**NĀ HOPENA AʻO**

**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

# King Kamehameha III Elementary School Academic Plan SY 2025-2026

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

| Submitted by Principal, Michael McCloskey | | Approved by Complex Area Superintendent, Rebecca Winkie | |
|---|---|---|---|
| Signature | Date 04/14/2025 | Signature | Date 04/13/2025 |

## 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 <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

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

| Grade Level / Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| **Pre-K** | Creative Curriculum | Creative Curriculum | Creative Curriculum | Creative Curriculum |
| **Kindergarten - Grade 5** | WONDERS 2020 | Ready Math | Amplify Science | |
| **FSC** | WONDERS/WONDERWORKS | Supplemental Materials, or Modified Eureka Math | | |

## 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.*

| Grade Level / Course Name | English Language Arts | Mathematics |
|---|---|---|
| K - Grade 5 | iReady ▾ | iReady ▾ |

## 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:
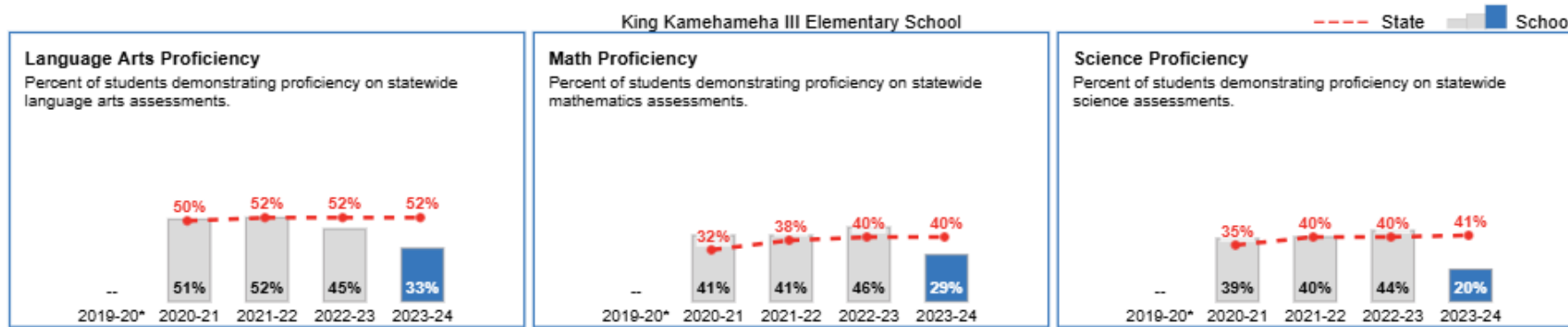
☑ Current Comprehensive Needs Assessment (CNA)

☐ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement

    Last Full Self-Study: 2018-19,  Next Full Self-Study: TBD

☐ Other current accreditation self-study

**Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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.*

| | |
|---|---|
| **1** | <u>**Student Need:**</u> Students need consistent, vertically aligned instruction, applied to real-world contexts, and effective, targeted RTI support to ensure continuous academic growth toward collaboratively prioritized Common Core State Standards (CCSSs).<br><br><u>**Root/Contributing cause(s):**</u> All Root/Contributing Causes were identified based upon the most recent CNA<br><br>1a: KKIII educators and administration will collaboratively identify grade level priority CCSSs for ELA and Mathematics and develop and implement CFAs for key learning outcomes, ensuring consistency in assessment practices.<br><br>1b: KKIII administration will provide professional development focused on vertical curriculum alignment and consistent instructional strategies.<br><br>1c: KKIII will use an accordion process to support the leadership team in developing and implementing a comprehensive and systemic Response to Intervention (RTI) framework to ensure consistent and effective student support. |
| **2** | <u>**Student Need:**</u> Declining proficiency rates in Language Arts, Math, and Science, particularly evident in the 2023-24 school year, necessitate targeted interventions to improve student outcomes on the Smarter Balanced Assessment (SBA). |

King Kamehameha III Elementary School — — — State ▢ School

**Language Arts Proficiency**
Percent of students demonstrating proficiency on statewide language arts assessments.

50% 52% 52% 52%
51% 52% 45% **33%**
2019-20* 2020-21 2021-22 2022-23 2023-24

**Math Proficiency**
Percent of students demonstrating proficiency on statewide mathematics assessments.

32% 38% 40% 40%
41% 41% 46% **29%**
2019-20* 2020-21 2021-22 2022-23 2023-24

**Science Proficiency**
Percent of students demonstrating proficiency on statewide science assessments.

35% 40% 40% 41%
39% 40% 44% **20%**
2019-20* 2020-21 2021-22 2022-23 2023-24

**Root/Contributing cause(s):** All Root/Contributing Causes were identified based upon the most recent CNA, academic data, and anecdotal data from grade level teams

2a: KKIII will implement targeted, data-driven interventions in Language Arts, Math, and Science, focusing on areas of identified weakness revealed by our universal screener (iReady) and classroom assessments.

2b: Teachers will be provided with professional development for evidence-based instructional strategies and differentiated teaching methods to address the diverse learning needs of students.

2c: The decrease in SBA scores suggests that a deeper focus on teacher clarity regarding learning targets and success criteria, coupled with the strategic and student-centered use of CFAs and rubrics, is necessary to ensure students can effectively utilize these strategies and demonstrate mastery.

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**3** | **Student Need:** KKIII needs to implement a comprehensive Social Emotional Learning (SEL) framework that directly addresses the 'whole child' by intentionally developing executive functioning, decision-making, and problem-solving skills.

**Root/Contributing cause(s):** All Root/Contributing Causes were identified based upon the most recent CNA, HMTSS data, and anecdotal data from HMTSS members.

3a: An SEL framework needs to be integrated across all aspects of the school environment, explicitly teaching and reinforcing the school-wide expectations of how students display being safe, kind, and responsible.

3b: Students need to be empowered to not only meet academic standards but also to thrive as well-rounded individuals capable of navigating complex social and emotional landscapes.

3c. KKIII does not currently have an explicitly taught curriculum with fidelity within all classrooms on our campus

| | |
|---|---|
| **4** | **School Need:** KKIII needs to offer an opportunity for inclusiveness and seek all voices to share beliefs regarding KKIIIES's core values and beliefs in order to re-craft our mission and vision. |
| | **Root/Contributing cause(s):** All Root/Contributing Causes were identified based upon the most recent CNA and anecdotal data from school staff.<br><br>4a:  The current communication channels can become more effective in fostering effective dialogue and collaboration among faculty, staff, parents, and the community.<br><br>4b: Due to a myriad of very serious issues beginning in August 2023, the school's mission and vision lack broad stakeholder input and consensus, leading to a potential lack of shared purpose.<br><br>4c. The new administrative and leadership team requires targeted professional development to effectively fulfill their roles. |

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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.*

BASED UPON THE DATA AVAILABLE ON THE STRIVE HI ARCH REPORTS, KING KAMEHAMEHA III SBA TEST SCORES WERE AS FOLLOWS FOR THE 23-24 SY:

<span style="color:red">**ELA PROFICIENCY: 33%**</span>
<span style="color:red">**MATHEMATICS PROFICIENCY: 29%**</span>
<span style="color:red">**SCIENCE PROFICIENCY: 20%**</span>

OUR TARGETED SUBGROUP RESULTS ARE LISTED BELOW IN THE GRAPHICS. COMPARISONS CAN BE MADE TO THE OVERALL PROFICIENCY MEASURES LISTED DIRECTLY ABOVE.

KING KAMEHAMEHA III CHRONIC ABSENTEEISM RATE FOR ALL STUDENTS IS 22.07%

| | |
|---|---|
| **1** | **<u>Targeted Subgroup:</u>** English Learners<br><br>**<u>Identified Student Need(s):</u>**<br>**Improvement in the ELA SBA (7% proficiency)** |

**State Achievement: ELA**



Chart showing % of Total by school year:

| | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|
| Exceeded Standard | 5 | 2 | 2 | |
| Met Standard | 13 | 20 | 13 | 7 |
| Nearly Met Standard | 36 | 27 | 31 | 13 |
| Not Met Standard | 46 | 52 | 53 | 80 |

● Exceeded Standard  ● Met Standard  ● Nearly Met Standard  ● Not Met Standard
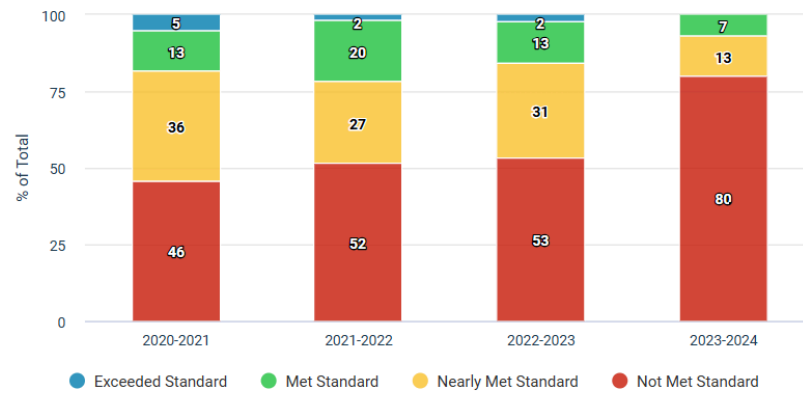
## Improvement in the Math SBA (12% proficiency)

**State Achievement: Mathematics**



Chart showing % of Total by school year:

| | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|
| Exceeded Standard | 5 | 4 | 2 | |
| Met Standard | 10 | 9 | 18 | 12 |
| Nearly Met Standard | 25 | 41 | 27 | 18 |
| Not Met Standard | 60 | 46 | 53 | 71 |

● Exceeded Standard  ● Met Standard  ● Nearly Met Standard  ● Not Met Standard

## Improvement in the Science SBA (0% proficiency)

**2020-2021:** Approaches 50, Well Below 50
**2021-2022:** Well Below 67
**2022-2023:** Approaches:6 (50.00%), Well Below: 6 (50.00%)
**2023-2024:** Well Below 100

Legend: ● Exceeds ● Meets ● Approaches ● Well Below
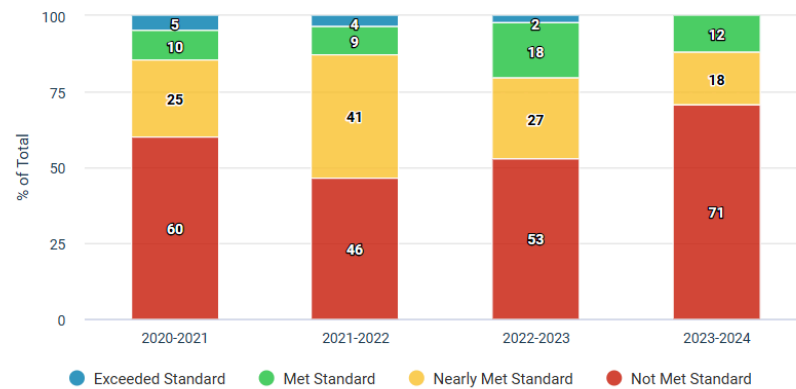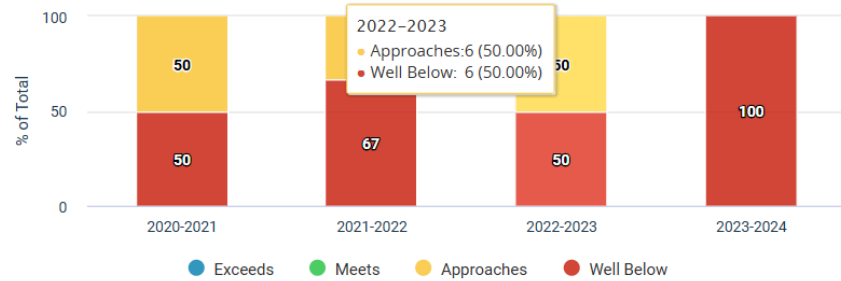
**Attendance - 15.28% Chronically Absent (lower than school average)**

| 2 | **Targeted Subgroup:** Special Education Students |
|---|---|

**Identified Student Need(s):**
**Improvement in the ELA SBA (6% proficiency)**

State Achievement: ELA



Legend: ● Exceeded Standard ● Met Standard ● Nearly Met Standard ● Not Met Standard
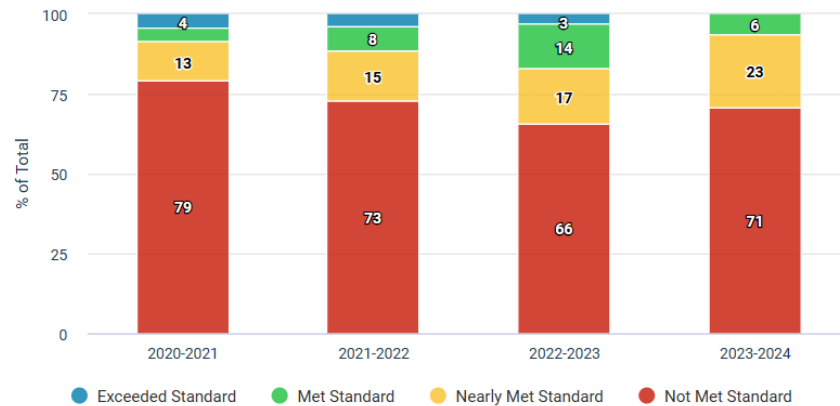
**Improvement in the Math SBA (6% proficiency)**

**State Achievement: Mathematics**
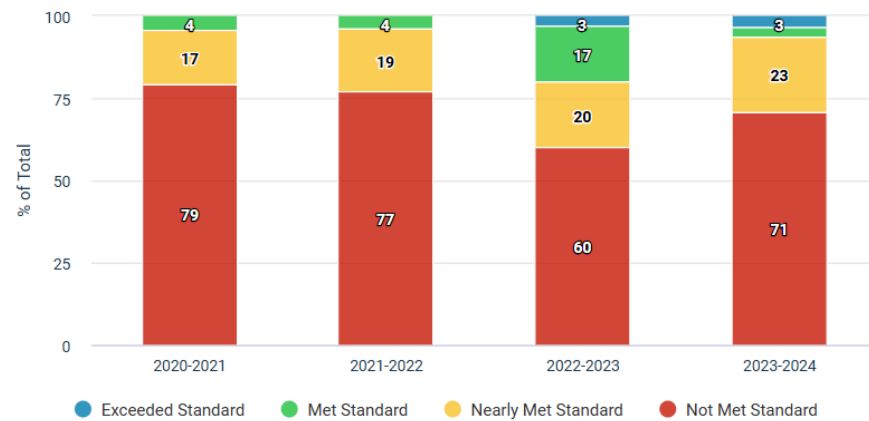


**Improvement in the Science SBA (0% proficiency)**
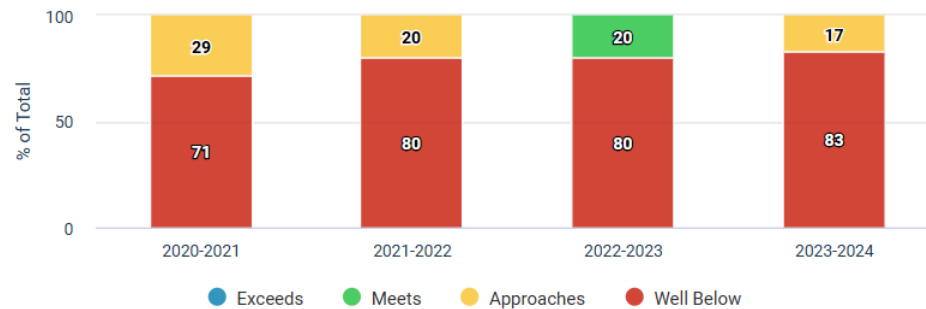


**Attendance - 26.67% chronically absent**

| 3 | **Targeted Subgroup:**  Disadvantaged<br><br>**Identified Student Need(s):**<br>**Improvement in the ELA SBA (32% proficiency)** |
|---|---|

## State Achievement: ELA
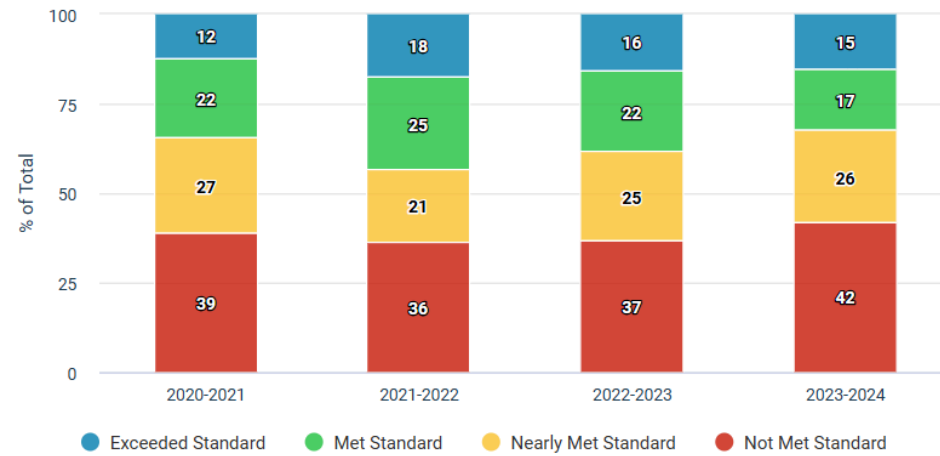


**Improvement in the Math SBA (25% proficiency)**

## State Achievement: Mathematics
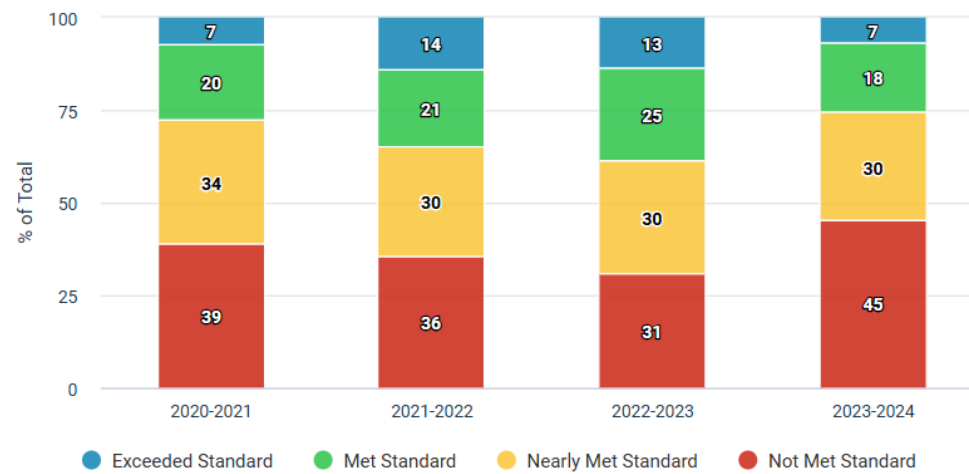
**Improvement in the Science SBA (18% proficiency)**
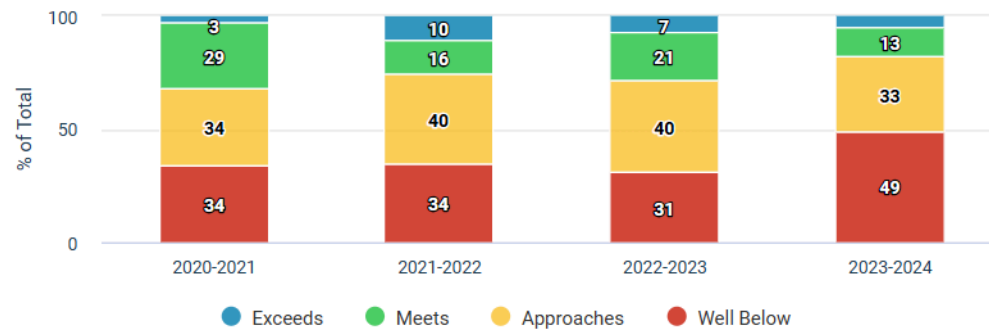


**Attendance - 24.69% are chronically absent**

# 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<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>*and* Name of Accountable Lead(s)<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>(Initial & Intermediate Outcomes)<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please 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 provided necessary and timely support to develop foundational skills for learning. | 1c, 2a, and 3b | (1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school.<br><br>(2) i-Ready Diagnostic assessments<br><br>[Michael McCloskey, Charlotte Patao, Janeen Tempo] | KEA<br><br>i-Ready Diagnostic Data<br><br>HMTSS Data Collection as applicable | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| Reading Proficiency

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. | 1a, b, c
2a, b, c | **Strategic Actions for Third-Grade Reading Proficiency:**<br><br>● **Professional Learning Teams (PLTs)**<br>　○ Grade level PLTs will use data to inform their instruction and to have conversations about instruction. Plan for learning targets and success criteria.<br>　○ The Leadership Team will collaboratively support the development of Grade level PLT's by providing guidance for next steps in student achievement.<br>　○ Develop common formative assessments within PLTs to measure student progress and inform instruction, allowing for timely adjustments.<br>● **Establish a Coherent Literacy Framework:**<br>　○ Implement collaboratively identified priority standards to ensure a sustained and coherent process for improving literacy skills.<br>　○ Achieve curricular program coherency to align instruction and resources effectively.<br>● **Provide Targeted Support for Struggling Readers:**<br>　○ Ensure all students receive necessary and timely support to achieve reading proficiency by the end of third grade.<br>● **Leverage Technology for Literacy:**<br>　○ Address technology needs to support literacy instruction and intervention.<br>　○ Provide devices to all students requiring them, ensuring equitable access to digital learning tools.<br><br><br>[Michael McCloskey, Charlotte Patao, Kim Ferguson, GLCs] | PLT agendas and Cycle of Professional Learning

Action Plans by Grade levels

Grade level SMART Goals & CFA's

Leadership Team Meeting Notes

RTI/MTSS data

SBA DATA

Universal Screener Diagnostic Data | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| Mathematics Proficiency<br><br>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. | 1a, b, c<br>2a, b, c | Specific to Student Engagement:<br><br>● Implement "Number Talks" or "Math Talks" regularly to promote mental math strategies and mathematical discourse.<br>● Utilize "Problem-Based Learning" (PBL) units that connect math to real-world scenarios, fostering deeper engagement.<br>● Incorporate manipulatives and visual aids (e.g., algebra tiles, fraction bars, graphing software) to support concrete understanding.<br>● Implement "Think-Pair-Share" and "Jigsaw" strategies to encourage collaborative learning and peer teaching.<br>● Utilize gamification techniques (e.g., online math games, educational apps) to increase motivation and engagement.<br>● Provide differentiated instruction that addresses the range of student learning needs.<br><br>Strategic Actions:<br><br>● Provide professional development for teachers on implementing high-impact math strategies.<br>● Create a repository of effective math lessons and resources for teachers to access.<br>● Establish a peer observation and feedback system for teachers to share best practices.<br>● Allocate dedicated time for teachers to plan and collaborate on math instruction.<br>● Monitor student engagement through classroom observations and student surveys.<br><br>Student Understanding & Use of Learning Targets and Success Criteria (Teacher Clarity)<br><br>● Teachers will explicitly state learning targets at the beginning of each lesson, using student-friendly language.<br>● Teachers will provide clear success criteria aligned with the learning targets.<br>● Teachers will model how to use success criteria to self-assess and peer-assess work. | PLT agendas and Cycle of Professional Learning<br><br>Action Plans by Grade levels<br><br>Grade level SMART Goals & CFA's<br><br>Leadership Team Meeting Notes<br><br>RTI/MTSS data<br><br>SBA DATA<br><br>Universal Screener Diagnostic Data | ☑ WSF, $<br>☑ Title I, $<br>☑ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

- Teachers will regularly review and revisit learning targets and success criteria throughout the lesson.

Develop and implement common formative assessments (CFAs) aligned with priority CCSSs as identified by PLTs
- PLTs will analyze CFA results and identify trends.
- Provide professional development for teachers on using CFAs and rubrics to inform instruction.
- Create a system for tracking and monitoring student progress on CFAs.
- Ensure that the rubrics are calibrated between teachers to ensure consistent grading.

Student Engagement with Tier 1 & 2 Instruction
- Continue use of research-based Tier 1 math instruction for all students.
- Utilize progress monitoring tools to identify students who need Tier 2 intervention.
- Provide targeted Tier 2 interventions in small groups, focusing on specific skill deficits.
- Use evidence-based interventions that are aligned with student needs.

[Michael McCloskey, Charlotte Patao, Mollie Carstens, GLCs]

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

*Required for all schools.* | 2a, 2b 3a, 3b | **Data-Driven Instruction & Collaboration:**

● Grade-level Professional Learning Teams (PLTs) will utilize data to inform instructional practices, plan learning targets, and define success criteria.
● Leadership will support PLT development, guiding next steps for student achievement.
● Implement school-wide Tier 1 powerful instructional practices across all classrooms.

**Comprehensive Student Support Systems:**

● Refine and strengthen the HMTSS system to identify and support students below grade level in Reading and Math, as well as address social-emotional and behavioral needs.
● Continuously improve inclusion/resource models for English Learners (EL) and students with IEPs/504s, based on individual student needs.

**Inclusive School & Student Voice:**

● Foster student voice within classrooms.
● Establish collaborative partnerships between upper and lower grade classrooms to promote inclusivity.
● Develop consistency of language and implementation of SEL programs.

[Michael McCloskey, Charlotte Patao, HMTSS Team] | Panorama results

Teacher feedback | ☑ WSF, $ <br> ☑ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☑ SPPA, $ <br> ☑ Homeless, $ <br> ☐ Grant:__, $ <br> ☑ Other:Migrant$ |
|---|---|---|---|---|

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>*Required for all schools.* | We must ensure successful student transitions at critical points to foster continuity in their education and minimize academic and social disruption, ultimately maximizing their potential for long-term success. | **Overall Student Transition Initiatives:**<br><br>● **Comprehensive Family-School Communication:** Facilitation of structured Parent-Teacher Conferences to ensure consistent and transparent communication regarding student academic progress and alignment with grade-level performance standards.<br>● **Initial Stakeholder Engagement:** Implementation of a school-wide "Meet and Greet" event to establish positive relationships and foster a collaborative school community among students, families, and educators.<br><br>**Kindergarten Transition and Orientation Program:**<br><br>● **Pre-Kindergarten Orientation:** Conduct of a dedicated orientation program designed to acclimate incoming kindergarten students and their families to the school environment and kindergarten curriculum.<br>● **Phased Kindergarten Integration:** Implementation of a gradual, half-day transition schedule to support the successful integration of kindergarten students into the full-day academic program.<br><br>**Grade 5 to Intermediate School Transition Program:**<br><br>● **Structured Intermediate School Orientation:** Organization of an on-site tour of Lahaina Intermediate School (LIS) to familiarize fifth-grade students with the physical campus and academic environment.<br>● **Exposure to Intermediate School Culture and Expectations:** Provision of comprehensive information regarding LIS academic expectations, student roles, extracurricular clubs, and school activities to facilitate a smooth transition. | Meeting Agendas<br><br>Program Records<br><br>Communication Logs<br><br>SpEd records | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

- **Parental Engagement in Intermediate Transition:** Dissemination of invitations to LIS parent information nights, promoting parental involvement and understanding of the intermediate school program.

**Special Education Transition Services:**

- **Early Childhood Transition Planning:** Implementation of collaborative transition meetings for preschool students with Individualized Education Programs (IEPs) to ensure continuity of services and a seamless transition to kindergarten.
- **Secondary Transition Planning:** Conduct of comprehensive transition meetings for students with IEPs transitioning to intermediate school, focusing on individualized support and alignment with post-secondary goals.

Michael McCloskey, Charlotte Patao, Renee Vachow, GLCs - K and 5

| ★ 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?"* *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?"* *Please 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.* | Exposure to opportunities increases capacity within our keiki to pursue passions at an early point in life | **"Career Speaker" Series:** <br><br> ● Invite local professionals from various fields (healthcare, technology, arts, trades) to speak to students. Tailor presentations to age-appropriate levels. <br> ● Focus on the "story" behind the career, not just the job description. <br><br> **Integration into Curriculum:** <br><br> ● Incorporate career-related themes into existing subjects. For example, math lessons can explore how math is used in construction or engineering. <br> ● Expose students to the wide variety of careers that are involved in keeping their island and community functioning. <br><br><br> [Lisa Kuramata, Mike McGorty, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Michael McCloskey] | Meeting Minutes and Notes <br><br> Project and Speaker Proposals | ☑ WSF, $ <br> ☑ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☐ SPPA, $ <br> ☐ Homeless, $ <br> ☐ Grant:__, $ <br> ☐ Other:__, $ |

# 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<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| Strengthening Teacher Efficacy and Instructional Effectiveness | 1a, 1b, 1c<br><br>2a, 2b, 2c | **Targeted Professional Development:**<br><br>● Implement ongoing, job-embedded professional development focused on effective instructional strategies.<br>● Provide explicit training on curriculum areas of focus (e.g., Wonders, Ready Math, Amplify) through Professional Learning Teams (PLTs).<br>● Facilitate the creation of high-quality Common Formative Assessments (CFAs) aligned with learning targets (LTs) and success criteria (SC). | CFA. SMART goals, and rubrics generated in grade level PLTs<br><br>Staff meeting agendas<br><br>PLT meeting schedule/notes | ☑ WSF, $<br>☑ Title I, $<br>☑ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| | | | | |
|---|---|---|---|---|
| | | ● Address the identified need for greater clarity regarding LTs and SC through focused workshops and resources.<br><br>[Michael McCloskey, Charlotte Patao, Peachie Savino, Mollie Carstens, Kim Ferguson] | PC Day agenda<br><br>Classroom observations | |
| Strengthening Teacher Efficacy and Instructional Effectiveness | 1a, 1b, 1c<br><br>2a, 2b, 2c | **Data-Driven Instruction and Collaboration:**<br><br>● Establish intentional scheduling for collaborative planning (PLTs, grade-level meetings, inclusion team meetings) to foster shared understanding and practice.<br>● Implement a systematic process for analyzing student data (CFAs, iReady, Unit Assessments, Panorama, etc.) to inform instructional decisions.<br>● Utilize interventionist and curriculum coordinator to guide PLTs in analyzing CFA data and fostering collective teacher efficacy through discussions of student learning success.<br><br>[Michael McCloskey, Charlotte Patao, Peachie Savino, Mollie Carstens, Kim Ferguson] | PLT meeting minutes and agendas<br><br>CFAs<br><br>Panorama Data | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |
| Strengthening Teacher Efficacy and Instructional Effectiveness | 1a, 1b, 1c<br><br>2a, 2b, 2c | **Tier 1 Instruction, Curriculum Alignment, and Inclusive Education/Support:**<br><br>● Ensure consistent implementation of evidence-based Tier 1 instructional practices in all classrooms.<br>● Maintain clear alignment between curriculum (Wonders, Ready Math, Amplify), school identified guaranteed viable curriculum (GVC) from CCSS, and school-created Powerful Instructional Practices. | PLT meeting minutes and agendas<br><br>CFAs<br><br>Panorama Data | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☑ SPPA, $<br>☐ Homeless, $ |

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| | | ● Continuously refine inclusion and resource models to effectively address the diverse needs of English Learners (ELs) and students with IEPs/504s.<br><br><br>[Michael McCloskey, Charlotte Patao, Peachie Savino, Mollie Carstens, Kim Ferguson, Renee Vashow] | | ☐ Grant:___, $<br>☐ Other:___, $ |

# 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. |
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| 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?"* **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?"* *Please 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. *Required for all schools.* | KKIII seeks to engage all stakeholders in a collaborative process to ensure consistent school improvement | ● **Inclusive Representation:** Maintain equitable representation from all stakeholder groups, including administration, certificated staff, classified staff, students, parents, and community members. <br> ● **Regular Meetings:** Convene monthly to ensure consistent oversight and engagement. <br> ● **Strategic Plan Review and Feedback:** Provide comprehensive review and feedback on: <br> ○ **Financial Planning:** Analyze and offer recommendations regarding the school's budget and resource allocation. | SCC Agendas <br><br> SCC Sign-ins <br><br> SCC Principal Survey | ☑ WSF, $ <br> ☐ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☐ SPPA, $ <br> ☐ Homeless, $ <br> ☐ Grant:___, $ <br> ☐ Other:___, $ |

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| | | ○ **Academic Planning:** Evaluate and contribute to the development and implementation of the school's academic goals and strategies.<br>○ **Waiver Requests:** Review and provide input on any proposed waivers to school or district policies.<br><br><br>[Michael McCloskey and Charlotte Patao] | | |

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

| Desired Outcomes<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
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| Increase parent/family engagement opportunities and participation | To foster a strong, supportive, and enriching educational environment, we are seeking to actively engage families and the community to create collaborative partnerships that directly enhance student success and overall | • Proactively invite and warmly welcome families and community members to Open House/Meet & Greet events, fostering initial connections and ongoing relationships.<br><br>• Schedule and promote Parent-Teacher Conferences as collaborative opportunities for dialogue and partnership in student success.<br><br>• Design and host engaging Family Engagement Nights/Events that provide meaningful, interactive experiences and strengthen the school-family bond.<br><br>• Celebrate cultural expression through inclusive and accessible Hoike performances, inviting broad community participation.<br><br>• Encourage active participation in School Community Council (SCC) Meetings, ensuring diverse voices contribute to school decision-making and planning. | Family Engagement Agendas<br><br>SCC Agendas<br><br>Attendee Event Sign-in<br><br>Parent surveys and results | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☑ Other SAF $ |

| | school well-being. | ● Support and collaborate with the Parent-Teacher Organization (PTO) to create vibrant community-building initiatives and fundraising efforts.<br><br>[Michael McCloskey, Charlotte Patao, PTO, Aloha Club ] | | |
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## 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 King Kamehameha III Elementary School 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.

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| **Total student instructional <u>hours per year</u>** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* | 1098 |
| **Did your school submit a SCC Waiver Request Form? Please explain.**<br><br>**2025-26 Bell Schedule** | Yes, 4 days were requested in additon to the Complex Wavier days. They were requested to enhance professional development, articulation, and community engagement. |
| School Starts (Bell Rings) | 7:45 |
| Instruction Begins | 8:00 |
| Morning Recess (K-2) | 9:30 - 9:45 |
| Morning Recess (3-5) | 10:00 -10:15 |
| Lunch (K - 2) | 11:00 - 11:30 |
| Lunch Recess (K-2) | 11:30 - 11:45 |
| Lunch (3-5) | 11:45-12:15 |

| Lunch Recess (3-5) | 12:15-12:30 |
|---|---|
| School Ends | 2:00  *Wednesday 1:15 |