Two-Year Academic Plan
2021-2023

PRINCESS MIRIAM K. LIKELIKE ELEMENTARY

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HONOLULU, HAWAII 96817
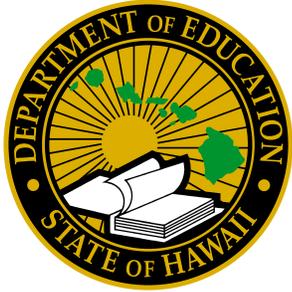
Submitted by Mr. Kelly Bart, Principal, on April 29, 2021

[signature: Kelly Bart]

Approved by Linell Dilwith, Complex Area Superintendent

[signature: L. Dilwith]   5/11/21

Two-Year Academic Plan
2021-2023 (SW4)

PRINCESS MIRIAM K. LIKELIKE
ELEMENTARY

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Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools) (SW1) (SW5) (SW7)
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
	1. Need: **Improve Reading Proficiency**
	
	LIKELIKE Elementary School (LES) has a high high-needs population. The ELL population is about 50%; it is a Title 1 school with the Free/Reduced rate of 62% for 2021 SY, which may be a lower rate than normal due to COVID (usually the rate is about 80%); and there are about 22 IDEA students. All of these groups struggle with reading. LES needs to find ways to raise the reading proficiency of the students in order to be successful students. The COVID shutdown has exacerbated the struggles at LES as the students who need the most instruction did not get it. So, LES has to contend with low achieving students and remedial readers simultaneously. (SW1) (SW2)
	
	2. Need: **Decrease Performance Gap**
	
	The high-needs populations show a large gap in performance in the SBA/HSA scores and the IREADY screening scores. No IDEA student has met on the SBA/HSA tests for over five years and the performance gap on reading for the IDEA population is 34 points. The gap on reading for the ELL population is 44 points and the gap for the low SES population is 13 points. If LES can increase the reading performance of the high-needs groups, then the overall proficiency scores will improve and the performance gap will decrease. (SW1)
	
	3. Need: **Increase Parent Involvement**
	
	Parents are a key component to the success of LES. They are the link between the school and the home. COVID has severely impacted the ability of a school to meet with parents. LES has always conducted workshops, principal corners, and assemblies to share important school information, student showcases, and to support student learning. LES will have to find ways to reach parents during shutdowns and ensure parents that LES is safe for face-to-face gatherings.

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Addressing Equity: Subgroup Identification
In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.
ELL group need to increase reading proficiency and writing comprehension. Many ELL students are also Free/Reduced and therefore need exposure to our SEL component (Choose Love and Trauma-informed school). The ELL group struggles with foundational reading skills and comprehension. (SW1) (SW2)
The IDEA population needs to decrease the performance gap on reading and math proficiency. If the reading proficiency of the IDEA population increases then the performance gap should decrease and the math proficiency should improve. (SW1) (SW2)
Free/Reduced (Title 1) population is typically about 80% of the school and tends to live in multi-generational poverty. This group tends to be absent or tardy more often than their peers and have difficulty completing assignments. The home life is more challenging than many of their peers, as well. (SW1) (SW2)

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. School Design; Student Voice & Choice; Equity & Excellence	1. Kelly Bart, Principal
2. CSSS/HMTSS	2. Kelly Bart
3. ELL (SW1) (SW5)	3. Pat Mizuno, Coordinator
4. Title 1 (SW1) (SW5)	4. Michelle Caban, Curriculum Coordinator
4. SCC (SW2) (SW3) (SW5)	5. Kelly Bart
5. SEL & Trauma-informed School (SW6)	6. Michele Baldovi, Counselor
6. AVID, STEAM, GLAD & PBL	7. Michelle Caban
7. Strategic Planning- WASC; Academic & Financial Plan (SW2)	8. Kelly Bart

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Goal 1: **Student Success.** All students 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 two years,	Rationale:
LES believes in nurturing the whole child. LES will continue to engage students through P-based learning (project, place, problem-based) and STEAM (science, technology, engineering, art, and math) practices. There will be an emphasis on developing literacy and math skills and to decrease the performance gap among the high-needs groups. By the end of the 2023 school year, LES will: (SW2) ● 50% of students to meet/exceed on SBAC ELA and math ● score 50% or higher on the growth score of SBAC for ELA and math ● all students score 50% higher on HSA science ● Maintain the chronic absence rate at or below 15% ● Reduce the performance gap among the high-needs groups (ELL, IDEA, Free/Reduced) to single-digits on SBA/HSA (SW1) ● Teach in an integrated, inquiry approach using PBL/STEAM	P-based learning (project, place, problem-based) and STEAM (science, technology, engineering, art, and math) create connections between disciplines. For example, a unit on an ahupua'a may contain standards for literacy, social studies, and science. 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 ([www.reference.com/education/ integrated-approach-teaching-7526cac10b3fc03](http://www.reference.com/education/integrated-approach-teaching-7526cac10b3fc03)). A more rigorous and engaging teaching style should increase students' skills and achievement. 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. (SW6)
The needs of the ELLs are focused on language-acquisition skills. Most of the ELLs perform on the low-end of the WIDA ACCESS test ('entering'+ 'emerging'+ 'developing'). A concern of the ELLs is attendance and parent support due to language and cultural differences. (SW1) (SW2) ● maintain an attendance rate of 95% + ● Design and implement ELD program to enhance the reading proficiency of ELLs ● Raise reading proficiency scores of ELLs to 30% of ELLs meet/exceed on SBAC	English-language development (ELD) is designed to help non-English speaking students acquire English to a high level of proficiency so as to be successful in school. The school needs professional development in order to design an effective ELD program and to deliver the proper ELD instruction. There is a need for LIKELIKE to find the right strategies, materials,and resources to deliver ELD instruction. (SW6)

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Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning		School Year(s) of Activity	ART Accountable Lead(s)	Funding/Amount	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 80% of students will achieve grade-level benchmarks in reading and math by the end of each school year. (SW6)	1.1 Teachers will annually implement the state-mandated texts, **Reading Wonders** and **Stepping Stones** ● Purchase of materials, books, and journals of **Reading Wonders** and **Stepping Stones** ● Purchase of technology devices to deliver online content of **Reading Wonders** and **Stepping Stones**	2021-2022; 2022-2023	Kelly Bart	X Title I $15,000	1.1 Purchase Orders completed ● Curriculum materials ● technology devices IREADY monitoring progress data Unit and end-of-unit test scores in Stepping Stones & Reading Wonders
1.2 ELA proficiency rate to hit 45% by the end of 2022 and 50% by the end of 2023 on the SBA; Wonders assessments to show students progressing to benchmark Math proficiency rate	1.2 Teachers to provide instruction and practices of **Reading Wonders** annually through the use of: ● word walls, small-group instruction and centers ● reading fluency and comprehension practices ● formative and summative assessments	2021-2022; 2022-2023	Kelly Bart; Michelle Caban	N/A	1.2 Hard and/or electronic copies of student work in Reading Wonder and Stepping Stones will be collected by teachers. ● 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. ● GLAD Input charts, T Charts, Literacy Awards, Chants ● Weekly word walls for ELA and Math units

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to hit 45% by the end of 2022 and 50% by the end of 2023 on the SBA; Stepping Stones assessments to show 60% of students to meet grade-level benchmarks by the end of 2022 and 70% by the end of 2023	● GLAD Strategies Teachers to provide instruction & practices of **Stepping Stones** annually: ● word walls, and small-group instruction and centers ● math fluency and problem-solving practices ● formative and summative assessments				● Small-group instruction and centers conducted 2-3 times, weekly as evidenced by data team minutes, and walkthrough data. ● Reading fluency and comprehension practices daily ● Formative and summative assessments, as scheduled ● Walkthrough data shows consistent use of strategies and practices by classroom teachers
1.3 School-wide *growth rate* of 50% or higher for each school year 2022 & 2023 in ELA and math as measured on the SBA	1.3 HMTSS program implemented ● annually for all students ● interim assessments and progress reports provided ● tiered groups established with appropriate instruction and monthly target goals	2021-2022; 2022-2023	Michelle Caban	N/A	1.3 Provide teachers with progress reports, set student goals, and provide lessons

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1.4 Use IREADY program as universal screener and progress monitoring tool annually Target to reduce performance gap among ELL, IDEA, and low SES students (SW6) from BoY to EoY by 25% annually for each tier group below grade-level	1.4 Sustain and refine an effective and comprehensive Response to Intervention (RTI) system: ● Use of universal screener with IREADY 3x/year ● Conduct progress monitoring routinely ● Place students in tiered-groups (I, II, III) ● Use of assessments to drive instruction	2021-2022; 2022-2023	Michelle Caban	X Title 1 $15,000	1.4 Progress monitoring indicates increase of proficiency toward benchmark Provide lessons for tiered-instruction, as needed
1.5 Chronic absentee rate to be below 15% annually (SW2) (SW6)	1.5 Sustain and enhance the school attendance policy: ● Make early contact with family prior to develop partnership ● Reviewing attendance reports daily ● Setting attendance goals each month and sharing goal with families/community ● Sharing attendance policy with parents and gaining signatures	2021-2022; 2022-2023	Kelly Bart; Michele Baldovi	N/A	1.5 Increase in the number of classes rewarded for 100% attendance Increase in the number of individual awards to students with 100% attendance Conduct parent informational meetings of attendance policy at beginning of SY

1.6 Provide ELO to students performing below grade-level to reduce performance gap in ELA and math by 25% from BoY to EoY in each grade-level (SW1) (SW2) (SW6)	1.6 Offer ELO to support ELA and math curriculum - after school - intercessions - Kindergarten Transition	2021-2022; 2022-2023	Kelly Bart; Michelle Caban; Pat Mizuno	X WSF $15,000 X Title I $10,000 X Title III $12,500	1.6 IREADYscores to show improvement for each screening
					
					    ELO program teachers to take attendance and provide interim assessments
					
					    Reduction of performance gap on SBA

1.7 Provide equal access to devices for all students in school annually	1.7 Purchase technological devices for 1:1 distribution	2021-2022; 2022-2023	Kelly Bart; Michelle Caban	X WSF $10.000 X Title 1 $40.000	1.7 Purchase orders and inventory of devices in each classroom
1.8 Provide SEL support for all students with a 10% reduction of behavioral and academic referrals annually (SW6)	1.8 SEL implementation - Choose Love - trauma-informed school - HMTSS (if applicable)	2021-2022; 2022-2023	Kelly Bart; Michele Baldovi	N/A	1.8 Reduction of behavioral referrals High ratings on SQS and Panorama surveys by students
1.10 Purchase supplemental materials for ELLs and raise proficiency scores by 10% annually (SW1) (SW6)	1.10 Design an ELD program to enhance the learning and proficiency of ELLs include materials & implement strategies	2021-2022; 2022-2023	Kelly Bart; Michelle Caban; Pat Mizuno	X Title 1 $10,000	1.10 Reading proficiency scores for ELLs on SBAC, ACCESS and teacher designed assessments

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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 two years,	Rationale:
PD activities - 100% of teachers and educational assistants will participate in PD training/workshops provided by the school and/or from outside providers. (SW6) ● ELD strategies (GLAD, SIOP, & more) (SW1) (SW6) ● CSI (Bernhardt/Geise) ● SEL (Choose Love; trauma-informed school) (SW6) ● Response to Intervention (SW6) ● PBL/STEAM	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. COVID shutdown was a huge disruption to student learning and so LES will have to find meaningful instructional supports in order to provide remedial learning as well as inspire new teachings for great growth among the students.

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Planning				Funding/Amount	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**
2.1 **IREADY**: Increase students in Tier 1 by 20% from BoY to EoY annually; increase students in Tier 2 by 20% annually from BoY to EoY **SBAC:** increase of 5 points in proficiency in ELA and Math annually **ACCESS***:* an increase of 10% in AMAO 1, 2 and 3 annually	2.1 Provide classroom support in reading and ELL program by hiring Part-time Teachers (PTTs) and paraprofessional tutors (PPT): ● 3 ELA PTTs ● 2 ELL PTTs ● 1 ELL PPT	2021-2022; 2022-2023	Kelly Bart; Michelle Caban	X WSF $15,000 X Title I $20,000	2.1 IREADY reports; SBAC results; and ACCESS reports
2.2 Purchase of PD for teachers to increase student proficiency in ELA and math by 5 points annually on SBA; increase of 10% annually on ACCESS; and 60% of students meet GL benchmark on teacher-designed assessments annually (SW2) (SW6)	2.2 Provide annual PD in research and evidence-based strategies for teachers on: ● ELD ● SEL ● RTI ● PBL/STEAM	2021-2022; 2022-2023	Kelly Bart; Michelle Caban	X WSF $10,000 X Title I $10,000	2.2 PD session agenda & materials Walkthrough data for classroom instruction SBA scores; ACCESS scores, teacher-designed assessments

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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 two years,	Rationale:
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 (SW1) (SW2) (SW7) ● Increase parent participation on Principal Corners, school assemblies, and parent surveys ● SQS results in 65% + parent participation with favorable results in the 3.5-5 range ● Fund school functions designed for parents in order to share about school programs, student performance results, student showcase, and parent workshops	LES is a Title 1 school so there is a mandate to maximize parent participation and increase literacy achievement. In addition, LES has a high ELL population so there is a need to overcome any communication barriers with parents in order for them to feel welcomed and to participate in school assemblies.
For the 2021-2022 SY Title 1 *may* need to fund one teacher position due to budget cuts to the WSF by the state. (SW1) (SW5)	The current cuts do not allow the school an operating budget to manage the school year, even though the school cut several positions (EA, SC III, VP). Therefore, one teacher position may need to be funded by Title1, which would release about $75,000 to the WSF budget enabling the school to have an adequate operating budget for the 2021-2022 SY.

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Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*			**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
3.1 Increase of parent attendance to school events by 15% annually (SW1) (SW2) (SW7)	3.1 Invite parents to monthly Principal Corner ● share school and academic information ● conduct parent trainings ● survey parents ● open lines of communication through Remind app, planners, and Class Dojo Invite parents to school opening, assemblies, and student showcases	2021-2022; 2022-2023	Kelly Bart	X Title I $3,000	3.1 Attendance record of events Surveys conducted by PCNC SQS participation rate by parents Archive of communication items between parents and school
3.2 Reduce achievement gap in ELA & math by hiring a teacher	3.2 Create a classroom teacher position ● fund with Title 1	2021-2022	Kelly Bart	X Title 1 $95,000	3.2 Title 1 FRF

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