Academic Plan
School Year 2023-2024

Kauai High School

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Submitted by Marlene Leary

Date: 3/31/2023

Approved by Daniel S. Hamada

Date: 4/14/23
Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused Academic Plan. An effective Academic Plan is developed based on the results of a comprehensive needs assessment (CNA) and clearly incorporates the following:

1) Analysis of data to identify learning needs and achievement gaps, including vulnerable populations needing the most support, as well as root causes for those needs and gaps;
2) specifies enabling activities with clear staff and student action steps designed to address the root causes and strengthen growth for all students while simultaneously closing the achievement gaps;
3) determines measurable goals in relation to Strive HI accountability indicators; and
4) incorporates interim measures to monitor progress.

Additionally, an effective Academic Plan embeds the HIDOE’s 4-Statewide Strategies and High-Leverage Initiatives.
### Prioritized Needs

**Literacy** - 80% of all students need to attain proficiency as measured by the SBA and the diagnostic universal screener.

<table>
<thead>
<tr>
<th>SBA ELA-Literacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency 80%</strong></td>
<td><strong>Gap &lt;10%</strong></td>
</tr>
<tr>
<td>18-19</td>
<td>20-21</td>
</tr>
<tr>
<td>58%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Numeracy** - 80% of all students need to attain proficiency as measured by the SBA and the diagnostic universal screener.

<table>
<thead>
<tr>
<th>SBA Math</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency 80%</strong></td>
<td><strong>Gap &lt;10%</strong></td>
</tr>
<tr>
<td>18-19</td>
<td>20-21</td>
</tr>
<tr>
<td>38%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Science** - 80% of all students need to attain proficiency as measured by the Biology I End-of-Course Exam.

<table>
<thead>
<tr>
<th>Biology I EOC Exam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency 80%</strong></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>20-21</td>
</tr>
<tr>
<td>23%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### On-Time Promotion and Graduation

100% of all 9th graders need to be promoted to 10th grade on time, and 100% of all students need to graduate on time.

<table>
<thead>
<tr>
<th>On-Time Promotion &amp; Graduation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Gr. Promotion 100%</strong></td>
<td><strong>Graduation 100%</strong></td>
</tr>
<tr>
<td>18-19</td>
<td>19-20</td>
</tr>
<tr>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>

### Post-Secondary Readiness

100% of all students need to complete a CTE Pathway, and 70% of all graduates need to enroll in post-secondary institutions.

<table>
<thead>
<tr>
<th>Post-Secondary Readiness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTE Completion 100%</strong></td>
<td><strong>Post-Secondary Enrollment 70%</strong></td>
</tr>
<tr>
<td>18-19</td>
<td>19-20</td>
</tr>
<tr>
<td>83%</td>
<td>74%</td>
</tr>
</tbody>
</table>

**School Climate** - 80% of all students need to have a strengthened sense of a positive school climate in which to learn.

<table>
<thead>
<tr>
<th>School Climate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Favorability 80%</strong></td>
<td></td>
</tr>
<tr>
<td>19-20</td>
<td>20-21</td>
</tr>
<tr>
<td>59%</td>
<td>60%</td>
</tr>
</tbody>
</table>

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Rationale Worksheet for AcPlan 2023-24

Academic Plan Summary 2023-24

Approved by CAS Hamada 2023.04.14
## Initiative 1: STUDENT ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th>Initiative 1 - Enabling Activity 1</th>
<th>Measurable Outcomes</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 1. Literacy</strong></td>
<td>Interim Measures</td>
<td>☒ WSF 42108</td>
</tr>
<tr>
<td>Student literacy will increase through the implementation of Concept-based instruction, academic language, and the use of language in writing, as well as identify opportunities for interdisciplinary units in the future. Additionally, all ELA teachers will implement curriculum, instruction, and assessment that is congruent with the CCSS and horizontally and vertically aligned, with interventions/support provided for students who struggle.</td>
<td>- At least 80% of students will demonstrate proficiency in Reading as measured by the STAR universal screener.</td>
<td>A1 - 2769 Subs for ELA Dept for Standards-based unit planning, high yield workshops, peer observations, and vertical and horizontal alignment 10 teachers x 2 days x $184.66 = $3,693</td>
</tr>
<tr>
<td>Action Steps:</td>
<td>Strive HI Goals</td>
<td>☒ WSF 42102</td>
</tr>
<tr>
<td>- <strong>Schoolwide Literacy through Academies</strong></td>
<td></td>
<td>B-3502 KRAD/ELL Radio Station Project $600</td>
</tr>
<tr>
<td>a. School leadership will continue to provide PD and collaboration time for teachers on Project-Based Learning and Standards-based Unit Planning.</td>
<td>- At least 80% of students will demonstrate proficiency in ELA-Literacy as measured by the SBA in 2023-24.</td>
<td></td>
</tr>
<tr>
<td>b. Teachers of all content areas will identify concepts in units of study and collaborate on identifying opportunities for interdisciplinary units in the future.</td>
<td>- The ELA-Literacy high needs achievement gap will be at 10 points or less in 2023-24.</td>
<td></td>
</tr>
<tr>
<td>c. Teachers of all content areas will implement the instruction of academic language and incorporate the use of academic language in writing and speaking activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teachers of all content areas will implement a vertically and horizontally aligned curriculum to teach the priority CCSS and GLOs, and will clearly indicate in their Standards-based Unit Planning documents the learning objectives, success criteria, and academic language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Teachers of all content areas will create learning progressions and summative assessments that are aligned to Priority Course Standards (CCSS, NGSS, HCSSS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. All students (including high needs populations) will complete a variety of learning activities/tasks and assessments to strengthen their literacy development, preparing them for success on standardized assessments (e.g., Star Screener, SBA, ACT/SAT).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**English Language Arts Department**

f. School leadership will continue to provide time for ELA teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses.

g. All ELA teachers will implement a vertically and horizontally aligned curriculum to teach the CCSS and GLOs, and will clearly indicate in their Standards-based Unit Planning documents the learning objectives, success criteria, and academic language.

h. All ELA teachers will create learning progressions and summative assessments that are aligned with CCSS priority standards.

i. All ELA teachers will provide instruction on the ELA content-specific vocabulary words included within the SBA-ELA and Literacy Vocabulary list.

j. The ELA department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.

k. All ELA teachers will review items provided by the district from the ELA SBA Interim Assessment Blocks (IABs) to strengthen teacher clarity on the rigor of the standards.

l. All students (including high-needs populations) will complete a variety of learning activities/tasks and assessments to strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., Star Screener, SBA, ACT/SAT).

Initiative 1 - Enabling Activity 2 | Measurable Outcomes | Source of Funds
--- | --- | ---
**EA 2. Numeracy**
Student numeracy will increase through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS and horizontally and vertically aligned, with interventions/support provided for students who struggle.

Action Steps:

a. School leadership will continue to provide time for Math

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Interim Measures
- At least 80% of students will demonstrate proficiency in Math as measured by the STAR universal screener.

Strive HI Goals

WSF
42108
A1 - 2769
Subs for Math Dept for standards-based planning, vertical articulation with middle school and high yield strategies workshops

WSF
39685 ESSER
Math PD
A1 - 2802
Stipends for Math Collaboration with Central Complex during the summer (July 2023)
teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses.

b. All Math teachers will implement a vertically and horizontally aligned curriculum to teach the CCSS and GLOs, and will clearly indicate in their Standards-based Unit Planning documents the learning objectives, success criteria, and academic language.

c. All Math teachers will create learning progressions and summative assessments that are aligned with CCSS.

d. All Math teachers will provide instruction on the content-specific vocabulary words included on the SBA-Math Vocabulary list.

e. The Math department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.

f. All Math teachers will review items provided by the district from the ELA SBA Interim Assessment Blocks (IABs) to strengthen teacher clarity on the rigor of the standards.

g. All students (including high-needs populations) will complete a variety of learning activities/tasks and assessments to strengthen their numeracy development, preparing them for real-world application, as well as success on standardized assessments (e.g., Star Screener, SBA, ACT/SAT).

<table>
<thead>
<tr>
<th>Initiative 1 - Enabling Activity 3</th>
<th>Measurable Outcomes</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 3. Science</strong></td>
<td><strong>Interim Measures</strong></td>
<td><strong>WSF 42108</strong></td>
</tr>
<tr>
<td>Students’ understanding of Science concepts will increase through the implementation of curriculum, instruction, and assessment that is congruent with the NGSS and horizontally and vertically aligned, with interventions/support provided for students who struggle.</td>
<td>● At least 80% of students will meet proficiency as measured by NGSS-aligned formative assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong></td>
<td><strong>Strive HI Goals</strong></td>
<td><strong>WSF 42109 A1 - 2769</strong></td>
</tr>
<tr>
<td>a. School leadership will continue to provide time for Science teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses.</td>
<td>● At least 80% of students will demonstrate proficiency in Science as measured by the</td>
<td>Subs for Science Dept standards-based planning and high yield strategies workshops, science fair, events</td>
</tr>
</tbody>
</table>

|                  |                     |                  |
| 10 teacher x 3 days x $184.66 | $5,540          | 10 teachers x 2 times x $184.66 = $3,693 |
| A1 - 2802 Stipends for Math Department (Geometry & Algebra 1 teachers) for Collaboration & Data Teamung |                  |                  |

|                  |                     |                  |
| 6 teachers x $184.66 = $1,108 + $32 (2.92% fringe) = $1,140 |

|                  |                     |                  |
|                  |                     |                  |
|                  |                     |                  |
|                  |                     |                  |

Approved by CAS Hamada 2023.04.14
b. All Science teachers will implement a vertically and horizontally aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for HS and will clearly indicate in their Standards-based Unit Planning documents the learning objectives, success criteria, and academic language.

c. All Science teachers will create learning progressions and summative assessments that are aligned with NGSS.

d. The Science department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and indicated within their pacing guides.

e. All Science teachers will review items provided by the district from the NGSS Interim Assessments to strengthen teacher clarity on the rigor of the standards.

f. All students (including high needs populations) will complete a variety of learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application, as well as success on standardized assessments (e.g., Biology I End-of-Course Exam, ACT/SAT).

WASC #2, #4

Biology I EOC Exam in 2023-24.

<table>
<thead>
<tr>
<th>Initiative 2: SCHOOL IMPROVEMENT SYSTEMS - Including support of MIDDLE-LEVEL EDUCATION and WORKFORCE INNOVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 4. High-Yield Instructional Strategies</strong></td>
</tr>
<tr>
<td>Students’ understanding of standards-based concepts, application of grade level skills, and ability to consistently demonstrate the General Learner Outcomes will increase through the implementation of high-yield instructional strategies.</td>
</tr>
<tr>
<td><strong>Action Steps:</strong></td>
</tr>
<tr>
<td>a. School leadership will coordinate PD sessions/activities that strengthen understanding and use of high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding,</td>
</tr>
</tbody>
</table>

**Interim Measures**
- At least 80% of students will demonstrate proficiency in Reading as measured by the STAR universal screener.

**Strive HI Goals**
- At least 80% of students will demonstrate proficiency in

**Source of Funds**
- WSF 42108
- B - 7203
- AVID Summer Professional Development Registration- 2 Teachers x $850
  - $1,700
- 42109
- A1 - 2769
- Subs for Global Dept Collaboration 10 teachers x 1 day x $184.66 = $1,846
- WSF 42109
- B-7203
- Hawai'i Academy Insight/Onsite Visits (Fall and Spring) 8 staff/teachers Registration 8 x $340 = $2,720
- B-4201
- Airfare 8 x $200 = $1,600
vocabulary, active participation, teaching to an objective/teacher clarity, student voice/choice) in all classrooms.

b. All teachers will implement high-yield instructional strategies to teach the standards and GLOs.

c. All teachers will be provided opportunities to discuss/reflect the effectiveness of high-yield instructional strategies and to visit other classrooms to see other teachers implementing high-yield instructional strategies.

d. All students will participate in a variety of learning activities that incorporate the use of identified high-yield instructional strategies to strengthen their understanding of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs.

e. The administration/leadership will conduct walkthroughs to gather data on using identified high-yield instructional strategies.

f. The Academic Reflection Team (ART)/leadership will examine evidence and data to progress monitor the impact of the PD sessions/activities on teacher practice and student learning.

WASC #4

ELA-Literacy as measured by the SBA in 2023-24.

- At least 80% of students will demonstrate proficiency in Math as measured by the SBA in 2023-24.
- At least 80% of students will demonstrate proficiency in Science as measured by the Biology I EOC Exam in 2023-24.
<table>
<thead>
<tr>
<th>Initiative 2 - Enabling Activity 5</th>
<th>Measurable Goals</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 5. Interdisciplinary Instruction</strong></td>
<td><strong>Interim Measures</strong></td>
<td><strong>Source of Funds</strong></td>
</tr>
</tbody>
</table>
| A variety of standards-based interdisciplinary learning activities/tasks will be implemented to make the learning of content meaningful and relevant for students and strengthen their transfer of concepts/skills. | - At least 80% of students will demonstrate proficiency in Reading as measured by the STAR universal screener. | ☑ WSF 42109 B-3401 Academy Projects - PBL 4 Academies/Global x $2,000= $8,000  
A1-2769 STN Conference Subs for 2 teachers x 3 days x $184.66= $1,108  
42109 A1-2769 SOTF Conference Subs for 4 teachers for 2 days x $184.66 per day $1,477  
B-7203 4 Teachers Registration $500 x 4 = $2,000  
B-4201 Air 4 x $200 = $800  
B-4601 1 car x 2 days = $200  
B-4301 Per Diem 4 x 180 = $720  
SOTF Conference Total = $5,197 | ☑ WSF 42109 National Consortium Academy Conference (NCAC 2023) 2x Administrators and 4x Teachers A1-2769 Subs for 4 teachers x 3 days x 184.66 = $2,216  
B-7203 Registration $625 x 6 = $3,750  
B-4401 Airfare=$1,500 x 6 = $9,000 + Baggage 6 x $140 = $840 $9,840  
B-4601 Ground Transportation Van $120 x 4 days = $480  
B-4501 Per diem $145 per day x 4 days x 6 travelers = $3,480 + excess lodging $300 x 6 $1,800 $5,280  
NCAC 2023 Total = $21,566 |
| **EA 6. Multi-Tiered System of Support** | **Interim Measures** | **Source of Funds** |
| A Multi-Tiered System of Support (MTSS) will be implemented in all academies to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. | - At least 80% of students will demonstrate proficiency in Reading as measured by the STAR universal screener. | ☑ WSF 42102 A1 - 2769 ELL Teachers to attend KCA meeting, workshops & events-Subs (2 teachers x 4 days x $184.66) | ☑ WSF 42109 A1 - 2802 Stipends for Student Support Teachers for Professional Development & Learning Community |
Action Steps:

- **Academic & Behavioral Response to Interventions (RtI) through Student Support Teams**
  a. Academy Leadership (academy leaders, counselors, and vice principals) will continue to coordinate the implementation of the Student Support Team Meetings to diagnose and address students’ academic and behavioral needs:
    - Utilize an incoming watchlist of upcoming students w/data from the previous grade level (students who we anticipate will struggle).
    - Utilize an Off Track List (Red/Yellow students in STAR and LEI Kūlia for attendance and grades).
    - Utilize the Student Concern form to bring student names to the meeting.
  b. Academy Teachers will implement level 1, 2, and 3 interventions and document the progress of interventions.
  c. The Core Team will identify students in need of Tier 1 interventions/supports and implement intervention programs/systems.
  d. Students will be promoted and graduate on time.

- **Classroom Management Routines through Academy Student/Classroom Expectations, SEL, and PBIS**
  e. School leadership will provide PD/guidance and Academy collaboration time to strengthen social-emotional learning (SEL), proactive student/classroom expectations/routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors.
  f. School counselors will clearly define a school-wide process for addressing student social-emotional needs using the SEL survey results.
  g. The administration, teachers, and staff will establish a PBIS Committee to develop a plan for the SEL, PBIS, and student/classroom expectations/routines that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.

- **At least 80% of students will demonstrate proficiency in Math as measured by the STAR universal screener.**
- **At least 80% of students will respond favorably to the components in the Panorama Student Perception Survey (EES) for each of the classroom and school-level components.**

**Strive HI Goals**

- 100% of 9th grade students will be promoted to 10th grade on time at the end of 2023-24.
- 100% of students will graduate on time in 2023-24.

**ESSER III (456)**

3 teachers x 12 days = 36 x $184.66 $6,648

42112
A1 - 2741
PCNC
19 hrs/week x 41 wks = 760 hrs x $23.52 = $18,322

42112/456031
B - 3502
School Website Annual Subscription $3,500

42114
B - 7207
Meals/refreshments for parent/community involvement/ workshops $1,100

**Special Education 17929**

A1 - 2769 / 2702
Inclusion Teacher workdays - 1 per quarter (9 teachers x 4 days = 36 days x $184.66 = $6,648 + $606 fringe @ 9.12%) $7,254

**Migrant Ed 17790**

A1 - 2744/2702
MEP PTTs (1.0 x 17 hr/wk x $42.16 per hour x 36 wks = $25,802 + $753 fringe @ 2.92% = $26,555

**MV-A B-3006**

Homeless Concerns (hotspot, uniforms, cap & gown) $1,250

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Approved by CAS Hamada 2023.04.14
h. All students will thrive in a positive learning environment that strengthens their sense of belonging.

**Parent Involvement and Engagement**

i. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events.

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<table>
<thead>
<tr>
<th>Initiative 2 - Enabling Activity 7</th>
<th>Measurable Goals</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 7. College/Career Awareness, Exploration, and Preparation</strong></td>
<td><strong>Interim Measures</strong></td>
<td><strong>WSF</strong></td>
</tr>
</tbody>
</table>
| Kauai High School will maintain, strengthen, and refine our Academy structure, CTE pathways, community partnerships, Early College Classes, and other systems that prepare all students for post-high school success. A College and Career Readiness plan will be created to support students in developing their post-secondary goals and solidifying their next steps after graduation. Action Steps: | • At least 80% of students will respond favorably to the components in the Panorama Student Perception Survey (EES) for each of the classroom and school-level components. | 42101/456419
B - 7203
Early College (31 Credits @ $2,300 per class and books) |
|$71,300
42109
A1 - 2769
Subs for CTE workdays, workshop & collaboration - 12 teachers x 2 days x $184.66 |
|$4,432
B - 10782
Mokihana Pest Control Classrooms/Farm/Gym $350 x 8 classes x 4 times a year |
|$11,200
B - 3006
Building Construction Course 1 & 2 and Early College Supplies |
|$6,000
B - 1010
Industry Certification for students (OSHA & Safe Service) |
| 300 seats x $15= |
|$4,500
42110/456000

**Strive HI Goals**

• 100% of graduates from the class of 2024 will have completed a CTE Pathway.

• 100% of graduates from the class of 2024 will enroll in post-secondary institutions.

**ALC (ALPSS)**

18864
B - 3006
KALO: Alternative Programs Supplies $2,000

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**Source of Funds**

B - 10782
Mokihana Pest Control Classrooms/Farm/Gym $350 x 8 classes x 4 times a year

**A1 - 2769**

Subs for CTE workdays, workshop & collaboration - 12 teachers x 2 days x $184.66

**WSF**

42101/456419

**B - 7203**

Early College (31 Credits @ $2,300 per class and books)

**WSF**

42104/456000

**B - 4801**

Bus from CKMS grade 8 visit $750

**B - 4801**

Bus to/from Freshman Career Exploration Fair $750

**B - 4801**

Bus to/from CTE Pathways excursion $1,500

**B - 4801**

Bus to/from Academy project based excursion $1,500

42110/456000

**B - 7203**

CTSO Buy Back-Participation $1100 x 4 chapters (FFCCLA, HOSA, DECA, and FFA) and 1 chapter @1400 (SkillsUSA) $5,800

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**Career Academies Leadership Collaboratives**

Approved by CAS Hamada 2023.04.14
c. Leadership and teachers/staff will provide students and families with multiple systems of support for academic study and college and career preparation (e.g., tutoring, college entry assessment preparation sessions, MVA, Migrant Ed, EL, ALC, SpEd, 504, and dedicated Academy counselors).
d. Freshman Academy students will select the Upper Academy that best fits their aptitudes and interests.
e. Upper Academy students will be CTE Completers; students will also enroll in post-secondary institutions.

WASC #3, #5

| B-3006 | Campus Beautification & Community Service Projects | $1,500 |
| ☒ ESSER III (456) 39696 | B - 3502 | YouScience Annual Subscription | $7,500 |
| B-3501 | Membership | $3,600 |
| B-4201 | Air | $1,800 |
| B-4601 | Car | $600 |
| B-4301 | Per Diem | $3,240 |

Career Academies Leadership Collaboratives Total = $12,564

### ADDITIONAL ACTION STEPS/OUTCOMES IF FUNDING IS AVAILABLE

<table>
<thead>
<tr>
<th>Existing Initiative and Overarching Enabling Activity</th>
<th>Additional Action Steps (If Additional Funding is Available)</th>
<th>Potential Source and Use of Funds (If Additional Funding is Available)</th>
</tr>
</thead>
</table>

Approved by CAS Hamada 2023.04.14
<table>
<thead>
<tr>
<th>Enabling Activities</th>
<th>Root Causes</th>
<th>What will we do in 2023-24 that is new, different, or enhanced from the previous school year?</th>
<th>How will these modifications address the root causes to yield better results?</th>
</tr>
</thead>
</table>
| Literacy            | 1A. There are varying levels of understanding and implementation of components of the Standards-based Units Process (SBUP), partly due to a lack of teacher buy-in regarding the purpose and need for this process.  
1B. There is a lack of teacher buy-in regarding the purpose and need for our collaboration processes (i.e., teacher clarity, success criteria).  
1C. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices).  
1D. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, SBA). | • School leadership will continue to provide PD/guidance and collaboration time for teachers of all content areas on the following:  
  o Project-Based Learning and Standards-based Unit Planning  
  o Interdisciplinary units in the future  
  o Use of academic language  
  o Writing and speaking activities  
  o Learning objectives and success criteria  
  o Common formative and summative assessments that are aligned to CCSS priority standards  
  • ELA teachers will create learning progressions and summative assessments that are aligned to Priority Course Standards (CCSS, NGSS, HCSSS).  
  • All ELA teachers will provide instruction on the ELA content-specific vocabulary words included within the SBA-ELA and Literacy Vocabulary list.  
  • The ELA department will select at least three common high-yield instructional | • By providing PD/guidance and collaboration time for teachers of all content areas on Standards-based Unit Planning, we will incorporate the use of academic language, writing, speaking activities, and PBL, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP), and clarify the purpose and need for this process.  
  (WASC #4)  
  • By providing PD/guidance and collaboration time for teachers of all content areas on common formative and summative assessments that are aligned to CCSS priority standards, we will ensure that all teachers are measuring student learning based on the standards, which will result in more consistent understanding and implementation of standards-based assessment and grading practices.  
  (WASC #2, #4)  
  • By providing PD/guidance and collaboration time for teachers of all content areas on learning objectives and success criteria, we will utilize the time effectively and focus on prioritized learning outcomes, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP), and clarify the purpose and need for this process.  
  (WASC #2, #4)  
  • By ELA teachers creating learning progressions and summative assessments that are aligned to Priority Course Standards, we will ensure that ELA teachers measure student learning based on the essential standards-based concepts and skills and that they implement a series of instructional lessons and learning activities to teach those concepts/skills, which will result in more consistent understanding and implementation of standards-based assessment and grading practices.  
  (WASC #2, #4)  
  • By all ELA teachers providing instruction on the ELA content-specific vocabulary words included within the SBA-ELA and Literacy Vocabulary list, we will identify which vocabulary words will be introduced and reinforced in each grade level course, which will increase understanding and implementation of components of the |
| Numeracy | 2A. There are varying levels of understanding and implementation of components of the Standards-based Units Process (SBUP), partly due to a lack of teacher buy-in regarding the purpose and need for this process.  
2B. There is a lack of teacher buy-in regarding the purpose and need for our collaboration processes (i.e., teacher clarity, success criteria).  
2C. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices).  
2D. There is a lack of teacher buy-in into the validity of some of our student strategies for department-wide implementation which will be used multiple times throughout the school year and will be indicated within their pacing guides.  
- All ELA teachers will review items provided by the district from the ELA SBA Interim Assessment Blocks (IABs) to strengthen teacher clarity on the rigor of the standards.  
- Math teachers will create learning progressions and summative assessments that are aligned to Priority Course Standards (CCSS, NGSS, HCSSS).  
- School leadership will provide extended time for Math teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses.  
- All Math teachers will provide instruction on the math content-specific vocabulary words included within the SBA-Math Vocabulary list.  
- The Math department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and will be | Standards-based Units Process (SBUP). (WASC #4)  
- By the ELA department selecting at least three common high-yield instructional strategies for department-wide implementation and using those multiple times throughout the school year and will be indicated within their pacing guides, we will be better able to monitor and support the use of those strategies, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP). (WASC #4)  
- By all ELA teachers reviewing items provided by the district from the ELA SBA Interim Assessment Blocks (IABs) to strengthen teacher clarity on the rigor of the standards, we will familiarize ELA teachers with the testing format and expectations and strengthen their understanding of the types of questions and rigor of the standards as measured by the SBA, which will result in more consistent understanding and implementation of standards-based assessment and grading practices, and improve the validity of our SBA student achievement data. (WASC #2, #4)  
- By Math teachers creating learning progressions and summative assessments that are aligned to Priority Course Standards (CCSS, NGSS, HCSSS), we will ensure that math teachers measure student learning based on the essential standards-based concepts and skills and that they implement a series of instructional lessons and learning activities to teach those concepts/skills, which will result in more consistent understanding and implementation of standards-based assessment and grading practices. (WASC #2, #4)  
- By providing extended time for Math teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses, we will utilize the time effectively and focus on prioritized learning outcomes, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP), and clarify the purpose and need for this process. (WASC #4)  
- By all Math teachers will provide instruction on the math content-specific vocabulary words included within the SBA-Math Vocabulary list, we will identify which vocabulary words will be introduced and reinforced in each grade level course, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP). (WASC #4)  
- By the Math department selecting at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and will be indicated within their pacing guides, we will be better able to monitor |
<table>
<thead>
<tr>
<th>Science</th>
<th>3A. There are varying levels of understanding and implementation of components of the Standards-based Units Process (SBUP), partly due to a lack of teacher buy-in regarding the purpose and need for this process. 3B. There is a lack of teacher buy-in regarding the purpose and need for our collaboration processes (i.e., teacher clarity, success criteria). 3C. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices). 3D. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, SBA).</th>
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<td>indicated within their pacing guides. • All Math teachers will review items provided by the district from the Math SBA Interim Assessment Blocks (IABs) to strengthen teacher clarity on the rigor of the standards.</td>
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<td>and support the use of those strategies, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP). (WASC #4) • By all Math teachers reviewing items provided by the district from the Math SBA Interim Assessment Blocks (IABs) to strengthen teacher clarity on the rigor of the standards, we will familiarize math teachers with the testing format and expectations and strengthen their understanding of the types of questions and rigor of the standards as measured by the SBA, which will result in more consistent understanding and implementation of standards-based assessment and grading practices, and improve the validity of our SBA student achievement data. (WASC #2, #4)</td>
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<td>Science</td>
<td>All Science teachers will implement a vertically and horizontally aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for HS and will clearly indicate in their Standards-based Unit Planning documents the learning objectives, success criteria, and academic language. School leadership will provide extended time for Biology teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses. The science department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and will be indicated within their pacing guides. Biology teachers will review items provided by the district from the NGSS Interim Assessments to strengthen</td>
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<td></td>
<td>By all Science teachers implementing a vertically and horizontally aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for HS, and clearly indicating in their Standards-based Unit Planning documents the learning objectives, success criteria, and academic language, we will ensure that science teachers measure student learning based on the essential standards-based concepts and skills and that they implement a series of instructional lessons and learning activities to teach those concepts/skills, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP), and clarify the purpose and need for this process. (WASC #4) • By providing extended time for Biology teachers to collaborate in Content Team meetings as well as in groups for teachers of common subjects/courses, we will utilize the time effectively and focus on prioritized learning outcomes, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP), and clarify the purpose and need for this process. (WASC #4) • By the science department selecting at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year and will be indicated within their pacing guides, we will be better able to monitor and support the use of those strategies, which will increase understanding and implementation of components of the Standards-based Units Process (SBUP). (WASC #4) • By the Biology teachers reviewing items provided by the district from the NGSS Interim Assessments to strengthen teacher clarity on the rigor of the standards, we will familiarize Science teachers with the</td>
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<td>High-Yield Instructional Strategies</td>
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<tr>
<td><strong>4A.</strong> There are varying levels of understanding and implementation of Teacher Clarity by all departments/schoolwide.</td>
<td>Teacher clarity on the rigor of the standards.</td>
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<tr>
<td><strong>4B.</strong> There is a need to sustain and strengthen the successful practice of providing teachers/staff with professional development/training to support them in their understanding and implementation of best practices.</td>
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<td>Interdisciplinary Instruction</td>
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| **5A.** There are varying degrees of interdisciplinary instruction taking place that make the learning of content meaningful and relevant for students while strengthening |  | By providing PD/guidance to teachers on various methods of interdisciplinary instruction, we will...  
- implement one Academy project per semester that incorporates two or more disciplines, and  
- identify additional opportunities for interdisciplinary instruction, |

Approved by CAS Hamada 2023.04.14
| MTSS: | 6A. There is a lack of clear processes of when and how to analyze student screener data and how to use the results to strengthen student learning. | • School leadership will provide collaborative time and PD for the Tier 2 workshop teachers and content teachers to discuss, analyze, and make instructional decisions on personalizing student needs. School leadership will provide PD/guidance and Academy collaboration time to strengthen social-emotional learning (SEL), proactive student/classroom expectations/routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of Academy showcases and events. |
|       | 6B. Current processes/programs for our workshop interventions are insufficient in meeting the needs of students, especially for math. | • By providing collaborative time and PD for the Tier 2 workshop teachers and content teachers to discuss, analyze, and make instructional decisions on personalizing student needs, we will… |
|       | 6C. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, marks, SST priority lists). | o redesign the math workshop platform and process, |
|       | 6D. There is a lack of meeting time in the meeting schedule for the PBIS committee to meet. | o refine our data-gathering procedures, |
|       | 6E. There is a lack of a clear timeline and process to revise the schoolwide behavior expectations. | o set a timeline for when to analyze data for progress monitoring, and |
|       | 6F. There is a lack of buy-in to promote and reinforce behavior expectations throughout the school year. | o develop talking points for teachers and students that clarify and communicate the importance of screener data, which will… |
|       | 6G. There is a lack of teacher buy-in to promoting and reinforcing behavior expectations throughout the school year. | o create a clear process of when and how to analyze student screener data and how to use the results to strengthen student learning, |
|       | 6H. There is a need to sustain and strengthen the | o strengthen the validity of our student achievement data, and |
|       | concepts/skills. | o result in our workshop interventions more sufficiently meeting the needs of students, especially for math. (WASC #1) |

|       | concepts/skills, including interdisciplinary project-based learning. | • By providing PD/guidance and Academy collaboration time to strengthen social-emotional learning (SEL), proactive student/classroom expectations/routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors, we will… |

|       | which will result in an increase of interdisciplinary instruction taking place that makes the learning of content meaningful and relevant for students while strengthening their transference of concepts/skills. | o ensure that the PBIS committee receives collaboration and PD time during Academy afternoon collaboration time and/or outside of the school day; |

|       | | o provide time for the PBIS committee to lead the discussion with Academy teams on the revision and development of school-wide behavior expectations aligned with GLO #2 Community Contributor; |

|       | | o provide all staff with opportunities for feedback and onboarding before the full implementation of the school-wide expectations, especially on how to promote and reinforce them; which will result in sufficient PBIS committee meeting time, a clear timeline and process for revising the schoolwide behavior expectations, and an increase in buy-in to promote and reinforce the behavior expectations throughout the school year. |
| College/Career Awareness, Exploration, and Preparation | 7A. There is a need to sustain and strengthen the successful practice of placing emphasis on activities and events that promote college/career awareness, exploration, and preparation throughout the school year. |
| | 7B. There is inconsistent understanding and implementation of the NCAC standards of practice across the three academies. |
| | 7C. There are inconsistencies and gaps in our support and offerings of available programs to successfully prepare students for post-high school success (e.g., relevant, rigorous, a continuum of work-based learning opportunities). |
| | 7D. There is a need to sustain and strengthen the successful practice of using technology in the classroom for teaching and learning. |
| | 7E. There is a need to sustain and strengthen the successful practice of providing students with transitions. |

- Leadership will collaborate with faculty to create a team that will develop and lead the implementation of a CCR plan.
- Teachers/staff will support students with learning in all academies and early college programs (e.g., CTE Pathway Completion, industry-specific certifications, certificate of completion).
- Leadership and teachers/staff will provide students and families with multiple systems of support for academic study and college and career preparation (e.g., tutoring, college entry assessment preparation sessions, MVA, Migrant Ed, EL, ALC, SpEd, 504 and dedicated Academy counselors).
- We will continue to seek and implement new opportunities and strategies to utilize technology devices, programs, and apps for teaching and learning, including instruction of the Computer Science (CSTA) standards and learning outcomes.
- We will seek ways to continuously improve student transitions into, within, and out of Kauai High School, such as 8th grade visit, Spring 9th

**By leadership collaborating with faculty to create a team that will develop and lead the implementation of a CCR plan, we will improve and/or expand upon the following:**

- Student awareness and use of the Programs of Study/CTE pathway;
- Implementation and progress tracking of the Graduate Profile and College and Career Continuum;
- PTP and My Digital Portfolio;
- Counselors will support students and families in the College Exploration/Application Process, the process of enrolling in the military, or applying for employment;
- Work-based learning opportunities on campus;
- Faculty/staff will be provided with an overview of the NCAC Standards of Practice (mission, vision, CCR and stakeholder involvement);

which will...

- address the current inconsistencies and gaps in our support and offerings of available programs to successfully prepare students for post-high school success;
- strengthen our practice of placing emphasis on activities and events that promote college/career awareness, exploration, and preparation throughout the school year; and
- increase understanding and implementation of the NCAC standards of practice across the three academies.

(WASC #3, #5)

**By supporting students with learning in all academies and early college programs (e.g., CTE Pathway Completion, industry-specific certifications, certificate of completion), we will ensure that all students are exposed to a variety of college/career options and receive the guidance and support needed to pursue their interests and make informed choices, which will strengthen our practice of placing emphasis on activities and events that promote college/career awareness, exploration, and preparation throughout the school year, and address the current inconsistencies and gaps in our support and offerings of available programs to successfully
| Grade Orientation and Fall Welcome, grade level counseling, and support of post-secondary institutions/workforce applications. | **prepare students for post-high school success.** *(WASC #3)*  
- **By providing students and families with multiple systems of support for academic study and college and career preparation (e.g., tutoring, college entry assessment preparation sessions, MVA, Migrant Ed, EL, ALC, SpEd, 504, and dedicated Academy counselors), we will ensure that all students are exposed to a variety of college/career options and receive the guidance, interventions, modifications, accommodations, and support needed to pursue their interests and make informed choices, which will strengthen our practice of placing emphasis on activities and events that promote college/career awareness, exploration, and preparation throughout the school year. *(WASC #3)***  
- **By seeking and implementing new opportunities and strategies to utilize technology devices, programs, and apps for teaching and learning, including instruction of the Computer Science (CSTA) standards and learning outcomes, we will expand teachers’ and students’ use of technology, which will strengthen our practice of using technology in the classroom for teaching and learning. *(WASC #3)***  
- **By seeking ways to continuously improve student transitions into, within, and out of Kauai High School, such as the 8th grade visit, Spring 9th Grade Orientation and Fall Welcome, grade level counseling, and support of post-secondary institutions/workforce applications, we will ensure that all students are provided the support they need to have a successful start to their next phase of education, which will strengthen our practice of providing students with transitions. *(WASC #3)*** |