# Kamehameha III Elementary

## Academic Plan

**2023-2024**

**KAMEHAMEHA III ELEMENTARY**

611 Front Street  
Lahaina, HI 96761  
808-662-3955  
kkiii.org

<table>
<thead>
<tr>
<th>Submitted by: Jennifer Everett</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Everett</td>
<td>4/28/2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved by: Rebecca Winkie</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Winkie</td>
<td>04/28/2023</td>
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<tr>
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<td>Dianne Lagbas</td>
</tr>
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<tr>
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<th>Contact Role</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Duty Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Everett</td>
<td>Principal</td>
<td><a href="mailto:10004008@k12.hi.us">10004008@k12.hi.us</a></td>
<td></td>
<td>* School Level approval is made, updates and adjustments are made, then plan is submitted to CAS.</td>
</tr>
<tr>
<td>Dianne Lagbas</td>
<td>Curriculum Coordinator</td>
<td><a href="mailto:10003440@k12.hi.us">10003440@k12.hi.us</a></td>
<td></td>
<td>* Helps to collect data from stakeholders, works with the Leadership Team to write the plan, makes corrections/updates and submits final plan to the principal.</td>
</tr>
<tr>
<td>Lesley Vierra</td>
<td>TA Vice Principal</td>
<td><a href="mailto:10075220@k12.hi.us">10075220@k12.hi.us</a></td>
<td></td>
<td>* Assists the principal with the plan review.</td>
</tr>
</tbody>
</table>
* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

King Kamehameha III School's core beliefs are specified in our Vision and Mission, which are:

Empowering our students to improve the future by providing effective instruction in a positive learning environment that support the whole child.

King Kamehameha III School's core beliefs are that all children can learn and they must be ready emotionally and academically in order to be prepared for whatever their future holds.
### About the School

**Name of School:** King Kamehameha III Elementary  
**Address:** 611 Front Street, Lahaina, HI 96761  
**Website:** https://sites.google.com/a/lahaina.k12.hi.us/kkiii/  
**Grade Levels:** K-5  
**Student Enrollment:** 638  
**Number of Teachers:** 43  
**Number of Administrators:** 4  
**Number of Other Staff:** 0

* Brief description of management structure and committees

- King Kamehameha III Elementary School has two administrators: One principal and one vice principal  
- The Curriculum Coordinator/Coach assists administration with the Academic Plan, Comprehensive Needs Assessment, Title I, and WASC. She also works with the teachers in order to assist with curriculum, demonstrate lessons, etc  
- The Student Service Coordinator (SSC) coordinates special education meetings, testing, core meetings, participates in meetings, etc  
- The support staff include two counselors, two EL teachers, a reading interventions teacher, a reading specialist, technology teacher  
- There are twenty-nine general education teachers and eight special education teachers  
- Three EL PTTs  
- Cafeteria staff  
- Custodial staff  
- Office staff  
- Educational assistants

### Committees:

- Grade Level Leaders/Leadership Committee  
- Multi-tiered System of Supports Committee  
- School Community Council  
- WASC Committee (varies)
**Describe how parents and families are engaged with their children's learning and with the school**

- Parents volunteer in classrooms, on field trips, etc.
- Students from Lahaina Intermediate School volunteer on the campus Wednesdays
- School Community Council Meets once a month - gives feedback on Comprehensive Needs Assessment (CNA) and Academic Plan
- School Community Council holds a general meeting twice a year to relay information from the Academic Plan
- Open House is held the first month of school
- Family Engagement Nights for Math and Literacy are held twice a year
- King Kamehameha III School holds a Ho'ike each year to celebrate King Kamehameha III's Birthday and all parents/families are invited

**Please list the academic departments and major areas of the curriculum**

- All teachers teach all subjects such as English/Language Arts, Math, Science, Social Studies, Fine Arts, Physical Education, etc.
- Our focus for the 2023-2024 school year is Mathematical Fluency
- Ready Classroom Mathematics is used in grades K - 5
- McGraw-Hill Impact Social Studies curriculum was purchased for grades 1, 2, 3, and 5
- Grade 4 updated their Hawaiian Studies curriculum
- Grades 2 and 5 are piloting the Amplify Science program purchased by the district
- Grades K - 2 will be upgraded to Wonders 2020 (grades 3 - 5 were upgraded in 2020)

**What extra-curricular activities are available to students?**

- After school tutoring is offered on an invitational basis for students below grade level that don't receive any other services
- Grade Five students receive a six-week culinary course from UH Maui College on Fridays during the second and third semesters
- Grades K - 2 have weekly drama classes
- Grades K - 5 have Hawaiian Studies classes once a week
- Grades K - 5 are given art lessons once a month by artists from the Lahaina Arts Society
- Grades K - 5 have Physical Education classes once a week

**Please list key programs and projects**

- **Programs/Surveys**
- LETRS Training for teachers interested
- The Math Project - Math Fluency for grades K through 5
- Panorama SEL Survey is given three times a year
- I-Ready Screener is given to students three times a year to monitor growth
Projects

New Telephone system is to be installed

* What distinguishes the school, makes it unique?

King Kamehameha III Elementary School (KAMIII) is located next to Lahaina Harbor in the center of downtown Lahaina. Our school is named after King Kamehameha III who lived in the area around the school and the area across the street which is called Moku'ula. The original school opened in 1913 and was destroyed by fire some years later. King Kamehameha III school was rebuilt and dedicated in 1957.

The school serves the West Maui community from Lahaina to Honokohau Valley. The students who attend King Kamehameha III School come primarily from families of tourist industry service employees. The student population has declined by approximately 137 students since the 2019-2020 school year. Many generations of families have attended King Kamehameha III and there are strong community ties to the campus.

Although we do not know King Kamehameha III's original birthday, he declared March 17th, Saint Patrick's Day as his official birthday. We celebrate King Kamehameha III's birthday each year in March and dedicate it to him and the people of our community.

* What are the school's colors, mascot, motto?

- Our Vision is: Empowering our students to improve the future
- Our Mission is: Providing effective instruction in a positive learning environment that supports the whole child
- Our colors are green and white and we are Na Ali'i
- Our Na Ali'i Pledge is "I am Safe, I am Kind, and I am Responsible."
- King Kamehameha III School Oli

Kamehameha III School Oli

Eia ke kula o Kamehameha 'ekolu

Ha'aheo na kamali'i

E nana makou i ka wa ma mua

Kupa'a ma ke one o Lahaina e

Here is Kamehameha III School
The children are proud (the word “kamali‘i is used as a representation of us, we are Na Ali‘i, with thoughts of those who came before, those who are here now, and those yet to come)

We [of this school] look to the future

[While we] Stand firm, steadfast, in the sands of Lahaina (we are enabled to look and move to the future because of the strong foundation found/built here)

• Our school song is "Kamehameha Hail to Thee"
### Academic Plan - Demographic Data

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<thead>
<tr>
<th>Student Groups</th>
<th>State % of Students</th>
<th>Complex Area % of Students</th>
<th>School % of Students</th>
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<td>All</td>
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<td>4874</td>
<td>638</td>
</tr>
<tr>
<td>Status</td>
<td></td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
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<td>64%</td>
<td>54%</td>
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<tr>
<td>English Learners</td>
<td>9%</td>
<td>12%</td>
<td>18%</td>
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<tr>
<td>Foster Care</td>
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<tr>
<td>Homeless</td>
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<td>2%</td>
<td>1%</td>
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<tr>
<td>Military Connected</td>
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<td>0%</td>
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<tr>
<td>Students with Disabilities</td>
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<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Race</td>
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<td></td>
<td></td>
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<tr>
<td>Asian (Excluding Filipino)</td>
<td>15%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22%</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>24%</td>
<td>34%</td>
<td>11%</td>
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<tr>
<td>Pacific Islander</td>
<td>11%</td>
<td>7%</td>
<td>54%</td>
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<tr>
<td>White</td>
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<td>Gender</td>
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<tr>
<td>Female</td>
<td>48%</td>
<td>48%</td>
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<tr>
<td>Male</td>
<td>52%</td>
<td>52%</td>
<td>54%</td>
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**Additional Data Sources:**

* In the text box below, summarize the other (locally obtained) demographic data sources and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.).

**Enrollment**

King Kamehameha III Elementary School has a culturally diverse population. Our students are made up mostly of Asian, Pacific Islander, and White ethnicities. Our Hispanic population has decreased from 25.6% in 2021-2022 to 8.3% in 2022-2023 as well as our Multiple ethnicities which dropped from 17.7% to 2.9% respectively. Our Asian population has increased from 12.7% to 18.8%. Our white population increased the most, from 27.1% during the 2021-2022 school year to 46.0% so far this 2022-2023 school year.

Our West side community has become more developed in the last six years and that has changed the makeup of our students. Larger, more expensive homes are being built north of our school and we see a large gap between family income. Unfortunately, we do not have current data from the Census Bureau (the last update was in 2010) in order to gage the overall population and Community Educational Attainment level. Our overall enrollment has dropped significantly due to the Covid 19 pandemic, from 749 students in 2019-2020, to 648 students in 2020-2021, to 638 students in 2021-2022, to 612 students so far in 2022-2023. As of November 2022, we have had 50 students withdraw (moving to another state, another DOE school or private school). We also have 63 admissions and 24 of those admissions were students returning to our campus. As home and apartment/condominium rentals in West Maui become more scarce and the average cost of rent increases, more families are moving to Central Maui where rent is more affordable or they are returning to the Mainland or their native countries. It is unknown if the population will continue its downward trend, stabilize, or increase. Only time will tell as we continue to come out of the effects of Covid 19 on the west side community.

Due to Covid 19, our low Socioeconomic Student population (SES) increased. Because we are a tourist destination, many families lost their jobs, and some became homeless. Low SES enrollment has increased slightly since the 2019 - 2020 school year. We hoped to see our low SES student numbers drop as more people went back to work, however, that has not occurred based on current data. As mentioned earlier, the higher cost of living and scarcity of housing in West Maui continues to affect families that live here. We believe the the high cost of living and lack of housing availability has caused many of our Hispanic families to move out of state or back to Mexico where the cost of living is more manageable. Our homeless population has stayed about the same at 1.3% (8 students). Our Human Services Professional makes periodic visits to homeless families. She has also set up two programs for the homeless and disadvantaged students. One program is called “backpack buddies.” The Maui Food Bank delivers backpacks with food every Friday that the student can take home for the weekend. The other program is our snack classroom delivery. Snacks are picked up from the Maui Food Bank and notices are sent out to the teachers to request daily snacks for their homeless and disadvantaged students.

**EL Screener Data**

King Kamehameha III’s EL WIDA Access data has shown that our English Language students are making gains in proficiency. During the 2020-2021 school year, 16.7% of our EL students were at PL4 (approaching proficiency, whereas during the 2021-2022 school year, 21.4% of students were at PL4, 3.6% at PL5 and 3.6% at PL6. Please click on the link to view the data regarding all EL Access data. [https://lei.hidoedata.org/Dashboard/dashboard/1010957](https://lei.hidoedata.org/Dashboard/dashboard/1010957)
### Attendance and Discipline

One of our challenges has been chronic absenteeism. Our data for the 2019 – 2020 and 2020 – 2021 school years were distorted due to the Covid 19 pandemic. Our chronic absenteeism rates dropped to 13% and 12% respectively, due to the way we took attendance during distance learning. During the 2021-2022 school year, our chronic absenteeism numbers soared to 67%. Many students and teachers were out with Covid 19 and many had to quarantine ten days. There were also parents afraid to send their children to school due to outbreaks and high numbers of Covid 19 on the island. This year (2022 - 2023) we resisted and updated our attendance policy, sent it out to all teachers and parents, and the teachers discussed the new policy during Parent/Teacher Conferences in October 2022. Teachers, counselors, our Human Services Professional and administration will continue to monitor and address this issue through our MTSS Team.

King Kamehameha III School saw a rise in suspensions, Class B and Class D offenses during the 2021-2022 school year. There were 10 suspensions, 5 Class B offenses and 112 Class D offenses. Many of the Class D offenses occurred because the students needed to adjust being on campus after almost a year and a half away from their classmates. So far this 2022 - 2023 school year, we have had 6 suspensions, 2 Class A offenses and 24 Class D offenses. Many of the Class D offenses occur outside of the classroom during unstructured time (recess, lunch, etc.). Various teachers also need support/training on how to handle discipline in the classroom and work with their students on appropriate behavior in and out of the classroom. The entire staff needs to be more aware of the Na Ali‘i Pledge and pass out Ali‘i Bucks to students using positive behaviors such as being kind, safe and responsible.

### Suspensions

- **2018 – 2019:** 5
- **2019 – 2020:** 3
- **2020 – 2021:** 0*
- **2021 – 2022:** 10
- **2022 – 2023:** 6 (as of 11-16-2022)

*students were not on campus until the fourth quarter of the school year

### School Referral Offenses (Classes A, B, C, and D)

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<th>Class B</th>
<th>Class C</th>
<th>Class D</th>
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<tr>
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<tr>
<td>2022 – 2023*</td>
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As of November 16, 2022

Panorama SEL Data

The Fall 2022 SEL data for King Kamehameha III dropped in most areas compared to the data collected in the spring of 2022. Our percentages went down in the areas of Emotional Regulation (28.93/20.0), Grit (23.4/22.75), Self-Efficacy (21.8/18.5), and Social Awareness (32.0/27.99). During the 2021-2022 school year, our school focused more on introducing the students back to the school environment and tried to focus on social emotional learning more so in the beginning of the year. Once the students took the final SEL survey for 2021-2022 school year, academics were more rigorous and our scores seemed low. After the students took the Fall 2022 Survey, the student data showed lower scores listed in the areas above, however, there was an increase in Growth Mindset (27.5/28.0), Self-Management (33.46/39.23) and Sense of Belonging (33.3/35.04). The slight increases are positive and we still have a long way to go. As the students become used to a normal school year, and the teachers continue teaching our SEL program, Second Step, with fidelity, we hope to see an increase in all areas, especially Self-Efficacy, Social Awareness, and Emotional Regulation. Please see the link to SEL Data in LEI Kulia: [https://lei.hidoedata.org/Dashboard/dashboard/100995?filtersetId=73b7cfe-a148e-4736-a197-c9472aa81c8e](https://lei.hidoedata.org/Dashboard/dashboard/100995?filtersetId=73b7cfe-a148e-4736-a197-c9472aa81c8e)
Data Trends


Demographic Trends

<table>
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<tr>
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<th>Current Year</th>
<th>Previous Year</th>
<th>Two Years Past</th>
<th>Three Years Past</th>
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<tbody>
<tr>
<td>Student Enrollment</td>
<td>638</td>
<td>664</td>
<td>726</td>
<td>714</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>43</td>
<td>47</td>
<td>48</td>
<td>46</td>
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<tr>
<td>Average Daily Attendance</td>
<td>85.8</td>
<td>94.81</td>
<td>93.38</td>
<td>93.43</td>
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Student Learning Outcomes (Trends)

Note: The purpose of this information in the School Profile is to capture trends in learning outcomes to inform the creation of plans by the School Improvement Team. The School Improvement Team consults all available documentation of student learning outcomes and other relevant information in conducting its analysis in the School Profile Review below and in completing the rest of the Comprehensive Needs Assessment for discussion with faculty and school community.

Percent of Students Proficient or Better on Hawai‘i Smarter Balanced Assessment

<table>
<thead>
<tr>
<th></th>
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<th>Two Years Past</th>
<th>Three Years Past</th>
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<td>Reading/Language</td>
<td>52.17</td>
<td>51.7</td>
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<td>64.17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41.13</td>
<td>41.41</td>
<td></td>
<td>53.43</td>
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<tr>
<td>Science</td>
<td>40.18</td>
<td>39.28</td>
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<td>57.84</td>
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<td>Social Studies</td>
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</tr>
<tr>
<td>Other</td>
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</table>

Additional student performance data:

<table>
<thead>
<tr>
<th>Screener/Assessment</th>
<th>Current and Past Results</th>
</tr>
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</table>
I-Ready Assessment for Math and Reading is used three times per year - the Fall assessment is given during the first four weeks of school. The Winter assessment is given from late November until mid-December. The Spring assessment is given the last week of March through the third week of May.

**School Profile Review**

To complete the School Profile Review, the School Improvement Team consults all available documentation of student learning data and other relevant information. This documentation would include assessment results by subject, grade level, and student subgroups. Please note your analysis and conclusion.

**What are the demographic strengths and challenges?**

* How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school’s actionable plan?

**Student Enrollment**

Our total student enrollment has dropped since the 2019-2020 school year. We went from 749 students to 614 so far this year. Much of the drop in enrollment is due to the cost of living in West Maui. Many of our local and disadvantaged families have moved to Central Maui, upcountry, or to the Mainland. We have had an increase in the amount of caucasian students coming from the Mainland that can afford to purchase homes and afford higher housing costs. Losing our local population affects the diversity of our school. Many of the families leaving have attachments to our school (family members attending King Kamehameha III School over the years). In previous years, we have been able to keep our class sizes smaller, however, with lower enrollment, it may affect the number of teachers that the school can afford to hire.

**Staff Retention/Professional Development**

During the years of Covid 19 (March 2020 through May 2022), we lost several teachers to retirement. During the 2020-2021 School year, we had three kindergarten teachers and a third grade teacher retire. One teacher transferred to Kahului. During the 2021-2022 School year, we had two teachers leave mid year to move to the Mainland due to Hawaii’s Covid restrictions. One teacher left at the end of the 2021-2022 school year after being on administrative leave. There may be more teachers retiring at the end of the 2022-2023 school year. Many of the teachers that left us were veteran teachers with years of experience and expertise. As new teachers are hired, we will need to have more differentiated professional development in order to allow our veteran teachers hone their skills, while training is done with new teachers.

* How has the absenteeism rate (reverse of Average Daily Attendance) changed over time? What are the implications for the school’s actionable plan?

Our absenteeism rate stayed about the same over the years (between 93.43 - 94.81), until Covid 19 closed the schools in March of 2020. During the last quarter of 2020 and the 2020-2021 school year, if students were present in the morning, they were considered at school. It was difficult to judge attendance until the start of the 2021-2022 school year.

At the beginning of the 2021-2022 school year, we had many students out for 10 days or more with Covid 19 as well as entire classes shutting down. The students that had years of chronic absenteeism were also out. During the first semester, the school did follow up on students that were absent more than 15 days, however, it got more and more difficult to determine why they were out; Some students were home with Covid 19, some with colds or flu or other
symptoms that weren't necessarily Covid related. At that point we discontinued contacting the parents unless they were scheduled for Smarter Balanced or I-Ready testing. Since our students are young and depend on their parents to get them to school, and busses were/are limited to the number of students they carry, we didn't have any other options.

This school year (2022-2023), Principal Everett, Vice Principal Vierra, and the counselors revised our Absenteeism policy and went over it in detail with the teachers and staff. The policy was also sent home to the parents and the teachers discussed it with the parents at Parent/Teacher conferences. Between the teachers and the counselors contacting parents, and having our Social Services person follow up, we are hoping to bring our attendance up to 95% or more.

Other thoughts/conclusions

As King Kamehameha III School hires new teachers, it will be important for us to work together to support the students and staff. We will continue to focus on Math Instruction, Instructional Coherence, Response to Intervention (small group instruction, differentiation, collaborative conversations), and Social Emotional Learning using our Second Step program. It will also be important to get all support staff, special education teachers, and general education teachers to work together to support the students that are not at grade level.

Our school is also working with staff and substitute teacher shortages. As of November 2022, we are short three office staff and five educational assistants. On November 21, 2022, the schools in the Lahainaluna Complex held a job fair, hoping to fill those positions. Since the pay is low, we will have difficulty filling these positions. We also have less people interested in becoming substitute teachers and the substitute teachers we had in the past, got into educational programs to become teachers and are now in the classrooms. Many retired teachers have to take classes to become substitute teachers even if their licenses are up to date. They refuse to take the classes after being out of the classroom less than a year. We hope that the job fair might also attract substitutes.

What strengths and challenges are indicated by student outcome data?

* What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

Looking at the I-Ready data for the fall of 2022, kindergarten and first grade focus on skills at the beginning of the year, and most of their students fall in the approaching range with first grade having 11% of their students falling below grade level in reading and 14% falling below in math. Both grades put a heavier emphasis on reading as opposed to math.

Second grade has struggled with math. There is a need for the teachers to focus on response to interventions. They need to be differentiating their instruction for their tier 1 and tier 2 students and work with the students in small groups. Administration and the Curriculum Coordinator will observe and assist with setting up peer observations, demonstrations and coaching as the teachers conduct their small group instruction.

There were problems with the third grade teachers working together during the 2021-2022 school year. Due to Covid 19, the grade level struggled with burn out and not wanting to be on campus. One teacher left just before the end of the third quarter and had an untrained substitute teacher for the rest of the year. This school year (2022-2023), we had two new teachers join the third grade team and the dynamics of the group has changed. The grade level works together and they are on pace with each other. We will be looking at I-Ready and SBAC data to measure growth between last year and this year.

Grades 4 and 5
* What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

The Strive HI Report is sent to all public schools in the state of Hawaii. The information is based on our Smarter Balanced Assessment scores which grades 3, 4, and 5 take at the end of the year. During the 2020-2021 and 2021-2022 school years, our achievement gap on the Strive HI between our non-high needs and high students was 37 and 38 points respectively. Our achievement gap between non-high needs and high needs students was 30 and 34 points respectively. The Strive HI Data for the 2021-2022 shows our achievement gap at 25 points for reading and 20 points for math. Although it looks as though we are closing the gap, the data is affected by learning loss due to Covid 19 (please see the chart below). The non-high needs students went from 84% and 74% proficient in English/Language Arts down to 68% proficient in 2021-2022 and the non-high needs students went from 69% and 62% proficient in Math down to 62% proficient. The scores of the high needs students didn’t fluctuate as much as the non-high needs students. The difference is due to an emphasis/focus on our high needs students (SPED, disadvantaged, EL, and homeless) since they are the ones that need in-person learning. Since our non-high needs students weren’t as far behind, they may not have received more engaging lessons.

### Achievement Gap 2016-2017 and 2017-2018 School Years

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<tr>
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</thead>
<tbody>
<tr>
<td>Non High Needs Students</td>
<td>84%</td>
<td>74%</td>
<td>68%</td>
<td>69%</td>
<td>62%</td>
<td>54%</td>
</tr>
<tr>
<td>High Needs Students</td>
<td>47%</td>
<td>36%</td>
<td>42%</td>
<td>39%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>37 points</td>
<td>38 points</td>
<td>25 points</td>
<td>30 points</td>
<td>34 points</td>
<td>20 points</td>
</tr>
</tbody>
</table>

* What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

In the past three years, there has been a larger gap between the non-high needs students and high needs students in English/Language Arts. Many of our teachers are more comfortable teaching language arts and have degrees in English. There is less of a gap in math due to teachers struggling with the
curriculum and still not being comfortable with the teaching of common core math standards. We do have a few teachers with a math background and we have been fortunate to be part of the Math Project in order to improve teaching using games and strategies to support math fluency.

Math has and continues to be our focus for the 2023-2024 school year. Normally our achievement gap runs between 30-34 points, however, our non-high needs students' scores dropped to 54% and our high needs students' scores increased from 28% in 2020-2021 to 34% in 2021-2022. Our teachers and support staff worked hard in order to increase growth in our high needs students, while our non-high needs students may not have received enough tier 1 supports.

* What are the differences in growth performance by grade level, class, or subject?

Based on the i-Ready data, kindergarten shows the least amount of typical and stretch growth for the 2021-2022 school year. In math, the typical growth was 25% and the stretch growth was 17%. In reading, the typical growth was 48% and the stretch growth was 35%. Attendance affected the growth rate because we had students out in quarantine several times and many parents kept their children home when there were Covid 19 outbreaks. Grade 5 showed the most typical growth rate at 131% and third grade showed the most stretch growth at 76%. Third grade showed the most typical growth in reading at 163% and the most stretch growth at 85%.

* What are the implications of student outcome data on school improvement?

Based on the i-Ready data, more needs to be done to support our multitiered system of supports.

100% of teachers need to be using the Second Step curriculum daily with fidelity.
100% of teachers need to be using small group instruction in both reading and math at least three times per week in each subject.
100% of teachers will use differentiation and other strategies for their Tier 1 students
100% of teachers will use data from their i-Ready assessments and common formative assessments to help guide instruction and share the data in Data Teams
100% of teachers will participate in Data Teams and work together with their grade levels to develop strategies to improve learning in the classroom
100% of teachers will participate when meeting with other grade levels (vertical alignment).

Other thoughts/conclusions

It is important that we continue to share our vision and mission with all students, teachers, staff, parents, and the community so that we don't lose focus on our goals. We also want to make sure we create strong positive relationships with our students and staff.

What are the strengths and challenges of our learning environment?

* What are we doing well in terms of providing a safe learning environment? What else might be needed?

- 100% of teachers are given a copy of the Na Ali'i Pledge at the beginning of the year and review it with their students
- 100% of students learn the Na Ali'i Pledge during the first few weeks of school
- There are banners around the school showing what Na Ali'i actions look like around campus
Morning Broadcast spends the first two to three weeks going over the Na Ali‘i Pledge. 75% of teachers are using “Second Step” to teach social emotional learning.

In order to continue to make our campus a safe environment for our students, 100% of teachers need to teach “Second Step” with fidelity. The teachers also need to introduce positive behavior strategies to the students in order to improve behavior both in and out of the classroom.

* What are school climate and culture data telling us about our school and learning culture? What do the data tell us about patterns of students’, parents’, and school personnel's experience of school life?

The school climate and culture data are telling us that we need to do more to teach our students the importance of self-efficacy and self-regulation. Many of our students felt that they were not able to calm themselves down once they are put into a stressful situation. With social norms almost non-existent during the pandemic, many students area having difficulty socializing with others. They have had to learn how to spend time around a class full of students. During the Covid 19 lockdown, many students and staff felt that they had no control or influence on how they lived their lives. Self-efficacy is the belief that one can achieve influence over the conditions that affect their lives. Students and teachers now struggle to feeling in control over their lives. It will take a long time to build up the skills to develop the ability to self-regulate and have self-efficacy.

* How does our learning culture reflect our norms, values, and interpersonal relationships? How might we strengthen the school’s culture of learning?

Our learning culture at King Kamehameha III School is one of acceptance of all students with the knowledge that all children can learn. Our N Ali'i Pledge reflects our norms and values starting at the school level and into the classroom. The words, "I am Safe, I am Kind, and I am responsible" are echoed throughout the campus on a daily basis. Social Emotional Learning also plays a big part in supporting building relationships and supporting students as well as strategies from Diana Browning Wright, through our MTSS (Multi-tiered System of Supports) team. All staff must continue to work on relationship building to make sure our students feel safe and supported school wide. When students know there are adults that care about them, they perform better in the classroom.

Other thoughts/conclusions

Overall, King Kamehameha III shows growth in both English/Language Arts and Math. Our focus this year has been Math since we show less growth overall. The Math Project has helped us work on mathematical fluency through games and other activities. As we move forward, we need daily small group instruction and our support teachers, such as interventions, English Language, and Special Education need to focus on close reading in math, not just English/Language Arts.

Key Learnings from School Profile Review

Considering the demographic, student outcome, and learning environment data and analysis, summarize the school’s two greatest strengths and two greatest challenges.

* **Strength 1**

King Kamehameha III School is focused on building relationships with our students. We want our students to be successful and we know that includes focusing on social emotional learning as well as academics. When students feel safe and know adults care for them, they perform better academically.

* **Strength 2**
Our Data Teams continue to look at data and come up with strategies to help those students working below grade level. We have data cycles where pre and post math constructed responses are created based on the domains/standards from i-Ready data. Once assessments are given, teachers work together to come up with strategies the grade levels can use to help those students below grade level.

**Challenge 1**

Instructional coherence is still a struggle in some grade levels. As we get new teachers on board, we are increasing consistency, however, we have some who continue to work in isolation. Our lack of coherence in some grade levels also affects services from support teachers. They are finding it difficult to work with students from different classes since they may not be using the same curriculum or not following pacing guides.

**Challenge 2**

Response to Interventions (RTI), Tier 1 instruction, differentiation, and small group instruction is another challenge that we have at King Kamehameha III School. We have had trainings and made school wide agreements regarding RTI. We have new teachers that aren’t familiar with the Data Team process that need more support and training. The teachers also need to use the strategies their grade levels have agreed on with fidelity. We also need more training for teachers to know when to differentiate and how to differentiate in the classroom.

*Specifically, what student learning outcome is your greatest challenge? (Note: The School Improvement Team may be tempted to jump to solutions based on student performance, however the Team needs to resist that temptation. The Practice Review and faculty and school community feedback will provide important information to add to the School Profile Learnings.)*

Our greatest challenge regarding student learning outcomes is the use of the tools we have, such as using the “Second Step” curriculum with fidelity to support the social-emotional needs of our students. Along with using the program, we need to continue to build positive relationships with the students in our classrooms as well as the entire staff school wide. Relationship building will help build confidence in students (and staff), and hopefully, that will lead to improving academics in the content areas, which in turn will close the achieve
Practice Review


Hawaii Indicators

Domain 1: Leadership

Goal Average Score: 2.02

**Indicator 1.1** - Prioritize improvement and communicate its urgency

**Indicator Average Score: 2.14**

**Ideal Output:** School leadership sets the strategic direction for the school and establishes clear policies and expectations for teachers and staff to work toward ambitious improvement goals. They articulate a commitment to improving the school and advocates fiercely across audiences for the school. School leadership closely monitors, discusses, reports, and acts on the school’s improvement progress.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders set a clear direction for the school with a stated mission, baseline and performance targets, and evidence-based practices for sustained improvement.</td>
<td>Routinely and with High Quality</td>
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<tr>
<td></td>
<td>Frequently and with Good Quality</td>
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<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
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<td></td>
<td>Rarely</td>
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<tr>
<td>School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.</td>
<td>Routinely and with High Quality</td>
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<td></td>
<td>Frequently and with Good Quality</td>
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<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
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<td></td>
<td>Rarely</td>
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<tr>
<td>School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
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<td></td>
<td>Occasionally and with Fair Quality</td>
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<td></td>
<td>Rarely</td>
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<tr>
<td>The principal focuses at least 50% of his or her time on working directly with teachers to improve instruction, including classroom observations and lesson planning.</td>
<td>Routinely and with High Quality</td>
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<td></td>
<td>Frequently and with Good Quality</td>
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<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
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<td>Rarely</td>
</tr>
<tr>
<td>A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
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</tbody>
</table>
(twice a month or more for an hour each meeting) to review implementation of evidence-based practice.

<table>
<thead>
<tr>
<th>Teachers are organized into grade-level, grade level cluster, or subject-area Instructional Teams.</th>
</tr>
</thead>
</table>
| ○ Occasionally and with Fair Quality  
| ○ Rarely  |

School leaders analyze and communicate the data for Instructional Teams and individual teachers to use for academic decision-making and problem-solving related to student performance and outcomes, e.g., attendance, behavior, and learning mastery.

<table>
<thead>
<tr>
<th>School leaders analyze and communicate the data for Instructional Teams and individual teachers to use for academic decision-making and problem-solving related to student performance and outcomes, e.g., attendance, behavior, and learning mastery.</th>
</tr>
</thead>
</table>
| ○ Routinely and with High Quality  
| ○ Frequently and with Good Quality  
| ○ Occasionally and with Fair Quality  
| ○ Rarely  |

**Comments and Notes:**

King Kamehameha III has begun to rebuild the leadership team this year. We have our Grade Level Leaders who oversee their grade levels and attend monthly meetings.

<table>
<thead>
<tr>
<th>Indicator 1.2 - Monitor short- and long-term goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideal Output:</strong> Improvement targets are informed by assessment data and review of evidence-based practices. They are set as annual targets for improved student learning and action plan objectives for improved practice. Milestones, timelines, and actions pace how to achieve the objectives. Regular feedback on progress is reviewed and timely changes are made in the action plans to get on track in meeting objectives and achieving student learning outcomes.</td>
</tr>
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**Indicator Average Score: 2.67**

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</table>
| The School Improvement Team establishes and monitors implementation of an improvement plan that includes indicators of effective practice and implementation milestones and annual target measures. | ○ Routinely and with High Quality  
| ○ Frequently and with Good Quality  
| ○ Occasionally and with Fair Quality  
| ○ Rarely  |

| The School Improvement Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones and annual target measures. | ○ Routinely and with High Quality  
| ○ Frequently and with Good Quality  
| ○ Occasionally and with Fair Quality  
| ○ Rarely  |

| School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/ service decisions. | ○ Routinely and with High Quality  
| ○ Frequently and with Good Quality  
| ○ Occasionally and with Fair Quality  
| ○ Rarely  |
**Indicator 1.3** - Customize and target support to meet needs

**Ideal Output:** The school provides customized, targeted, and timely supports for improvement efforts. Support is aligned to ensure coherence and integration with other necessary initiatives and the elimination of unnecessary initiatives. Progress is regularly monitored to identify support needs and then act quickly and competently to address those needs.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</table>
| The School Improvement Team plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| School leaders are attentive to staff emotional states, guide staff in managing their emotions, and arrange for supports and interventions when necessary. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers to provide equitable access to resources for all students. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |

**Comments and Notes:**

- We need to establish a School Improvement Team. The principal, curriculum coordinator, and student services coordinator meet and discuss these areas, however, we

**Based on trends and patterns, identify possible primary needs for Domain 1: Leadership:**

As stated in Indicator 1.2, we need to set up a School Improvement Team and build up our grade level leaders to assist with data and grade level/school needs. Right now, our staff
**Indicator 2.1 - Recruit, develop, retain, and sustain talent**

**Ideal Output:** The school collaborates with the Complex Area and HIDOE to develop a school-specific model for teachers to determine which skills and practices should be prioritized in the teacher-selection process in this school. School leaders use the hiring, evaluation, and professional development processes in place to ensure teachers demonstrate skills and practices needed for improving student learning and school performance.

**Elements:**

<table>
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<th>Element</th>
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</thead>
<tbody>
<tr>
<td>The school attracts and retains qualified personnel who support the school’s mission, vision, and purpose.</td>
<td>○ Routinely and with High Quality</td>
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<tr>
<td></td>
<td>○ Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>○ Occasionally and with Fair Quality</td>
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<td></td>
<td>○ Rarely</td>
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</table>

**Comments and Notes:**

We are able to retain qualified general education teachers. We have difficulty finding qualified special education teachers locally and many of our applicants are from the

**Indicator 2.2 - Target professional learning opportunities**

**Ideal Output:** The school provides opportunities for leaders and teachers to learn side by side and share how their own ongoing growth impacts their individual practice as instructional and organizational leaders. Learning experiences are differentiated, purposeful, targeted, employed in rapid response to identified needs, reflective of what is known about effective adult learning, and clearly connected to the school’s action-plan priorities.

**Elements:**

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<tbody>
<tr>
<td>The school demonstrates strategic management of human, material, and fiscal resources in alignment with the school’s identified needs and priorities to improve student performance and organizational effectiveness.</td>
<td>○ Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>○ Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>○ Occasionally and with Fair Quality</td>
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<td></td>
<td>○ Rarely</td>
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</table>
School leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice (e.g., coaching, mentoring, observation).

The school’s professional learning promotes collaboration, collegiality, and effectiveness through differentiated, high-quality opportunities that benefit teachers both individually and collectively.

All teachers receive initial and ongoing training and support in effective use of blended learning methods.

Professional development programs for teachers include assistance in working effectively with families.

School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.

### Comments and Notes:

Teachers are surveyed to gather information regarding professional development (PD) and it is used in order to create an agenda for our PD days. More training is needed.

### Indicator 2.3 - Set clear performance expectations

**Ideal Output:** Clear expectations for professional performance by every role in the school are routinely shared. School leaders develop schedules that reflect effective use of teacher time.

**Elements:**

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<tbody>
<tr>
<td>The school leaders develop and implement schedules to reflect effective use of teacher time, including time for teacher collaboration, professional</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
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<tr>
<td>Question</td>
<td>Frequency Options</td>
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<tr>
<td>learning, and review of student data.</td>
<td>Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

Due to the HSTA contract, school leaders cannot dictate a teacher’s daily schedule. Grade levels do work with each other to create similar schedules or schedules that will

**Based on trends and patterns, identify possible primary needs for Domain 2: Talent:**

King Kamehameha III will continue to offer differentiated PD and take suggestions from the teachers in order to create meaningful training that supports the Academic and Financial
### Hawaii Indicators

#### Domain 3: Instruction

**Goal Average Score: 2.09**

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#### Indicator 3.1 - Diagnose and respond to student learning needs

**Indicator Average Score: 2.67**

**Ideal Output:** Teachers regularly examine individual student data, carried out in team meetings, professional learning communities (PLCs), or in other planning sessions as part of teachers' regular work and expectations. School leaders and teachers creatively use fluid instructional groupings rather than year-long assignments that may not meet students' (and teachers') needs. For example, when students struggle with a certain concept, they could be assigned temporarily to a teacher whose data demonstrate that he or she teaches it well or differently from the students' current teacher(s), placed in a small group for reteaching, or given individualized instruction. Teachers are given time within the school day to conduct such analysis and develop plans to address identified needs. Teachers are also held accountable for doing so and for carrying out the plans they develop for students.

**Elements:**

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<th>Response</th>
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<tbody>
<tr>
<td>Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review).</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>Instructional teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>Instructional teams review the results of unit pre-/post-tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.</td>
<td>Routinely and with High Quality</td>
</tr>
</tbody>
</table>
Teachers create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.

Teachers actively engage all students (e.g., encourage students to participate) in learning.

<table>
<thead>
<tr>
<th>Comments and Notes:</th>
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<tbody>
<tr>
<td>Our grade levels meet in their Data Teams at least twice a month if not more. We need to concentrate on making sure our new teachers are trained in the process. During</td>
</tr>
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</table>

**Indicator 3.2 - Provide rigorous evidence-based instruction**

**Ideal Output:** School leadership and teachers conduct a curriculum analysis and map lesson plans against standards to ensure the plans adequately represent the standards. They determine whether adjustments and supports are needed to ensure all students have access to the curricula. In each instructional mode utilized — whether whole class, small group, independent work, technology-based, or homework — teachers routinely utilize the best evidence-based instructional practices for that mode and school leaders support their development of those practices.

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</thead>
</table>
| The instructional teams develop standards-based curriculum for each subject and grade level. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| Teachers develop weekly lesson plans based on aligned units of instruction. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| Teachers use a variety of differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework). | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| Teachers reinforce classroom rules and procedures by positively teaching them. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| Teachers build students' metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| Teachers stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |

**Comments and Notes:**

Grade levels created pacing guides for English/Language Arts, Math and Science. As the grade levels meet, they make adjustments based on where their students are.

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**Indicator 3.3 - Remove barriers and provide opportunities**

**Ideal Output:** The school exalts a community of learners and supports each student's personal development by removing barriers, providing opportunities, and building skills. School leaders and teachers track student progress and help students regain lost ground through academic supports (e.g., tutoring, co-curricular activities, tiered interventions), extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services,
Saturday academies, enrichment programs), credit-recovery programs, and virtual courses). Students demonstrating sufficient prior mastery are given access to higher-level assignments and courses. The school networks with nearby organizations in the community to identify available supports or to generate new supports for students.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</table>
| The school provides all students extended learning opportunities (e.g., summer bridge programs, afterschool and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
| High schools. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness. | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
| High schools. The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
| Teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines effective socialization opportunities with enhanced learning opportunities available in online instruction to strengthen relationships and learning by granting the student a degree of control over time, place, pace, and/or path. | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
| Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions). | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
| Teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
| Teachers seek an understanding of each student’s personal “story” and that of his/her family in order to appropriately engage the student and family | ○ Routinely and with High Quality  
   ○ Frequently and with Good Quality  
   ○ Occasionally and with Fair Quality  
   ○ Rarely                                           |
and teach the student.

<table>
<thead>
<tr>
<th>Occasionally and with Fair Quality</th>
<th>Rarely</th>
</tr>
</thead>
</table>

Teachers promote an understanding and value for various cultures in their classroom displays, including cultures represented by students in the school and classroom.

| Routinely and with High Quality | Frequently and with Good Quality | Occasionally and with Fair Quality | Rarely |

**Comments and Notes:**

At the elementary school level, we have few after school programs. We do have after school tutoring available and select students based on I-Ready scores as well as other

**Based on trends and patterns, identify possible primary needs for Domain 3: Instruction:**

King Kamehameha III will continue to work on differentiation, modifications and accommodations as well as focusing on more student choice to make the curriculum interesting. We

Hawaii Indicators

Domain 4: Culture

Indicator 4.1 - Build a strong community intensely focused on student learning

Ideal Output: The school has established systems (i.e., structures, policies, procedures, and routines) for collaborative work focused on practice; to recognize student effort and academic mastery; to recognize job satisfaction and camaraderie among staff. The school maintains a positive, encouraging classroom and school culture for students where students feel safe and supported to share their needs, struggles, and concerns. Each incremental achievement is recognized, but there remains a focus on ultimate results at the student, teacher, and school levels. Team accomplishments are celebrated and offer recognition for hard work and improvement. Frequent and open reviews and discussions of progress on student learning outcomes and professional practice routinely occur with stakeholders to collaboratively problem solve and reach established goals.

Elements:

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<th>Element</th>
<th>Response</th>
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</table>
| A team led by a member of the administrative team and including teacher and family representatives oversees school-home relationships, especially policies and practices that engage families in support of student learning.                                                                                                                                                                                                                                                                           | ○ Routinely and with High Quality  
  ○ Frequently and with Good Quality  
  ○ Occasionally and with Fair Quality  
  ○ Rarely                                                                                                                                                                                                                                                                                                                                                           |
| The school promotes, recognizes, and celebrates academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.                                                                                                                                                                                                                                                                                                                                         | ○ Routinely and with High Quality  
  ○ Frequently and with Good Quality  
  ○ Occasionally and with Fair Quality  
  ○ Rarely                                                                                                                                                                                                                                                                                                                                                           |
| The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children’s learning.                                                                                                                                                                                                                                                                                                                                                 | ○ Routinely and with High Quality  
  ○ Frequently and with Good Quality  
  ○ Occasionally and with Fair Quality  
  ○ Rarely                                                                                                                                                                                                                                                                                                                                                           |
| The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students’ families to work together to advance student learning.                                                                                                                                                                                                                                                                                                                                                  | ○ Routinely and with High Quality  
  ○ Frequently and with Good Quality  
  ○ Occasionally and with Fair Quality  
  ○ Rarely                                                                                                                                                                                                                                                                                                                                                           |
Comments and Notes:
Beginning with the 2022-2023 school year, we updated our School Community Council (SCC) bylaws and conducted elections. We communicate with families through

**Indicator 4.2** - Solicit and act upon stakeholder input.  
**Indicator Average Score:** 2.00

**Ideal Output:** The school learns what constituents think by conducting surveys, forums, focus groups, and suggestion boxes. Action is taken based on stakeholder input and feedback. Constituent input is considered when making programmatic decisions. All voices are heard as evidenced by the communication, engagement, collaboration, and feedback with and from the school community.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</table>
| The School Improvement Team annually releases to the school community a report of its analysis of the required Hawai’i school climate survey, including concrete actions it plans in response to the analysis. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| School Improvement Team annually convenes meetings of school personnel and families to discuss results of the annual climate survey, progress on current actions, and any additional actions needed based on survey analysis. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |

**Comments and Notes:**
King Kamehameha III needs to expand the School Improvement Team. We have our principal, vice principal, student services coordinator that covers some of the duties of

**Indicator 4.3** - Engage students and families in pursuing education goals  
**Indicator Average Score:** 2.00

**Ideal Output:** The school builds students’ skills in setting learning goals, managing their learning, and pursuing their goals by charting progress on coursework and towards their postsecondary goals. Families are kept informed and engaged in planning and supporting their students’ education goals. Students and their families are provided with a full explanation of assessment results and interest inventories to help them make the best learning decisions. Community resources and expertise are used to expand students’ understanding of potential careers and education options.
**Elements:**

<table>
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<th>Element</th>
<th>Response</th>
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</thead>
</table>
| Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students’ cognitive, socio-emotional, and physical development outside the classroom. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| The school provides all school personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |

**Comments and Notes:**

Teachers meet with parents/guardians during Parent/Teacher conferences. They have other formal meetings as needed. We do have after school tutoring at this time and

*Based on trends and patterns, identify possible primary needs for Domain 4: Culture:

King Kamehameha III School will continue to provide social-emotional learning support through our curriculum, counselors, and school behavior specialist. We may want to look at each of the subfactors for each of the Kamehameha Domains and see if we are meeting standards for the 2023-2024 school year.*
**Domain 1: Leadership**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1.1</td>
<td>Prioritize improvement and communicate its urgency</td>
<td>King Kamehameha III has begun to rebuild the leadership team this year. We have our Grade Level Leaders who oversee their grade levels and attend monthly meetings with the principal in order to discuss important matters and gather data for the Academic Plan, Comprehensive Needs Assessment and WASC. We also have grade level Data Team Leaders that facilitate the meetings, discuss data and strategies and work with the grade level to improve instruction.</td>
<td>2.14</td>
</tr>
<tr>
<td>Indicator 1.2</td>
<td>Monitor short- and long-term goals</td>
<td>We need to establish a School Improvement Team. The principal, curriculum coordinator, and student services coordinator meet and discuss these areas, however, we would like to be able to meet more frequently.</td>
<td>2.67</td>
</tr>
<tr>
<td>Indicator 1.3</td>
<td>Customize and target support to meet needs</td>
<td>We need to develop an actual School Improvement Team</td>
<td>1.25</td>
</tr>
</tbody>
</table>

**Based on trends and patterns, possible primary needs for Domain 1: Leadership:**

As stated in Indicator 1.2, we need to set up a School Improvement Team and build up our grade level leaders to assist with data and grade level/school needs. Right now, our staff is getting used to the expectations of the new administration. There have already been positive changes.

**Domain 2: Talent**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 2.1</td>
<td>Recruit, develop, retain, and sustain talent</td>
<td>We are able to retain qualified general education teachers. We have difficulty finding qualified special education teachers locally and many of our applicants are from the</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Mainland. If they do accept a position, they usually return to their home state after about two years.

**Indicator 2.2** Target professional learning opportunities

Teachers are surveyed to gather information regarding professional development (PD) and it is used in order to create an agenda for our PD days. More training is needed on working effectively with families. New teacher support is being created through Kiano, a Mentoring program that supports new teachers. There needs to be more support for tenured teachers who may need more professional development.

### Goal Average Score: 2.33

2.33

**Indicator 2.3** Set clear performance expectations

Due to the HSTA contract, school leaders cannot dictate a teacher's daily schedule. Grade levels do work with each other to create similar schedules or schedules that will allow for the support staff to push in and work with their students. Teachers do turn in their schedules to the principal at the beginning of the year and make adjustments as needed. Grade level and data team leaders address standards and suggest strategies, however, have limited power to do more than that. Only administration is able to implement this domain. The curriculum coordinator creates support schedules for school level activities such as Drama, Art, PE, Hawaiian Studies, etc.

### Goal Average Score: 0.00

0.00

**Based on trends and patterns, possible primary needs for Domain 2: Talent:**

King Kamehameha III will continue to offer differentiated PD and take suggestions from the teachers in order to create meaningful training that supports the Academic and Financial Plans as well as school wide agreements. Professional development will be more focused on the 2023-2024 Academic Plan to ensure teachers work with Tier 1 students and those that have emotional needs.

### Domain 3: Instruction

**Indicator 3.1** Diagnose and respond to student learning needs

Our grade levels meet in their Data Teams at least twice a month if not more. We need to concentrate on making sure our new teachers are trained in the process. During the 2023-2024 school year, we will bring back quarterly training

### Goal Average Score: 2.09

2.09

2.67
for our Data Team Leaders and administration will visit data team meetings.

**Indicator 3.2**  Provide rigorous evidence-based instruction

Grade levels created pacing guides for English/Language Arts, Math and Science. As the grade levels meet, they make adjustments based on where their students are. Pacing guides are updated at the end of the year and revisited at the beginning of the year before school starts. Some teachers need to continue to work on and get PD for setting learning goals for each of their students, using more student choice as well as differentiation. Students need to be allowed to have progressive struggle.

**Indicator 3.3**  Remove barriers and provide opportunities

At the elementary school level, we have few after school programs. We do have after school tutoring available and select students based on I-Ready scores as well as other benchmark assessments and teacher input. Our school will continue our after school program, E A‘o na Keiki, for the 2023-2024 School year with ESSR funds. We are a diverse school on Front Street in Lahaina, Hawaii. We have students of various ethnicities and socio-economic backgrounds. All students follow our Na Ali‘i Pledge, which is to be safe, kind and responsible.

**Based on trends and patterns, possible primary needs for Domain 3: Instruction:**

King Kamehameha III will continue to work on differentiation, modifications and accommodations as well as focusing on more student choice to make the curriculum interesting. We continue to promote our culture of diversity and tradition of being in Lahaina, Hawaii at a school where many of the students, parents, grandparents, and other family members have attended.

**Domain 4: Culture**

**Goal Average Score:** 2.33

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 4.1</strong></td>
<td>Build a strong community intensely focused on student learning</td>
<td>Beginning with the 2022-2023 school year, we updated our School Community Council (SCC) bylaws and conducted elections. We communicate with families through Open House, Parent/Teacher Conferences, General SCC Meetings, flyers, and phone/text messages. Parent/Family Nights will be live this year and we will bring back our Ho‘ike.</td>
<td>3.00</td>
</tr>
<tr>
<td>Indicator 4.2</td>
<td>Solicit and act upon stakeholder input.</td>
<td>King Kamehameha III needs to expand the School Improvement Team. We have our principal, vice principal, student services coordinator that covers some of the duties of the School Improvement team. We post the school community survey data on our website. As of the 2023-2024 school year, this information will be part of the information given out at Open House.</td>
<td>2.00</td>
</tr>
<tr>
<td>Indicator 4.3</td>
<td>Engage students and families in pursuing education goals</td>
<td>Teachers meet with parents/guardians during Parent/Teacher conferences. They have other formal meetings as needed. We do have after school tutoring at this time and our teachers focus on small group instruction and tiered instruction for those students that are below grade level. The &quot;Second Step&quot; curriculum is used to support a growth mindset and other areas such as self-regulation.</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Based on trends and patterns, possible primary needs for Domain 4: Culture:**

King Kamehameha III School will continue to provide social-emotional learning support through our curriculum, counselors, and school behavior specialist. We may want to consider having another parent/teacher conference toward the end of the third quarter starting during the 2023-2024 school year.

* The faculty came to agreement with most of the descriptions of current practice and recommends that the Academic Plan address the following indicators.

The faculty took part in discussions with the Academic Plan and Comprehensive Needs assessment. A survey was also sent out to the staff asking for input. Once the survey was complete, the survey information was shared with the staff. As the draft of the Academic Plan is finalized, we will share it again with the staff before it is submitted.

**List not more than four of the greatest strengths noted and WHY they are a strength:**

**King Kamehameha III School's Greatest Strengths:**

- Staff commitment to student learning and student success
- Staff continues to focus on building relationships with all students on campus
- Data Teams meet two to three times a month to review growth, discuss strategies to support Tier 1 students, and use formative assessments to drive instruction

Teachers, support staff and administration work hard to improve student learning and success because we want our students to be ready for the world after high school. Our vision and mission are to "Empower our students to improve the future by providing effective instruction in a positive learning environment that supports the whole child."

The entire faculty have consciously focused on social and emotional learning after we had all been separated during the Covid19 pandemic. The school feels it is
necessary to make sure the students feel safe and secure after being so isolated for over a year and a half. Students need to know that the adults around them care about them, rather than focusing only on academics. In order for students to be successful, they need to know that people care about them and they are in a safe environment.

Teachers and support staff participate in Data Teams in order to improve student learning and student growth. It’s important to focus on student growth for all students, whether they are below grade level or exceeding proficiency in the classroom. Teachers and staff want to ensure that what they are teaching is working for all students and all students have many opportunities to learn.

List not more than four of the most striking areas of need in the school’s current situation and WHY they are a challenge:

King Kamehameha III School's areas of need:

- Small group instruction/RTI
- Differentiation/Tier 1 Supports
- Instructional Coherence
- Vertical Alignment/collaboration

Small group instruction/RTI is an area of need because we don't have 100% of the teachers using it at least three times a week in language arts and math. It may be because some of the staff may need more training/observing other exemplar teachers or they choose not to for different reasons. Administration and the Curriculum Coordinator will continue to work with both the general education teachers, and special education teachers.

Differentiation and Tier 1 supports continue to be a struggle due to the lack of understanding as to who should be working with Tier 1 students. Some teachers still aren’t clear as to what defines a Tier 1 student. Tier 1 students may need more small group instruction and differentiation with data collection and monitoring, rather than attempting to have them tests for special education.

Instructional Coherence has been a challenge in some grade levels due to individual beliefs and teaching preferences. Our I-Ready screener for reading and math and our HSBA Summative Assessment scores show that the grade levels that work together using agreed upon curriculum and pacing guides have more growth and higher levels of proficiency.

Vertical Alignment has been important to King Kamehameha III School for years. The teachers realize the importance of working together vertically so they are aware of what's happening below or above their particular grade level. It has been a challenge to meet vertically since March of 2020, and now that our data teams are up and running again, we can begin to meet in vertical groups again.

Please review the Student Outcome that is the Greatest Challenge to Improve (see Key Learnings from School Profile Review). Enter the outcome here and revise it if necessary:

The greatest challenge to improve student learning outcomes is to close the achievement gap in English/Language Arts and Math. The StriveHi data has continued to show the school that there is an achievement gap of 30+ points in both English/Language Arts and Math. During the 2021-2022 school year, our gap decreased overall, mainly due to a drop in scores by our non-high needs students. During the 2022-2023 school year, we focused on math constructed
response and math fluency. We also began an after school tutoring program for reading and math. Getting teachers to use small group instruction with fidelity will also help struggling students. Our interventions teachers, EL teachers, and special education teachers are much more effective pushing in and taking small groups during language arts and math. The support staff must teach reading in math as well as literacy in math is essential.
### Plan Items

1 **Staff/Student Success: Response to Interventions/Small Group Instruction**

   **Description:**
   All teachers will use Small Group Instruction daily with fidelity in order to increase student growth in Language Arts and Math. All students will show growth in English/Language Arts and Math through small group instruction at all levels.

1.1 **1.1 Staff Training in Small Group Instruction/Differentiation**

   **Description:**
   The objective is to train 100% of teachers to use small group instruction that will help support those students that struggle in the classroom. 100% of teachers will also receive training in differentiation in order to support student growth. 80% of students that are approaching or well below proficiency will show at least 75% growth in math and reading. Both objectives will assist us in closing the achievement gap.

1.1.1 **1.1.1 Effective Academic Practices**

   **Description:**
   100% of veteran teachers will use what they learned to use small group instruction at a minimum of three days a week for ELA and a minimum of three days a week for math. 100% of new teachers and those teachers still struggling with small group instruction will receive additional training to conduct small group instruction and be allowed to observe exemplar teachers.

<table>
<thead>
<tr>
<th>Component</th>
<th>Item Name</th>
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<tbody>
<tr>
<td>ESSER Planning</td>
<td>Opportunities for all children including subgroups</td>
</tr>
<tr>
<td>Title I</td>
<td>SW 6b: AcPlan Strategies for Strengthening Academic Program</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Funding Application</th>
<th>Grant</th>
<th>Notes</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td>42103 - WSF- INSTRUCTIONAL SUPPORT</td>
<td>Substitutes</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>TITLE I FOR NEGLICTED &amp; DELINQUENT CHILDREN</td>
<td>20642 - ESEA TITLE I NEGLICTED &amp; DELINQUENT</td>
<td>Professional Development for teachers</td>
<td>$3,000.00</td>
</tr>
</tbody>
</table>
**1.1.1.1 Small Group Instruction/RTI/Differentiation**

Description:

*100% of teachers will receive training in Small Group instruction and Differentiation*

*100% of new teachers and struggling teachers will observe exemplary teachers demonstrating small group instruction*

*100% of teachers in grades K through 5 will use small group instruction in English/Language Arts and Math at a minimum of three days a week for each as an intervention for all students*

*100% of teachers will agree and implement agreed upon strategies and differentiation for all students*

*Administration and Curriculum Coordinator will complete data team visits and give input/assistance*

Person Responsible:

Jennifer Everett

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/5/2024

**1.1.2 Action-Oriented Data Decision-Making**

Description:

Data Teams will meet at least twice a month to look at data

100% of Teachers will administer pre and post assessments and create instructional groupings

100% of Teachers in grade levels will work together and use the assessments to come up with strategies to support students that are exceeding, meeting, approaching, and below proficiency

The formative assessments will be used to drive instruction

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<th>Component</th>
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<tbody>
<tr>
<td>ESSER Planning</td>
<td>Address the needs of at-risk learners</td>
</tr>
<tr>
<td>Title I</td>
<td>SW5: AcPlan Developed with Coordinated Efforts</td>
</tr>
</tbody>
</table>

**Funding Application**

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<tr>
<th></th>
<th>Grant</th>
<th>Notes</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Other</td>
<td>No Funds needed</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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**1.1.2.1 Data Teams**

Description:
*Through Data Team agreements, 100% of teachers school wide will implement strategies in order to assist struggling students as well as students that excel. *100% of teachers will agree on and implement learning strategies for all students. *Administration and Curriculum Coordinator will visit Data Teams every other week.

Person Responsible:
Jennifer Everett

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
6/5/2024

2 Staff/Student Success: Math Procedural Fluency

Description:
100% of Teachers will have the training, support, and professional development to contribute effectively to student success in mathematics through Math Procedural Fluency. 80% of Students will apply what they have learned through whole group and small group instruction in order to become more mathematically fluent.

2.1 Math Procedural Fluency

Description:
The objective of receiving Math Procedural Fluency training is to improve understanding of math skills and apply them to everyday life using games and real life situations. 100% of teachers trained through the Math Project will use fluency games and small group instruction to improve math fluency in grades K - 5. 100% of students improve math proficiency through the use of math games, strategies and small group instruction.

2.1.1 Effective Academic Practices

Description:
100% of Teachers will use strategies such as small group instruction/RTI/Differentiation in order to improve student growth and reach those students in Tier 1 and Tier 2. 100% of Teachers will use the strategies they learned through the Math Project training (such as various math games) to improve student growth and also for flexible grouping. 100% of Teachers will use collaborative conversations to discuss/share what they’ve learned with others and to solve real life problems.

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<th>Component</th>
<th>Item Name</th>
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<tbody>
<tr>
<td>ESSER Planning</td>
<td>Opportunities for all children including subgroups</td>
</tr>
</tbody>
</table>
### 2.1.1.1 Math Procedural Fluency

**Description:**
100% of Teachers in grades K - 5 will use the strategies they learned during their Math Procedural Fluency PD to improve comprehension and critical thinking skills. 80% of students will show growth on the I-Ready screener.

**Person Responsible:**
Jennifer Everett

**Estimated Begin Date:**
8/7/2023

**Estimated Completion Date:**
6/3/2024

### 2.1.1.2 Number Talks

**Description:**
100% of Teachers will use Number Talks in the classroom to support math fluency and continue to develop critical thinking skills. 100% of students will use Number Talks in their classroom groups and in small group instruction.

**Person Responsible:**
Jennifer Everett

**Estimated Begin Date:**
8/7/2023

**Estimated Completion Date:**
6/3/2024

### 2.1.1.3 Constructed Response for Math
Description:
100% of teachers will meet bi-weekly in order to create math constructed responses and rubrics. 100% of teachers will give the assessments to their students, score them using their rubrics and make sure they are calibrating in agreement 100% of teachers will actively participate in the process 70% of students will be able to respond to the constructed responses and meet proficiency

Person Responsible:
Dianne Lagbas

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
6/3/2024

2.1.1.4 Data Teams

Description:
Through Data Teams, 100% of teachers in grades K - 5 will implement other strategies in order to assist struggling students and also students that excel.

Person Responsible:
Dianne Lagbas

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
6/3/2024

3 Staff/Student Success: Social Emotional Learning

Description:
All faculty and Staff will use positive behavior supports such as the "Na Ali'i Pledge," "Second Step," and strategies from the MTSS team in order to support positive positive student behavior on campus All students will follow the "Na Ali'i Pledge" guidelines daily throughout the campus.

3.1 Second Step Curriculum/Na Ali'i Pledge

Description:
Using the Second Step Curriculum and King Kamehameha III's Na Ali'i Pledge will assist in building positive relationships with the students and build positive actions within the student body. 100% of teachers will use the Second Step Curriculum for Social Emotional learning 100% of teachers will
teach the students the "Na Ali‘i Pledge" to their students and 100% of students will follow the rules and process of what "I am Safe, I am Kind, and I am Responsible" looks like throughout campus.

3.1.1 Healthy Habits, Healthy Schools

Description:
Supporting students and staff with their physical and emotional well being using positive reinforcement, positive relationships, and self-efficacy. Positive behaviors will be reinforced in the classroom. Counselors the Multi-tiered System of Supports Team will assist teachers in student observations and meet with families in Core meetings.

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<tr>
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</thead>
<tbody>
<tr>
<td>ESSER Planning</td>
<td>Activities that strengthen a well-rounded educational program</td>
</tr>
</tbody>
</table>

3.1.1.1 Second Step Curriculum

Description:
100% of teachers will teach SEL using the Second Step digital program during the first 15 minutes of each day in order to support the students well being 100% of counselors and SBH will use Second Step Vocabulary and lessons when working with students 100% of students will use what they have learned in Second Step to build positive relationships with their peers and adults on campus 100% of counselors and SBH will visit classroom to give 5 - 10 minute talks on relationships and relationship building.

Person Responsible:
Jennifer Everett

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
6/3/2024

3.1.2 Healthy Habits, Healthy Schools

Description:
100% of teachers will support students with their physical, social and emotional well-being through the Second Step curriculum and the Na Ali‘i Pledge. Administration will support teachers with their physical, social and emotional well-being through Team Building activities during Waiver Days and Wednesdays.

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<tr>
<th>Component</th>
<th>Item Name</th>
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3.1.2.1 Na Ali'i Pledge

**Description:**

100% of all faculty and staff will have and refer to the Na Ali'i Pledge to support positive behavior through the campus. Counselors will continue to support positive behavior by giving all staff Ali'i Bucks to reward students that are doing something positive on campus.

**Person Responsible:**

Jennifer Everett

**Estimated Begin Date:**

8/7/2023

**Estimated Completion Date:**

6/3/2024
<table>
<thead>
<tr>
<th>Goal Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff/Student Success: Response to Interventions/Small Group Instruction</td>
</tr>
<tr>
<td>Staff/Student Success: Math Procedural Fluency</td>
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<tr>
<td>Staff/Student Success: Social Emotional Learning</td>
</tr>
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<tr>
<td>Staff/Student Success: Social Emotional Learning</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Optional Items</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>1) Reading/Math</td>
</tr>
<tr>
<td>Explanation</td>
</tr>
<tr>
<td>2) School Readiness</td>
</tr>
<tr>
<td>Explanation</td>
</tr>
<tr>
<td>3) Graduation/Completion of High School Diploma</td>
</tr>
</tbody>
</table>
### Optional Items

<table>
<thead>
<tr>
<th>Component</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-Rounded</td>
<td>☐</td>
</tr>
<tr>
<td>Safe and Healthy Students</td>
<td>☐</td>
</tr>
<tr>
<td>Effective Use of Technology</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Explanation**

Not Applicable
Not Applicable

### Optional Items

<table>
<thead>
<tr>
<th>Component</th>
<th>Met</th>
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<tbody>
<tr>
<td>Graduation</td>
<td>☐</td>
</tr>
<tr>
<td>Drop Out</td>
<td>☐</td>
</tr>
<tr>
<td>Assessment</td>
<td>☐</td>
</tr>
<tr>
<td>Suspension/Expulsion</td>
<td>☐</td>
</tr>
</tbody>
</table>

#### Graduation

- % of youth with IEPs graduating with regular diploma.

**Explanation**

#### Drop Out

- % of youth with IEPs dropping out.

**Explanation**

#### Assessment

- (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.

**Explanation**

King Kamehameha III School has 623 students as of March 8, 2023. We have 73 students with IEPs to date. There are 102 3rd graders, 104 2nd graders, and 100 5th graders for a total of 306 students. There are a total of 39 students with IEPs in grades 3, 4, and 5.

A) Participation rate for children with IEPs is 95%; 37 students must participate
B) Proficiency rate for children with IEPs against grade-level academic standards: 2021-22: Math - 5.3% met, and ELA - 10/5% met. In 2023-2024 we will increase proficiency rates by 25%.
C) Proficiency rates for children with IEPs against alternate academic achievement standards for 2021-2022: Math - 33% met, and ELA - 33% met
D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards is around 30% for both ELA and Math. We want to close the achievement gap by 8% in ELA and 5% in Math for the 2023-2024 school year
<p>| | |</p>
<table>
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</table>
| 5) **Education Environments (School Age)** | % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.  
**Explanation** |
| 6) **Preschool Environments** | % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.  
**Explanation** |
| 7) **Preschool Outcomes** | % of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.  
**Explanation** |
| 8) **Parent Involvement** | % of parents who report that the school facilitated parent involvement.  
**Explanation** |
| 9) **Disproportionate Representation** | % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.  
**Explanation** |
<p>| 10) <strong>Disproportionate Representation in Specific Disability Categories</strong> |   |</p>
<table>
<thead>
<tr>
<th>11) <strong>Child Find</strong></th>
<th>% of children evaluated within 60 days of parental consent or state timeframe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12) <strong>Early Childhood Transition</strong></td>
<td>% of children found Part B eligible with IEP implemented by 3rd birthday.</td>
</tr>
<tr>
<td>13) <strong>Secondary Transition</strong></td>
<td>% of youth ages 16+ with measurable, annually updated IEP goals &amp; appropriate transition assessment, services, and courses.</td>
</tr>
<tr>
<td>14) <strong>Post-School Outcomes</strong></td>
<td>% of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.</td>
</tr>
<tr>
<td>15) <strong>Resolution Sessions</strong></td>
<td>% of hearing requests resolved through resolution session settlement agreements.</td>
</tr>
<tr>
<td>16) <strong>Mediation</strong></td>
<td>% of mediations held resulting in mediation agreements.</td>
</tr>
</tbody>
</table>
17) **State Systemic Improvement Plan**
SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for children with disabilities.

**Explanation**
### SW1: CNA
The school’s Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.

**Explanation**

### SW2: Involvement of Community/Family in CNA
The school’s Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.

**Explanation**

### SW3: AcPlan Monitoring
The school’s Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**Explanation**

#### 3 Staff/Student Success: Social Emotional Learning

- **3.1 Second Step Curriculum/Na Ali'i Pledge**
  - **3.1.2 Healthy Habits, Healthy Schools**
4) **SW4: AcPlan Availability**

The school’s Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Explanation**

5) **SW5: AcPlan Developed with Coordinated Efforts**

If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).

**Explanation**

- **1 Staff/Student Success: Response to Interventions/Small Group Instruction**
  - **1.1 Staff Training in Small Group Instruction/Differentiation**
    - **1.1.2 Action-Oriented Data Decision-Making**

6) **SW6a: AcPlan Strategies for each Subgroup**

The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards

**Explanation**

- **2 Staff/Student Success: Math Procedural Fluency**
  - **2.1 Math Procedural Fluency**
    - **2.1.1 Effective Academic Practices**
7) **SW 6b: AcPlan Strategies for Strengthening Academic Program**

The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

**Explanation**

<table>
<thead>
<tr>
<th>1 Staff/Student Success: Response to Interventions/Small Group Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Staff Training in Small Group Instruction/Differentiation</td>
</tr>
<tr>
<td>1.1.1 Effective Academic Practices</td>
</tr>
</tbody>
</table>

8) **SW 6c: AcPlan Strategies for those Most at Risk**

The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

**Explanation**

9) **SW 6c(II): AcPlan Strategies for those Most at Risk**

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq);
<table>
<thead>
<tr>
<th>Explanation</th>
</tr>
</thead>
</table>
| **10) SW 6c(III): AcPlan Strategies for those Most at Risk**  
(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and  
(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs |
### Optional Items

<table>
<thead>
<tr>
<th>Optional Items</th>
<th>Component Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title II (1)</strong></td>
<td></td>
</tr>
<tr>
<td>A description of how activities under this part are aligned with challenging State academic standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title II (2)</strong></td>
<td></td>
</tr>
<tr>
<td>A description of how the activities carried out with funds under this part are expected to improve student achievement.</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title II (3)</strong></td>
<td></td>
</tr>
<tr>
<td>If the Complex Area plans to use funds under this part to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), a description of how such funds will be used for such purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title II (4)</strong></td>
<td></td>
</tr>
<tr>
<td>A description of the complex area's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title II (5)</strong></td>
<td></td>
</tr>
<tr>
<td>A description of how the complex area will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).</td>
<td></td>
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<tr>
<td>Explanation</td>
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</table>
| **6) Title II (6)**  
A description of how the complex area will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part. |

**Explanation**

<table>
<thead>
<tr>
<th>Explanation</th>
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</table>
| **7) Title II (7)**  
An assurance that the complex area will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. |

**Explanation**
This page is currently not accepting Related Documents.
### School Academic Plan Checklist

**Hana-Lahainaluna-Lanai-Molokai (962) Public District - FY 2023 - Kamehameha III Elem School (406) Public School - School Academic Plan - Rev 0**

<table>
<thead>
<tr>
<th>Checklist Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Academic Planning Team and Core Beliefs / Mission</strong></td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>1.01 There is evidence that all key stakeholder groups were involved in the development of the plan and that their feedback was incorporated into the final plan.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Academic Plan Needs Assessment</strong></td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>1.01 The narrative summarizes the results of the needs assessment.</td>
<td></td>
</tr>
<tr>
<td>1.02 The needs assessment identifies areas of challenge that must be addressed.</td>
<td></td>
</tr>
<tr>
<td>1.03 Multiple data sources are used.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Academic Plan Prioritized Goals and Objectives</strong></td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>1.01 Goals and objectives clearly address school challenges identified in needs assessment.</td>
<td></td>
</tr>
<tr>
<td>1.02 Goals are aligned to student performance in specific subjects, non-academic areas, and for an identified subpopulation.</td>
<td></td>
</tr>
<tr>
<td>1.03 Goals are S.M.A.R.T.</td>
<td></td>
</tr>
<tr>
<td>1.04 Metrics used to measure success are identified for each goal.</td>
<td></td>
</tr>
<tr>
<td>1.05 Benchmarks are included that will allow the school to monitor progress toward meeting the goals.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Strategies and Enabling Activities</strong></td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>1.01 Strategies are designed to address areas identified as needing improvement.</td>
<td></td>
</tr>
<tr>
<td>1.02 A realistic theory of action is included that articulates how the strategies will impact school goals.</td>
<td></td>
</tr>
<tr>
<td>1.03 There is a clear implementation plan for each strategy that includes the number of individuals that will be reached and how it will look when fully implemented.</td>
<td></td>
</tr>
<tr>
<td>1.04 Possible risks in implementation have been identified; a plan exists to address them.</td>
<td></td>
</tr>
<tr>
<td>1.05 There is clear evidence that the strategies are evidence-based.</td>
<td></td>
</tr>
<tr>
<td>1.06 A timeline provided for enabling activity.</td>
<td></td>
</tr>
<tr>
<td>1.07 Metrics used to measure success are identified for each strategy.</td>
<td></td>
</tr>
<tr>
<td>1.08 Each enabling activity has an accountable owner directly involved in the implementation process.</td>
<td></td>
</tr>
</tbody>
</table>
1.09 Professional development and other resources are identified and are aligned strategies.

1.10 A plan exists for deploying these resources over the course of the year.