Provide lessons for tiered-instruction, as needed</p>

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1.6 95% or higher daily attendance rate  Increase in <b>STAR</b> data assessed at end of session to measure growth	1.6 Offer extended learning opportunities to support ELA and math curriculum <ul style="list-style-type: none"> <li>• after school</li> <li>• intercessions</li> <li>• Kindergarten Transition</li> </ul>	2019 - 2020	Michelle Caban/Pat Mizuno/Kelly Bart	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title III <ul style="list-style-type: none"> <li>• \$13,500/yr.</li> </ul>	STAR data to show improvement in reading and math for ELO students
1.7 GLOs implemented and assessed consistently across grade-levels	1.7 Staff to implement and measure S.A. with the GLOs across the entire school <ul style="list-style-type: none"> <li>• Adopt the DOE rubric</li> <li>• Horizontal and vertical articulation</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> N/A	Report cards
1.8 Increase in SBAC math and reading proficiency and growth scores by 10% year-over-year; increase in HSA science proficiency by 10% year-over-year to an overall rate of 60% by 2020	1.8 Purchase of <b>iXL</b> school site license to support ELA, math, science, and social studies curriculum <ul style="list-style-type: none"> <li>• Weekly use of iXL among students</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>• \$7000/3-year license</li> </ul>	Purchase of site license by the end of August  <b>iXL</b> reports
1.9 Increase in reading proficiency and growth scores on SBA, eValueate, and STAR; reduction of students in the "urgent" and	1.9 Purchase of <b>Accelerated Reader</b> and <b>Reading A-Z</b> program to support ELA instruction	2019-2020	Michelle Caban	<input type="checkbox"/> WSF <ul style="list-style-type: none"> <li>• \$8000/yr</li> </ul>	Purchase of license  Accelerated Reader reports



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"intervention" groups on STAR					
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**Goal 2: Staff Success.** LIKELIKE ELEMENTARY has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years	Rationale:
PD activities - 100% of teachers and educational assistants will participate in PD training/workshops provided by the school and/or from pde3/outside providers.	Ongoing training for both teachers and educational assistants will provide them with new ideas/strategies with which to help students in their path towards excellence. Having everyone "on the same page" will provide the consistency and continuity that is needed to help students succeed.
P-based learning - 100% of teachers and educational assistants will be knowledgeable in project/place-based learning and will integrate this learning into their curriculum.	According to Larmer, J., Mergendoller, J., & Boss, S. (2015), project-based learning is a powerful way to engage students in learning. It prepares students for college, career, and citizenship. Providing LES students with hands-on, real-world activities allows more students to actively participate in their own learning experience, moving closer towards closing the achievement gap.
IDUs - 100% of teachers and educational assistants will receive training in interdisciplinary units. Teachers will develop and implement one or more of these units by the end of the third year.	Becoming knowledgeable in creating and implementing interdisciplinary units will strengthen the connections students make between disciplines. In doing so, students will obtain a better understanding and respect for learning.
Unpack Standards: NGSS, SS, Art - LES teachers, educational assistants, and administrators will identify power standards in NGSS, social studies, and art. Pacing guides and curriculum maps will be developed based on these power standards.	The process of unpacking the standards will make teachers, educational assistants, and administrators more aware of the grade-level expectations. Becoming familiar with the standards in each discipline will allow LES to create comprehensive IDUs and P-based learning activities which will then increase student achievement.

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2.1 STAR: Decrease of 10% in the categories of Urgent Intervention and Intervention; <b>Evaluate:</b> Increase of 15% in achievement; <b>SBAC:</b> increase of 10% in achievement in both ELA and Math <b>ACCESS:</b> an increase in AMAO 1, 2 and 3.	2.1 Provide classroom support in reading and ELL program by hiring Part-time Teachers (PTTs): <ul style="list-style-type: none"> <li>• 2 ELA PTTs</li> <li>• 3 ELL PTTs</li> <li>• 1 ELL PPT</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>• \$104,000</li> </ul>	STAR reports; Evaluate reports; SBAC results; and ACCESS reports
2.2 Increase in use and effectiveness of teacher practices and strategies targeted by PD trainings	2.2 Provide ongoing PD in research and evidence-based strategies for teachers on: <ul style="list-style-type: none"> <li>• Organization <ul style="list-style-type: none"> <li>○ Google Docs</li> <li>○ Thinking Maps</li> <li>○ Write Tools</li> </ul> </li> <li>• Critical Thinking <ul style="list-style-type: none"> <li>○ AVID strategies</li> </ul> </li> <li>• Poverty <ul style="list-style-type: none"> <li>○ Eric Jensen</li> <li>○ Ruby Payne</li> </ul> </li> <li>• SEL</li> </ul>	2019 - 2020	Kelly Bart	<input type="checkbox"/> WSF <ul style="list-style-type: none"> <li>• \$7,500</li> </ul> <input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>• \$13,081</li> </ul> <input type="checkbox"/> Other: KMR	<ul style="list-style-type: none"> <li>• calendar PD events</li> <li>• teacher presentations to other staff <ul style="list-style-type: none"> <li>○ agenda</li> <li>○ materials</li> </ul> </li> <li>• Walkthrough data</li> <li>• PD sessions by Diana Browning Wright for Trauma-Informed School</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Trauma-Informed School</li> <li>● STEAM               <ul style="list-style-type: none"> <li>○ PLTW</li> <li>○ Art</li> <li>○ PBL</li> </ul> </li> </ul>				
2.3 Increase in student achievement scores for each data team cycle	2.3 Continued participation in data team meetings by all teachers within their PLCs <ul style="list-style-type: none"> <li>● use the data team process to collect and analyze student data</li> <li>● select and reteach research and evidenced-based strategies to better meet the needs of all students</li> <li>● devote data team meetings to address ELA and math standards</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> N/A	Agendas & minutes posted by GL using <b>Google Docs</b> for each data team cycle  Increase in coherence between data and GL teams
2.4 All mentored teachers to be rated as "effective" by end of year	2.4 Ensure 1 <sup>st</sup> & 2 <sup>nd</sup> year and principal-designated teachers are provided a mentor <ul style="list-style-type: none"> <li>● Planning and collaboration time provided</li> <li>● Follow KMR I &amp; M model</li> <li>● PDP developed for NHQT</li> </ul>	2019 - 2020	Kelly Bart	<input type="checkbox"/> Title II <input type="checkbox"/> Other: KMR	PDE3 contact log done weekly  PDP developed by the end of August for all NHQT
2.5 Classified staff members in the classroom to be more	2.5 Classified staff to attend PD and faculty meetings	2019 - 2020	Kelly Bart	<input type="checkbox"/> Other <ul style="list-style-type: none"> <li>● KMR PD</li> <li>● McKinley Complex</li> </ul>	Attendance records  Sign-in sheets

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effective in delivering instructional strategies and practices				<ul style="list-style-type: none"> <li>School-level PD</li> </ul>	Walkthrough data
2.6 Two IDUs produced by each teacher per year	2.6 Integrated Disciplinary Units (IDUs) <ul style="list-style-type: none"> <li>unpack standards</li> <li>develop unit plan</li> </ul>	2019 - 2020	Kelly Bart	<input type="checkbox"/> N/A	Unit Plans  IDU Worksheets

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**Goal 3: Successful Systems of Support.** The system and culture of **LIKELIKE ELEMENTARY** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years:	Rationale:
<p>Two objectives for goal 3 are to increase parent participation in school activities and to implement the recommendations that resulted from the WASC report.</p> <p>Increasing parent participation improves the school-home connection, which improves school culture and student learning. LES will continue to offer parents opportunities to learn about the curriculum and to showcase student learning.</p> <p>LES completed the WASC committee visitation in February 2017 and has a tentative report with recommendations. The recommendations by the WASC will be remedied during the 2017 - 2020 period and LES will be prepared for the mid-term visitation in the 2019 - 2020 school year.</p>	<p>LES is a Title 1 school with a high ELL population so there is a mandate to maximize parent participation and increase literacy achievement.</p> <p>WASC accreditation is mandated for all schools by the BOE. LES will be due for a midterm visit in three years, which is the 2019 - 2020 school year. It is expected that LES rectify the recommendations of the WASC report by the mid-term date. A WASC committee will visit LES during the 2019 - 2020 year.</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
3.1 Increase of 10% in the number of parents attending literacy activities, year-over-year  Increase of positive indicators on SQS to 80% by parents  Increase of 10% of students meeting quarterly reading log goals	3.1 Conduct family literacy activities each quarter <ul style="list-style-type: none"> <li>Identify and share school, complex, and community resources in family literacy</li> <li>Develop family literacy activities for parents</li> </ul>	2019 - 2020	Michelle Caban	<input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>\$1,631</li> </ul>	Attendance record of events  Surveys conducted by PCNC  School Quality Survey  Students' quarterly reading log
3.2 Increase of 10% of positive indicators in surveys by parents  Increase of 10% of students meeting quarterly reading log goals	3.2 Conduct <b>Principal's Corner</b> to share academic goals, data, and school matters <ul style="list-style-type: none"> <li>share achievement and growth data</li> <li>gather parent input and concerns</li> </ul>	2019 - 2020	Kelly Bart	<input type="checkbox"/> Title I <ul style="list-style-type: none"> <li>\$600</li> </ul>	Surveys conducted by PCNC  School Quality Survey  Students' quarterly reading log

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	<ul style="list-style-type: none"> <li>share reading and comprehension strategies with parents</li> </ul>				
3.3 School to meet requirements of WASC report	3.3 School to implement an action plan for each recommendation identified in the WASC report by the mid-term of the report (2020)	2019 - 2020	Kelly Bart	<input type="checkbox"/> N/A	Action plan by FOL groups  Mid-term report to WASC