



King Kamehameha III Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Michael McCloskey	
	Apr 10, 2026

Approved by Complex Area Superintendent Rebecca Winkie	
	04/10/2026

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

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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 **comprehensive instructional program(s)** 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
Pre-K	Creative Curriculum	Creative Curriculum	Creative Curriculum	Creative Curriculum
Kindergarten - 5th grade	Wonders 2020 (k-g5)	Ready Math (k-g5)	Amplify	
FSC	Wonders / Wonderworks	Eureka Math and Supplementary Materials		

Please list all **supplementary instructional materials** used to 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(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Write from the Beginning and Beyond			
K-5	Thinking Maps	Thinking Maps	Thinking Maps	Thinking Maps
K-5	Achieve 3000 / Kid Biz			
K-5	Orton Gillingham			

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 **screening and/or progress monitoring assessments** 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
Kindergarten - 5th Grade	iReady	iReady

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 Panorama interventions are used in almost all instances of HMTSS student interventions; however, in cases of necessity for higher level needs, school or BHS interventions can potentially be used.

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA

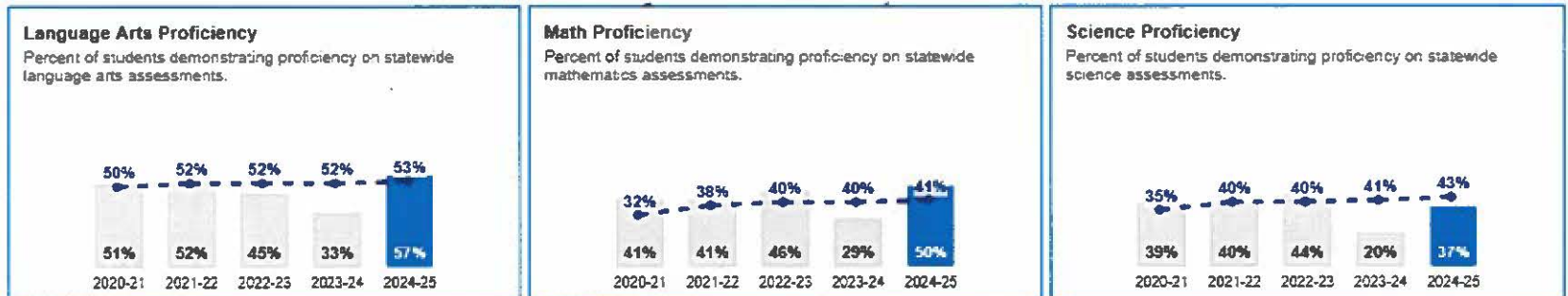
Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

- | | |
|----------|---|
| 1 | <p>Student Need: 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). This is an ongoing need, and KKIIL students displayed impressive resilience and growth on SBA testing; however, the need for continuous improvement is paramount.</p> <p>Root/Contributing Cause: All Root/Contributing Causes were identified based upon the most recent CNA Data Workbook and our aggregated grade level CNA data responses</p> <p>1a: KKIIL educators and administration will utilize the skills they have developed in creating CFAs for key learning outcomes, ensuring consistency in assessment practices for Mathematics and begin creating CFAs for other subject areas</p> <p>1b: KKIIL administration and instructional specialists will continue to support the professional learning teams (PLTs) in the development of systems for tracking data to ensure appropriate academic supports and enrichment opportunities for our students.</p> <p>1c: KKIIL will seek to have a devoted team of non-classroom teachers (NCTs) to support the classroom teachers in ensuring the Response to Intervention (RTI) framework provides consistent and effective student support.</p> |
|----------|---|

2

Student Need: Students at King Kamehameha III Elementary require explicit instruction in mathematical literacy to improve their ability to analyze, interpret, and deconstruct complex word problems.



Root/Contributing Cause: All Root/Contributing Causes were identified based upon the most recent [CNA Data Workbook](#), our [aggregated grade level CNA data responses](#), and anecdotal data from educators.

2a: KKIII will utilize designated NCTs to support educational staff in intervening in identified academic areas for students not meeting expected grade level proficiency targets as measured by our universal screener and teacher reports.

2b: KKIII will implement targeted, data-driven interventions in reading, mathematics, writing, focusing on areas of identified weakness revealed by our universal screener (iReady) and classroom assessments.

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

2d: KKIII will focus on collaboratively determining CFAs and rubrics within PLTs and provide opportunities for data analysis of students' work.

3

Student Need: Students at King Kamehameha III Elementary require consistent, equitable access to a comprehensive 'Whole Child' curriculum—specifically in Hawaiian Studies, Physical Education, and the Arts—to foster cultural identity, physical well-being, and creative engagement, while also intentionally developing executive functioning, decision-making, and problem-solving skills.

Root/Contributing Cause: All Root/Contributing Causes were identified based upon our [aggregated grade level CNA data responses](#)

3a: Students will be empowered to not only meet academic standards but also to thrive as well-rounded individuals capable of navigating complex social and emotional landscapes by supporting our Na Ali'i pledge

3b: KKIII will integrate social emotional learning (SEL) into all facets of school and utilize the Wayfinder curriculum for specific areas of SEL instruction

3c: KKIII will offer Physical Education and Health, Art, and other specials to support all students beyond the core subject areas.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

Based upon the data available on the Strive HI ARCH reports, KKIII SBA proficiency for all students is as follows for the 24-25 SY:

ELA Proficiency: 57%

Mathematics Proficiency: 50%

Science Proficiency: 37%

Our targeted subgroup proficiency results for the 24-25 SBA are listed in the Identified Student Need heading. Longitudinal results are shown in the attached graphics.

King Kamehameha III's overall chronic absenteeism rate for the current school year (25-26) is 9.91%

1

Targeted Subgroup:

Limited English Learners (ELL)

Identified Student Need(s):

Increased proficiency on SBA. Proficiency levels for the 24-25 SBA are listed below, and longitudinal data is available in the graphics.

18.1% ELA

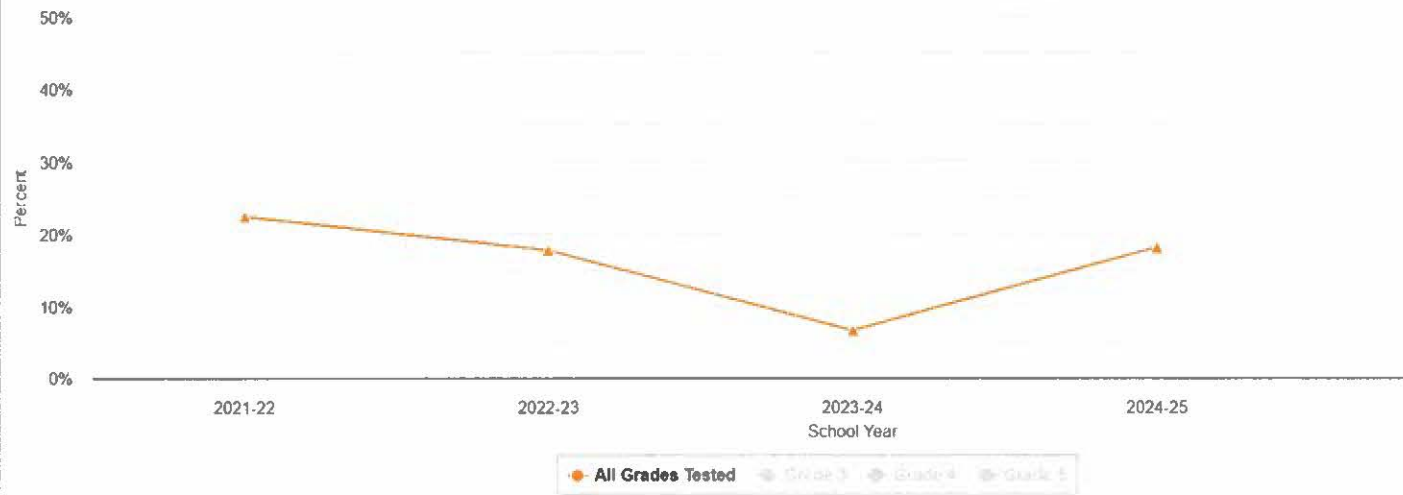
18.1% Mathematics

0% Science

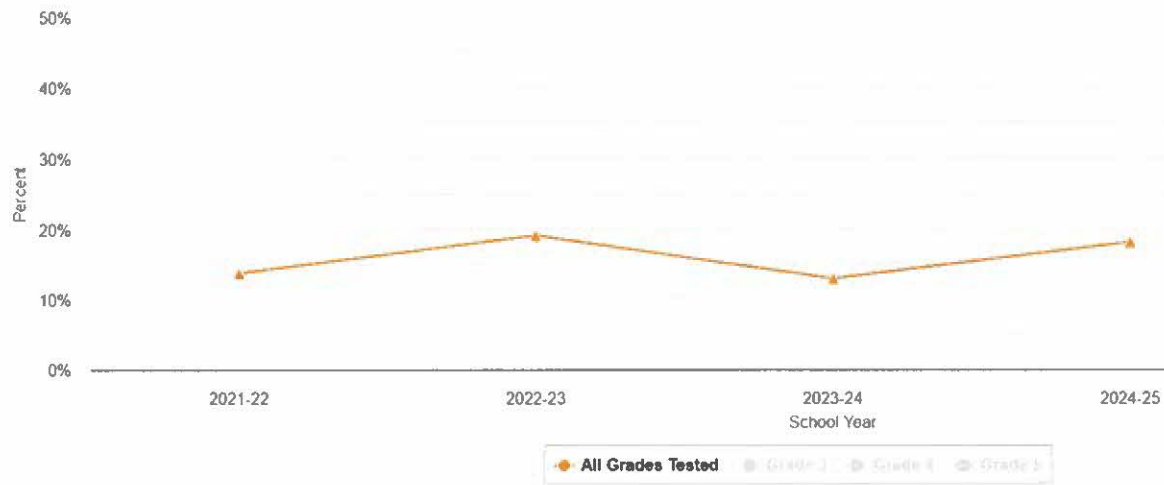
Chronic Absenteeism rate is 13.11%

Combined Language Arts Meeting Standard

By Limited English (ELL) & By Grade & Year for FSY
Kamehameha III EI



Combined Math Meeting Standard By Limited English (ELL) & By Grade & Year for FSY Kamehameha III EI



	Combined Science Proficiency By Limited English (ELL) & By Grade & Year for FSY Kamehameha III EI <table><caption>Combined Science Proficiency Data (Estimated)</caption><thead><tr><th>School Year</th><th>All Grades Tested (%)</th><th>Grade 3 (%)</th></tr></thead><tbody><tr><td>2021-22</td><td>0%</td><td>0%</td></tr><tr><td>2022-23</td><td>0%</td><td>0%</td></tr><tr><td>2023-24</td><td>0%</td><td>0%</td></tr><tr><td>2024-25</td><td>0%</td><td>0%</td></tr></tbody></table>	School Year	All Grades Tested (%)	Grade 3 (%)	2021-22	0%	0%	2022-23	0%	0%	2023-24	0%	0%	2024-25	0%	0%
School Year	All Grades Tested (%)	Grade 3 (%)														
2021-22	0%	0%														
2022-23	0%	0%														
2023-24	0%	0%														
2024-25	0%	0%														
2	<u>Targeted Subgroup:</u> Students with a disability (SpEd) <u>Identified Student Need(s):</u> Increased proficiency on SBA. Proficiency levels for the 24-25 SBA are listed below, and longitudinal data is available in the graphics. 30.4% ELA 26% Mathematics 11.1% Science Chronic Absenteeism rate is 16.13%															

Combined Language Arts Meeting Standard

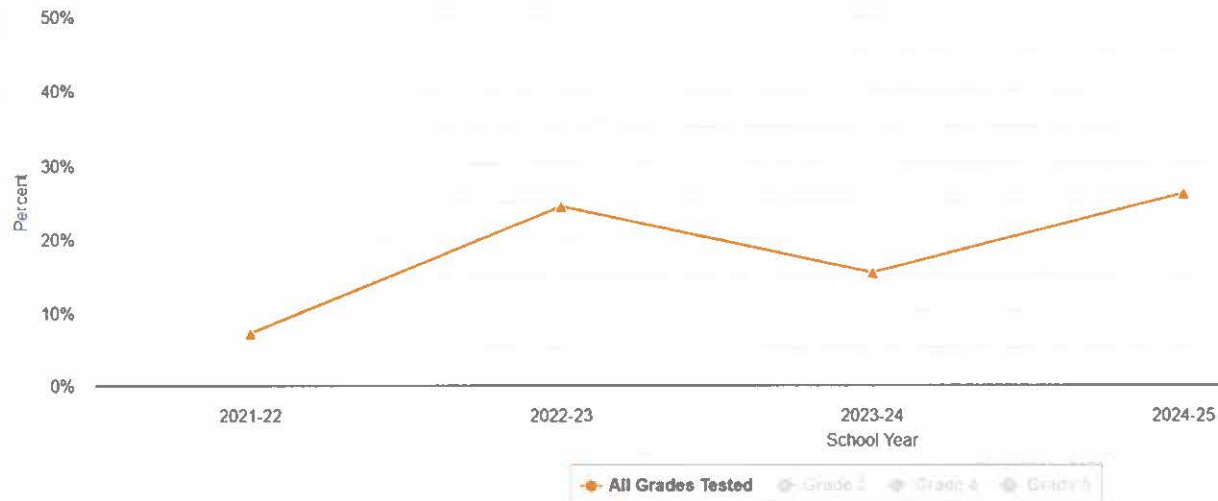
By Disabled (SPED) & By Grade & Year for FSY
Kamehameha III EI



Combined Math Meeting Standard

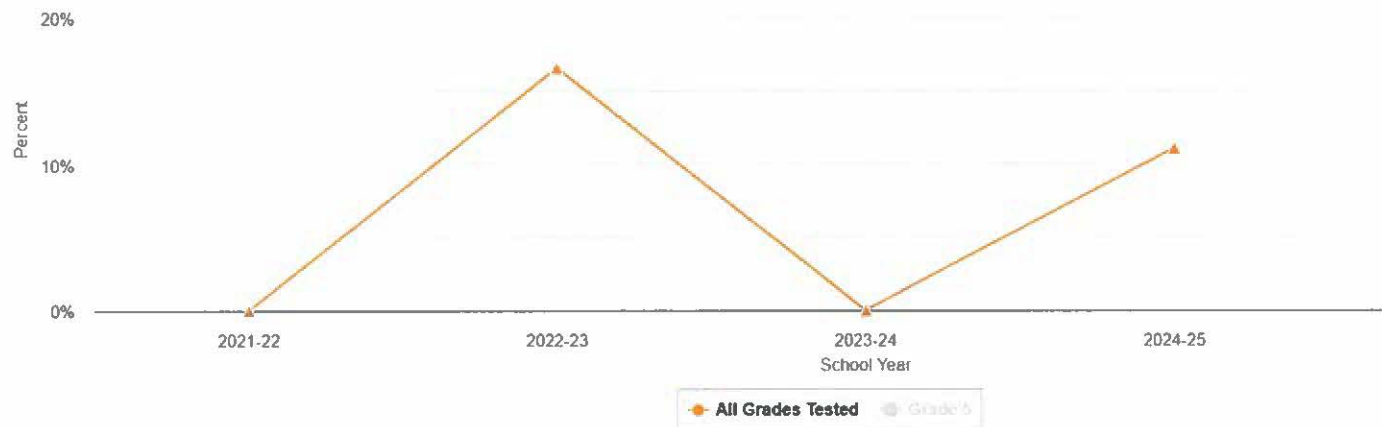
By Disabled (SPED) & By Grade & Year for FSY

Kamehameha III EI



Combined Science Proficiency

By Disabled (SPED) & By Grade & Year for FSY
Kamehameha III EI





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?"	Annual Target "What do we plan to accomplish this school year?"	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?" Estimate the additional amount needed for enabling activities.
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support to develop foundational skills for learning.</u> Annual Target:	Kindergarten ELA & Math Targets: 26-27- 60% 27-28- 65% 28-29- 70% Kindergarten ELA On- Grade Benchmarks: - 31 sounds for all, long and short vowel included - Phonological Awareness and Phonics (iReady EOY) Kindergarten Math On-Grade Benchmarks: - NO and OA (iReady EOY)	KKIII is prioritizing early assessment and support, specifically linking the need for a "Whole Child" curriculum and a robust RTI framework to the goal of ensuring all students develop the necessary foundational skills for learning	Strategy statement: (1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school. (2) i-Ready Diagnostic assessments [Michael McCloskey, Charlotte Patao, and Karen Galuardo]	Implementation evidence (process data) Interim Measures (student outcomes) KEA i-Ready Diagnostic Data HMTSS Data Collection as applicable	iReady Proficiency SY26-27 1st Diagnostic 12.5% 2nd Diagnostic- 40% 3rd Diagnostic- 60% ☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	K-2 ELA EOY Diagnostic Proficiency Targets: 26-27- 50% 27-28- 60% 28-29- 70% K-2 ELA On-Grade Benchmarks: - Correct Letter Sounds (Embedded Benchmark Assessments - Wonders) - Oral Reading Fluency (Embedded Benchmark Assessments Wonders) - Phonological Awareness and Phonics (iReady EOY)	KKIII is strengthening its Multi-Tiered Systems of Support and embracing evidence-based literacy practices to ensure every child has a solid foundation. By prioritizing data-driven interventions and fostering a resilient learning environment, the school is working to close achievement gaps and ensuring that timely support is available for students in need.	1. Elevating PLTs & CFAs • PLTs will allow for cycles of instruction to shift focus to reading, with creation of CFAs to better support both teacher and student • Transition from teachers looking at data to students tracking their own progress toward the Success Criteria that PLTs have already established. • Use PLT time to "micro-model" the specific instructional moves needed to close learning gaps, utilizing the expertise of our teachers. • 2. Deepening the Literacy Framework • Vertical Alignment: Have the grade level teams meet with teams meet with one another during staff time to ensure the Priority Standards are understood in sequential need.	PLT agendas and Cycle of Professional Learning Action Plans by Grade levels Grade level SMART Goals & CFA's HMTSS Data SBA Data Universal Screener Diagnostics Data	iReady Proficiency SY26-27 1st Diagnostic 20% 2nd Diagnostic- 40% 3rd Diagnostic- 60%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			• Ensure the literacy framework explicitly balances word recognition (phonics/fluency) with language comprehension (vocabulary/background knowledge). 3. Precision in Intervention • Provision of targeted support during the core block, so the gap doesn't widen before students even get to intervention. • Weekly tracking of progress for Tier 2 and 3 students during HMTSS to ensure students are making appropriate progress. [Michael McCloskey, Charlotte Patao, Kimberly Ferguson, Peachie Garcia, and GLCs]			
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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.	SBA Math Proficiency Targets: 26-27- 50% 27-28- 54% 28-29- 58% K-5 Math On-Grade EOY Diagnostic Proficiency Targets: 26-27- 50% 27-28- 60% 28-29- 70%	KKIII is continuing to support our students' mathematics proficiency by combining quality instruction using our GVC and offering targeted, evidence-based interventions, so every student receives the precise support they need to succeed.	Specific to Student Engagement: - Regularly promote mental math strategies and mathematical discourse. - Incorporate manipulatives and visual aids (e.g., algebra tiles, fraction bars, graphing software) to support concrete understanding. - Implement "Think-Pair-Share" and "Jigsaw" strategies to encourage collaborative learning and peer teaching. - Utilize gamification techniques (e.g., online math games, educational apps) to increase motivation and engagement.. Strategic Actions: - Provide opportunities for teachers during PLTs and Staff Meeting time for sharing of high-impact math strategies. - Create a repository of effective math lessons and resources for teachers to access. - Establish a peer observation and feedback system for teachers to share best practices.	PLT agendas and Cycle of Professional Learning Action Plans by Grade levels Grade level SMART Goals & CFA's HMTSS data SBA Data Universal Screener Diagnostic Data	iReady Proficiency SY26-27 1st Diagnostic 15% 2nd Diagnostic- 35% 3rd Diagnostic- 55%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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			• Allocate dedicated time through PLTs for teachers to plan and collaborate on math instruction. • Monitor student engagement through classroom observations and student surveys. Student Understanding & Use of Learning Targets and Success Criteria (Teacher Clarity) • Teachers will explicitly state learning targets at the beginning of each lesson, using student-friendly language. • Teachers will provide clear success criteria aligned with the learning targets. • Teachers will model how to use success criteria to self-assess and peer-assess work. • 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.			
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			• 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, Peachie Garcia, and GLCs]			
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	KKIII students will achieve a minimum of 100% of typical growth as measured by iReady by the EOY Diagnostic. Typical Growth is the average annual growth for a student at their grade and baseline placement level.	KKIII ensures equitable growth by pairing rigorous, vertically aligned instruction with a data-driven RTI framework that targets specific learning gaps in real-time. By integrating explicit mathematical literacy and a "Whole Child" curriculum—including Hawaiian Studies and social-emotional learning—the school fosters a resilient environment where every student, regardless of background, gains the academic and personal skills necessary for continuous success.	All students will receive high-quality, standards-based instruction connected to rigorous, project-based learning opportunities rooted in 'āina-based education. Teachers will continue to participate in PLTs with their grade level and increase both individual and collective efficacy through the process 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.	Administrative walkthroughs PLT Cycle of Instruction Logs Creation of CFAs and Action Plans by Grade levels Grade level SMART Goals HMTSS Data SBA Data Universal Screener Diagnostics Data	Mid-Year Diagnostic Typical Growth % 50% or higher Final Diagnostic Typical Growth % 100% or higher	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			• Develop consistency of language and implementation of SEL programs. [Administration, Instructional Specialists, CC, and GLCs]			
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Annual Target-100% participation rate	KKIII ensures its students possess the academic continuity and emotional independence required for success. By utilizing vertically aligned instruction and data-tracking, we bridge the gap between grade levels, while explicitly teaching problem-solving skills to empower students to navigate the increased complexities of middle and high school environments confidently.	Overall Student Transition Initiatives: • 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. • 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. Kindergarten Transition and Orientation Program:	Transition meeting notes and/or correspondence between KKIII and LIS Kindergarten Notes and Communication Logs Records and Documentation of: • Honors testing • Elective selection • Visit to LIS • SpEd students transition services at LIS	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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			• Pre-Kindergarten Orientation: Conduct a dedicated orientation program designed to acclimate incoming kindergarten students and their families to the school environment and kindergarten curriculum through our split group open to the school year. • Phased Kindergarten Integration: Implementation of a gradual transition schedule to support the successful integration of kindergarten students into the full-day academic program. Grade 5 to Intermediate School Transition Program: • 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.		
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			• 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. • 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.		
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			• 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. [Admin, 5th Grade Team, and Counselors]		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Annual Target <i>"What do we plan to accomplish this school year?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
				Implementation Evidence <i>"How will we know progress is being made?"</i>	Interim Measurable Outcomes	
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Annual Target- 26-27- 95% positive daily attendance rate	By providing consistent instruction and a curriculum that includes the Arts and PE, KKIII fosters an engaging environment where students feel connected and valued. Integrating social-emotional learning (SEL) and the Na Ali'i pledge builds the belonging and resilience necessary to improve attendance.	Consistent communication following school guidelines regarding absences - Teachers, School Counselors, Admin all have a role, dependent on number of absences. School Counselors recognize attendance at quarterly celebrations for class and individual students meeting goals Ali'i bucks given for perfect attendance (Classroom Teachers, School Counselors, Admin)	Attendance Data in Lei Kulia	SY26-27 Q1- 95% Q2- 95% Q3- 95% Q4- 95%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: SAF \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	100% of classrooms provide a safe, nurturing environment for students to learn	In order to foster a respectful school culture where students possess the self-regulation and decision-making skills, KKIII provides the emotional framework for positive conduct, while consistent RTI support and engaging, real-world instruction ensure every student feels seen, supported, and motivated to contribute positively.	All students will receive Social-Emotional Learning lessons through the school-wide Wayfinder Curriculum through classroom lessons. Continue to refine and strengthen the HMTSS system to identify and support students with social-emotional and behavioral needs. [Classroom Teacher, McCloskey, Patao, School Counselors, BHS]	Discipline data on LEI Kulia Behavioral Referrals in Panorama support and resolution Student and Teacher SEL surveys in Panorama	Successful Interventions as defined by individual smart goals, documented with hard data in Panorama with progressive support in line with our HMTSS guidelines	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	The BREATH Framework will be supported in 100% of classrooms.	At King Kamehameha III Elementary, a Nā Hopena A'o environment is realized when every student develops a deep sense of place and kuleana by grounding their academic excellence in the rich cultural history of Lahaina. This is evidenced by a school culture where rigorous inquiry and high achievement coexist with a commitment to the well-being and aloha of the entire school.	Staff and student start each day with our oli, and we establish a Sense of Belonging (B) and Total Wellbeing (T) from the first bell. This ensures the framework is a lived experience rather than a periodic lesson. During parent-teacher conferences, students present artifacts from their portfolios that demonstrate their growth in Excellence (E) or Aloha (A), making the framework visible to the wider community. [Classroom Teachers, School Counselors, Admin]	Student and Teacher SEL surveys in Panorama GLO outcomes	10% increase in students reporting a "Sense of Belonging" on the winter Panorama SEL Survey compared to the Fall baseline.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	KKIII is empowering our keiki to expand their horizons and build the executive functioning skills necessary for them to turn those early interests into lifelong capacities.	Speaker Series: • Invite guests from outside the school to speak to students. Tailor presentations to age-appropriate levels. • Focus on areas of interest and connection to students. Integration into Curriculum: • Incorporate career-related themes into existing subjects. For example, math lessons can explore how math is used in construction or engineering. • Expose students to the wide variety of careers that are involved in keeping their island and community functioning. [Lisa Kuramata, Mike McGorty, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Michael McCloskey]	Meeting Minutes and Notes Project and Speaker Proposals	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	KKIII ensures K-12 alignment by engaging in vertical articulation with the Lahainaluna Complex to synchronize curriculum standards and transition expectations. Through the implementation of data-informed instruction, we provide students with the foundational cognitive skills and academic stamina necessary to access advanced-level coursework and diverse career pathways upon entering intermediate and high school.	Utilize classroom screeners, i-Ready, and SBA data to create flexible transition groups that focus on "mathematical flexibility"—the ability to solve complex problems in multiple ways. Classroom teachers will identify students then create and provide Tier 2 and Tier 3 interventions documented in Panorama. This will help to ensure students meet the baseline proficiency required to access "challenging and advanced-level coursework" later in their academic careers. [Classroom Teachers, HMTSS team]	- iReady Diagnostics - SBA Testing - Panorama Intervention Reports - HMTSS documentation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	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. ● Regular Meetings: Convene monthly to ensure consistent oversight and engagement. ● Strategic Plan Review and Feedback: Provide comprehensive review and feedback on: ○ Financial Planning: Analyze and offer recommendations regarding the school's budget and resource allocation. ○ Academic Planning: Evaluate and contribute to the development and implementation of the school's academic goals and strategies. ○ Waiver Requests: Review and provide input on any proposed waivers to school or district policies. [Michael McCloskey and Charlotte Patao]	SCC Agendas SCC Sign-ins SCC Principal Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
KKIII will host family nights to continue to build robust community engagement	Research consistently demonstrates that strong home-school partnerships correlate with improved student attendance, higher academic achievement, and enhanced social-emotional well-being. KKIII is providing a consistent space for families to engage with educators, understand curriculum goals, and participate in the school's unique cultural fabric.	- Quarterly Movie Nights - Literacy Night - Math/STEM/STEAM Night [McCloskey, Patao, CC, GLLs, ISs]	Sign in sheets from events Panorama Parent Surveys	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

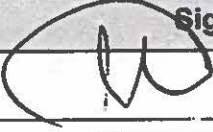
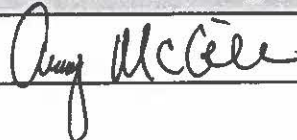
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **King Kamehameha III Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on ☐ **Date** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 1, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 1, 2026**

Attested:

King Kamehameha III Elementary Principal	Signature	Date
Michael McCloskey		Apr 10, 2026
SCC Chairperson	Signature	Date
Amy McGill		Apr 10, 2026

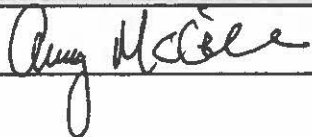
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Amy McGill		Apr 10, 2026

APPENDIX B: 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.**

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1098 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
King Kamehameha III Elementary Bell Schedule: link	