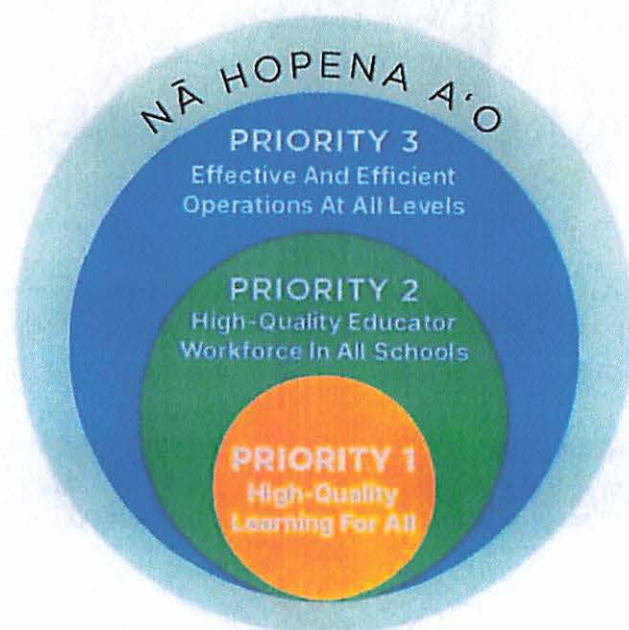




Kaua'i High School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Marlene Leary	
<i>Marlene Leary</i> Marlene Leary (Apr 14, 2026 14:38:25 HST)	04/14/2026

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
<i>Leila Kobayashi</i> Leila Kobayashi (Apr 14, 2026 15:31:32 HST)	04/14/2026

[VIALE QUALITY CURRICULUM](#) [UNIVERSAL SCREENING & PROGRESS MONITORING ASSESSMENTS](#) [HAWAII MULTI-TIERED SYSTEM OF SUPPORT \(HMTSS\)](#)

[IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#) [SCHOOL COMMUNITY COUNCIL \(SCC\) ASSURANCES](#)

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12 (as applicable)	'20 Odell Education High ... ▾	Other: ▾ Houghton Mifflin Harcourt: • Into Geometry, and Into Algebra 1 (Gr. 9) • Into Algebra 1 and Into Algebra 2 (Gr. 10) Early College Math Courses ebooks (Gr. 11-12)	BSCS Biology: Understanding for Life (Gr. 9-10)	Miscellaneous

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
N/A				

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama	☒ School-created template	☒ Other: Kaua'i High School's process for supporting students follows our HMTSS process as part of our Academy School Design. We hold weekly Student Support Meetings by Academy teams which include teachers, counselors and administration of at least 9 designated students of concern for the week. We have focused agendas, minutes, and next steps documented in our school created SST template. We follow a progression of support using the MTSS tiered system of support with core, student focused team, 504 and/or IEP meetings as well as the inclusion of our School Based Behavioral Health Teams.
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UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades 9-11 Geometry, Alg 1, Alg 2	STAR Enterprise ▾	STAR Enterprise ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Fall 2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: SY 2027-28

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 2027-28

Identified critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

1**LITERACY**

SBA ELA-Literacy									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
65%	48%	52%	58%	52%	30%	42%	29%	36%	41%
Goal > 80%					Goal <10%				

Source: Strive HI Report

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need classroom instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need general education and special education workshop classes that address their ELA/literacy learning deficiencies and improve their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

1A. There are varying levels of understanding and implementation of components of the Instructional Planning/Pacing Guide, partly due to a lack of teacher buy-in regarding the purpose and need for this process (i.e., teacher clarity and success criteria).

1B. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices).

1C. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, SBA), increasing the need to triangulate data.

1D. Inconsistent use of common reading and writing strategies prevents the literacy plan from being fully effective.

1E. Students do not have access to consistent models, sample assignments, and explicit methods to understand how to write for different subjects (e.g., using the appropriate format, vocabulary, and citations) and meet expectations.

4A. 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.

12A. There are varying levels of understanding and implementation of Teacher Clarity by all departments/ schoolwide.

12B. There is insufficient instructional planning and implementation taking place that aligns evidence of student learning and assessment.

*Additional contributing causes: [4B](#), [4C](#), [10B](#), [12C](#), [13A](#), [14A](#), [17A](#)

2

NUMERACY

SBA Math									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
33%	19%	19%	22%	19%	22%	12%	19%	24%	26%
Goal > 80%					Goal <10%				

Source: Strive HI Report

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning and is differentiated and targeted to address their needs.
 - All students need Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
 - Identified students need general education and special education workshop classes that address their math/numeracy learning deficiencies and improve their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are varying levels of understanding and implementation of components of the Instructional Planning/Pacing Guide, partly due to a lack of teacher buy-in regarding the purpose and need for this process (i.e., teacher clarity, success criteria).

2B. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices).

2C. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, SBA), increasing the need to triangulate data.

2D. There are gaps in addressing prerequisite skills from previous grade levels (e.g., students may struggle with logarithmic functions due to limited understanding of exponent rules from Algebra I).

2E. Students have infrequent opportunities to struggle productively, use multiple problem-solving strategies, or reflect on their solution process.

2F. Instruction is focused primarily on calculation/procedure which limits opportunities to teach the entire modeling cycle (formulating, computing, interpreting).

4A. 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.

12A. There are varying levels of understanding and implementation of Teacher Clarity by all departments/ schoolwide.

12B. There is insufficient instructional planning and implementation taking place that aligns evidence of student learning and assessment.

*Additional contributing causes: [4B](#), [4C](#), [10B](#), [12C](#), [13A](#), [14A](#), [17A](#)

3

SCIENCE

Science - Biology I EOC Exam									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
26%	26%	21%	16%	23%	19%	26%	19%	17%	22%
Goal > 80%					Goal <10%				

Sources: Strive HI Report and [ARCH ADC](#) Data Dashboard

Student LEARNING Needs (What students need to learn regarding science.)

- All students need to increase their understanding and application of the topics and performance expectations outlined in the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their course.

Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)

- All students need instruction grounded in a high-quality, vertically aligned curriculum that strengthens their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Cause(s):

3A. There are varying levels of understanding and implementation of components of the Instructional Planning/Pacing Guide, partly due to a lack of teacher buy-in regarding the purpose and need for this process (i.e., teacher clarity, success criteria).

3B. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices).

3C. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, SBA), increasing the need to triangulate data.

3D. Science instruction does not consistently connect key concepts, practices, and big ideas, resulting in a greater focus on memorization than inquiry-based learning.

3E. There is insufficient alignment with math instruction on key competencies and methods (e.g., unit conversions), leading to inconsistent approaches across subjects.

12A. There are varying levels of understanding and implementation of Teacher Clarity by all departments/ schoolwide.

12B. There is insufficient instructional planning and implementation taking place that aligns evidence of student learning and assessment.

*Additional contributing causes: [10B](#), [12C](#), [13A](#), [14A](#), [17A](#)

4**SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
66%	60%	59%	50%	502%	53%	46%	82%

Goal: >80%

Sources: [Panorama Education](#) Student SEL Survey – Winter 2025-26

Student LEARNING Needs (What students need to learn regarding SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding a Sense of Belonging and Perseverance.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing positive and productive behaviors.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

Root/Contributing Causes:

7A. There is insufficient time in the meeting schedule for the PBIS/Safety committee to meet due to the unavailability of necessary participants at the same day and time.

7B. There is a lack of buy-in to promote and reinforce behavior expectations throughout the school year.

*Additional contributing causes: [5A](#), [8A](#), [12B](#), [13A](#), [14A](#), [17A](#)

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
65%	71%	73%	72%
Goal: >90%			

Source: Strive HI Report

Student LEARNING Needs *(What students need to learn regarding attendance.)*

- All students need to understand how regular school attendance supports their learning, strengthens relationships at school, and contributes to their future success.

Student LEARNER Needs *(What students need us to provide so that they attend school more regularly.)*

- All students need clear instruction, and parents/guardians need ongoing guidance and communication, on the importance of regular attendance and its impact on student academic achievement.
- All students need a safe, supportive, and engaging learning environment, consistent communication of attendance expectations, and access to resources and interventions that address barriers to regular attendance.

Root/Contributing Causes:

6A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices.

6B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices.

6C. Parents and students have limited understanding of how regular attendance impacts student learning.

*Additional contributing causes: [12B](#), [13A](#), [14A](#), [17A](#)

POST-SECONDARY READINESS

Post-Secondary Readiness																			
CTE Completion							On-Time HS Graduation							Post-Secondary Enrollment					
2020	2021	2022	2023	2024	2025		2020	2021	2022	2023	2024	2025		2020	2021	2022	2023	2024	
74%	81%	81%	72%	88%	91%		94%	89%	90%	89%	92%	92%		54%	49%	53%	55%	56%	
Goal: 100%							Goal: 100%							Goal: >70%					

Source: [ARCH ADC](#) – Data Dashboards, Visualization, and Strive HI Reports

Student LEARNING Needs (What students need to learn.)

- All 9th graders need to obtain the academic skills necessary to enter, engage in, and complete 9th grade academic programs and coursework successfully to be promoted to 10th grade on time.
- All 10th through 12th graders need to demonstrate the academic skills necessary to successfully meet the grade level learning requirements and course work to graduate on time (within four years).
- All students need to obtain the academic skills necessary to engage actively in and complete a CTE program/pathway.
- All students need to obtain the academic skills necessary to be able to enroll in the post-secondary institutions/options of their choice.

Student LEARNING Needs (What students need us to provide so that they can learn.)

- All 9th graders need to be provided with the academic background (K-8) that enables them to obtain the skills necessary for them to enter, engage in, and complete 9th grade academic programs and coursework successfully and be promoted to 10th grade on time; those students that do not already possess the necessary skills when they enter KHS need to be provided with academic support (e.g., SST meetings, Wednesday tutoring, SPED inclusion, ELL and Migrant Education push in/tutoring, alternative learning options, and houseless services) to ensure their success.
- All 10th through 12th graders need to be provided with the curriculum, instruction, and student support necessary for them to successfully meet the grade level learning requirements/course work and graduate on time (within four years).
- All students need to be provided with the academic background and support necessary for them to obtain the skills needed to actively engage in and complete a CTE program/pathway.
- All students need to be provided with the academic background and support necessary for them to obtain the skills needed to enroll in the post-secondary institutions/options of their choice.

Root/Contributing Causes:

5A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices.

9A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to sustain and strengthen these efforts.

9B. There are limited efforts to build academy identity and belonging, resulting in varying levels of student pride and connection to their academy.

9C. Understanding and implementation of the NCAC standards of practice contribute to consistent and effective professional practice, resulting in the need to sustain and strengthen these efforts.

9D. Programs that prepare students for post-high school success (e.g., relevant, rigorous, and a continuum of work-based learning opportunities) support college and career readiness, resulting in the need to sustain and strengthen these programs.

9E. Methods and strategies that strengthen students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility support student readiness and engagement, resulting in the need to sustain and strengthen these practices.

10A. K–12 alignment and school-level initiatives support students in developing the academic skills needed to enter, engage in, and complete high school academic and CTE programs successfully, resulting in the need to sustain and strengthen these efforts.

10B. Integration of technology into instruction supports teaching and learning through a balanced approach that includes peer interaction and collaboration, resulting in the need to sustain and strengthen these practices.

11A. Support for students in developing post-high school plans contributes to college and career readiness, resulting in the need to sustain and strengthen these efforts.

*Additional contributing causes: [12B](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA SBA	53% = 36	28% = 26	37% = 29	46% = 43	36% = 30
Math SBA	22% = 15	13% = 13	9% = 8	11% = 10	8% = 7
Biology I EOC	15%	14%	13%	9%	13%
Percentage and number of EDS students proficient					

Source: [LEI Kulia](#) - School Profile Report and EOC Exams***Student LEARNING Needs (What students who are economically disadvantaged need to learn.)***

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup										
	Proficiency					Language Acquisition				
	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
ELA SBA	9% = 1	0%	18% = 3	7% = 1	11% = 2	10% (7/68)	5% (3/66)	7% (6/81)	12% (10/84)	11% (11/97)
Math SBA	0%	8% = 1	0%	0%	0%					
Biology I EOC	0%	0%	0%	2%	0%					

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)[Kauai High School EL Success Plan](#)***Student LEARNING Needs (What students who are English Learners need to learn.)***

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA SBA	18% = 2	6% = 1	11% = 1	13% = 2	6% = 1
Math SBA	0%	0%	0%	0%	0%
Biology I EOC	0%	0%	0%	0%	10%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

Source: [LEI Kulia](#) - School Profile Report and EOC Exams

Student LEARNING Needs (What students who require Special Education need to learn.)

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 2026-27



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
Reading Proficiency 1.1.2. Students who do not read proficiently receive necessary and timely support to become proficient. (adapted for HS)	1A. There are varying levels of understanding and implementation of components of the Instructional Planning/Pacing Guide, partly due to a lack of teacher buy-in regarding the purpose and need for this process (i.e., teacher clarity and success criteria). 1B. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices). 1C. There is a lack of teacher buy-in into the validity of some of our student	EA 1. Literacy (1.1.2) Student literacy will increase through the effective implementation of curriculum, instruction, and assessments congruent with the HCCSS. Action Steps: ➤ Schoolwide Literacy through Academies a. School leadership will continue to provide teacher collaboration time for instructional planning and the development of course pacing guides (particularly for course-alike classes) that include common assessments to ensure consistency. (WASC #4) b. Social Studies and ELA teachers will identify opportunities for interdisciplinary units around civic responsibility with a focus on argumentative writing and the revision/editing process. c. Social Studies and ELA teams will focus on collaboration on developing essential questions and "big ideas" to drive interdisciplinary literacy goals. d. Teachers of all content areas will provide instruction on academic language and incorporate students' use of academic language in writing and speaking activities, quality student interactions, and leveled text (content-specific and academic/cross-content vocabulary). (WASC #4) e. Expand the "Raider Mark-Ups" annotation strategy across grades 10-12 with increased rigor and develop standardized	Star Screener Reading Proficiency Data Strive HI SBA ELA Proficiency Data School Level ○ Semester Review of Instructional Planning/Pacing Guide ○ Quarterly Walkthrough Data ○ Data Chats/Goal Setting- Grades 9-10	☐ WSF

	achievement data (i.e., Star screener data, SBA), increasing the need to triangulate data. 1D. Inconsistent use of common reading and writing strategies prevents the literacy plan from being fully effective. 1E. Students do not have access to consistent models, sample assignments, and explicit methods to understand how to write for different subjects (e.g., using the appropriate format, vocabulary, and citations) and meet expectations.	sentence structures for various academic situations (e.g., explaining, comparing, justifying). f. All students (including high-needs populations) will complete standards-based learning activities/tasks (utilizing leveled/translated text where appropriate) and assessments to strengthen their literacy development, preparing them for success on standardized assessments (e.g., Star Screener, SBA, ACT/SAT). (WASC #4) ➤ English Language Arts Department e. All ELA teachers will... i. Implement a vertically and horizontally aligned curriculum to teach the CCSS and GLOs. (WASC #4) ii. Collaborate as a department to review current engagement strategies being utilized and identify high-yield strategies that are underused to expand the instructional toolkit. iii. Develop and implement learning progressions, summative assessments, and aligned grading practices to support consistency across courses. (refer to EA 12). (WASC #2, #4) f. All students (including high-needs populations) will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., Star Screener, SBA, ACT/SAT). (WASC #4) Leads: ELA Content Lead, Curriculum Coordinator, and Principal		
Mathematics Proficiency 1.1.3. Students who are not proficient in math receive necessary and timely support to become	2A. There are varying levels of understanding and implementation of components of the Instructional Planning/Pacing Guide, partly due to a lack of teacher buy-in regarding the purpose and need for	EA 2. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessments congruent with the CCSS. Action Steps: a. All 9th, 10th and 11th grade math teachers will use Star assessment data and formative assessments (e.g., bellwork, exit tickets) to modify instructional practices. (WASC #4) b. The Math Department will...	Star Screener Math Proficiency Data Strive HI SBA Math Proficiency Data School Level ○ Semester Review of Instructional	☑ WSF 42101 B -3006 EC math ebooks \$4,000

proficient. (adapted for HS)	this process (i.e., teacher clarity, success criteria). 2B. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices). 2C. There is a lack of teacher buy-in into the validity of some of our student achievement data (i.e., Star screener data, SBA), increasing the need to triangulate data. 2D. There are gaps in addressing prerequisite skills from previous grade levels (e.g., students may struggle with logarithmic functions due to limited understanding of exponent rules from Algebra I). 2E. Students have infrequent opportunities to struggle productively, use multiple problem-solving strategies, or reflect	i. The Math Department will implement a specific plan for the use of STAR data and Algebra 1 End-of-Course (EOC) Exam results to drive instructional decisions. (WASC #) ii. Teachers will prioritize department time for vertical articulation, developing a comprehensive list of prerequisite skills for each course, and collaborating with middle school math departments to ensure a smooth transition. iii. Continue to scale "Building Thinking Classrooms" and student-centered instruction by expanding vertical board space and emphasizing group collaboration and problem-solving strategies. iv. Facilitate department-wide discussion to clarify the Standards-Based Units process, specifically translating broad High School State Standards into course-specific goals. v. Establish a unified standards-based grading philosophy that emphasizes skill proficiency and standards mastery over traditional points-based systems. c. All Math teachers will... i. Implement a vertically and horizontally aligned curriculum to teach and assess the CCSS and GLOs. ii. Embed intentional bell work to address foundational skill gaps and emphasize academic vocabulary; increase the active use of word walls during daily instruction. iii. Integrate "productive struggle" tasks that require students to build conceptual models, while collaborating with the P20 initiative to embed math content into academy/pathway themes and elective classes for real-world relevancy. iv. Create and implement Standards-based Instructional Planning documents, Learning Progressions, summative assessments, and grading practices (refer to EA 12). (WASC #2 #4) d. All students (including high-needs populations) will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world	Planning/Pacing Guide ○ Quarterly Walkthrough Data ○ Data Chats/Goal Setting- Grades 9-10	
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	on their solution process. 2F. Instruction is focused primarily on calculation/procedure which limits opportunities to teach the entire modeling cycle (formulating, computing, interpreting).	application and success on standardized assessments (e.g., Star Screener, SBA, ACT/SAT). (WASC #4) Leads: Math Content Lead, Curriculum Coordinator, Academy Director/Early College Coordinator, and Principal		
All students are proficient in their understanding of the NGSS concepts.	3A. There are varying levels of understanding and implementation of components of the Instructional Planning/Pacing Guide, partly due to a lack of teacher buy-in regarding the purpose and need for this process (i.e., teacher clarity, success criteria). 3B. There are inconsistencies in the understanding and implementation of standards-based assessment and grading practices (vs. traditional percentage-based grading practices). 3C. There is a lack of teacher buy-in into the validity of some of our student	EA 3. Science Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessments congruent with the NGSS. Action Steps: - All Science teachers will... - Implement a vertically and horizontally aligned curriculum to teach the NGSS and GLOs that meet the NGSS Evidence Statements for HS. - The department will collaboratively build a "Local Phenomena" bank (e.g., specific Kauai weather patterns, local ecosystems) to replace generic textbook examples with culturally and geographically relevant context. - Integrate virtual labs that simulate realistic scenarios, allowing students to apply scientific concepts in virtual real-world settings. - Incorporate a Project-Based Learning (PBL) model to drive student inquiry and application of the NGSS. - Align with the Math department on standardized methods for unit conversions (e.g., dimensional analysis vs. proportions) to ensure students use a consistent process in science labs and math classrooms.	Science Report Card Grades Strive HI Biology I EOC Exam Data	☒ WSF 42101 A1-2744 PTTA -Science Fair Advisor 10 weeks x 6 hours x \$42.16 \$2,530 ☒ Possible Add'l WSF B- 4301 Travel Per Diem for science teachers to travel to State Science & Engineering Fair \$90 x 5 days x 1 teacher \$450

	achievement data (i.e., Star screener data, SBA), increasing the need to triangulate data. 3D. Science instruction does not consistently connect key concepts, practices, and big ideas, resulting in a greater focus on memorization than inquiry-based learning. 3E. There is insufficient alignment with math instruction on key competencies and methods (e.g., unit conversions), leading to inconsistent approaches across subjects.	vi. Collaborate with ELA teachers to reinforce shared literacy skills, such as Cornell Notes, specialized annotation and the "Claim-Evidence-Reasoning" (CER) framework. vii. Develop and implement learning progressions, summative assessments, and aligned grading practices to support consistency across courses. (refer to EA 12). (WASC #2, #4) b. All students (including high-needs populations) will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., Biology I End-of-Course Exam, ACT/SAT). (WASC #4) Leads: Science Content Lead and Curriculum Coordinator		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	4A. 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.	EA 4. Inclusive Practices and Academic Student Support (1.1.4) Inclusive practices and interventions will be strategically implemented to ensure all students can access rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that course/grade level. Action Steps: a. Academy Leadership (academy leaders, counselors, and vice principals) and Administration will coordinate Student Support Team (SST) meetings with a focus on consistent facilitation and teacher ownership of documented interventions.... i. Continue to coordinate the implementation of the Student	Star Screener Reading and Math Proficiency Data Strive HI SBA ELA and Math Achievement Gap Data On Time 9th Grade Promotion Data On-Time Graduation Data	☑ WSF 42101 A1 - 2744 Credit Recovery PTTA 1 teacher x 10 hours/week x 40 weeks x \$42.16 = \$16,864 Afternoon School Teacher PTTA 1 teacher x 10 hours/week x 36 weeks x \$42.16 = \$15,178

	4B. Current processes/programs for our workshop interventions are insufficient in meeting the needs of students, especially for math. 4C. Documentation and communication of interventions, observations, and follow-up actions to support students contribute to coordinated and informed decision-making, resulting in the need to sustain and strengthen these efforts.	Support Team Meetings to diagnose and address students' academic and behavioral needs using incoming watchlists, Off-Track Lists (Star/LEI Kūlia), and Student Concern forms. (WASC #1). b. Academy Teachers will implement Tier 1 (level 1, 2, and 3 interventions) and document the progress of interventions with fidelity. (WASC #1) c. The Core Team will identify students in need of Tier 2 interventions/supports and implement intervention programs/systems. (WASC #1) d. All teachers will implement inclusive practices as appropriate for their content area. e. Students will be promoted and graduate on time. Leads: Student Service Coordinator, Counselors, Academy Leads, and Academy Vice Principals	School Level - Quarterly Marks Data - Weekly SST Meeting Notes/Concerns - Weekly After School Tutoring Log - Afternoon School Teacher Roster/ - Attendance	Afternoon Tutoring Teacher PTTA 2 teachers x 6 hours/week x 27 weeks = 324 x \$42.16 = \$13,660 ☒ WSF 42102 A1 - 2744 ELL PTTA 1 x 17 hr/wk x 40 wks = 680 x \$42.16 = \$28,669 ELL PTTB 2 x 17 hr/wk x 40 wks = 1360 x \$29.59 = \$40,242 B-3502 KRAD/ELL Radio Station Project \$2,500 B - 3502 MyLexia Subscription-annual SY26-27, SY27-28 <i>Interpreters for NEP students (school will use PTTs and/or district BSHA & EL PTT)</i> ☒ WSF 42104 B - 3502 STAR/Freckles Universal Screener Annual Subscription \$13,000 ☒ WSF 42106 A1 - 2720 Counselors Summer Work Days
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				5 x 1 days x \$400 = \$2,000 ☒ SPPA 17101 A1 - 2802 Stipends Inclusion/Co-teaching training/workshop 10 x \$200.80= \$2,008 ☒ SPPA 17101 A1 - 2769 Substitute Teachers Inclusion Teacher workdays/Substitute Teachers - 1 per quarter = 9 teachers x 4 days = 36 days x \$200.80 = \$7,229 ☒ Migrant Ed 17790 A1 - 2744/2702 MEP PTTA 1 Teacher x 17 hr/wk x 40 wks = 680 hrs x \$42.16 per hour = \$28,669 + \$854 (2.98% fringe) <i>Total = \$29,523</i> ☒ McKinney Vento Assistance B-3006 Homeless Concerns (hotspot, uniforms, cap & gown)
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	5A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices.	EA 5. Student Transitions (1.1.5) Multiple activities will support students' transitions into, through, and out of Kauai High School. Action Steps: a. School administration and teachers/staff will coordinate activities that support student transitions across all grade levels. b. Counselors will provide systematic guidance to students regarding Academy Programs of Study and CTE pathways to ensure alignment with long-term goals. (WASC #3) c. Organize and conduct key transition events, including the 8th-grade campus visit, Incoming Freshman Parent Night (Virtual/In-person), and Freshman Orientation. (WASC #3) d. All students will participate in learning activities that prepare them for successful transitions into high school, between grade levels, and into post-secondary life. Leads: Leadership Team	Panorama Student Perception/SEL Survey Results School Level ○ Data Chats/Goal Setting on Personal Pathways ○ Transition Activities/Event Log	☒ WSF 42104 B - 4801 Bus from CKMS grade 8 visit \$2,000
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.2.1. All students desire to and attend school regularly.	6A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices. 6B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices. 6C. Parents and students have limited understanding of how regular attendance impacts student learning.	EA 6. Student Attendance (1.2.1) Student attendance will be encouraged, and clear, proactive follow-up procedures will be implemented to address absences. Action Steps: - School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents, ensuring alignment with the school's Attendance Concern Procedure. - School administration, teachers, staff, and students/parents will adhere to established attendance procedures and guidelines. - Administration, teachers, and staff will actively encourage student attendance through a "Positive Attendance" campaign based on HĀ values and implement immediate follow-up procedures when absences occur. - All students will be encouraged to attend school regularly and arrive on time. Leads: Administration Team and Counselors	Attendance Data (LEI Kūlia and Strive HI) School Level - SST Meeting Notes/Concerns - Court Petition Documentation/Hearing Log	☐ WSF

1.2.2. All students demonstrate positive behaviors at school.	7A. There is insufficient time in the meeting schedule for the PBIS/Safety committee to meet due to the unavailability of necessary participants at the same day and time. 7B. There is a lack of buy-in to promote and reinforce behavior expectations throughout the school year.	EA 7. Positive Student Behavior (1.2.2) Behavioral Rtl, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment. Action Steps: a. School leadership will... i. Provide guidance and Academy collaboration time to strengthen SEL, proactive classroom routines, and PBIS strategies that define, teach, and reward positive/productive behavior. ii. Establish a formal PBIS/Safety Committee with regular, consistent meeting times to develop a school-wide plan. iii. Create a clear rollout and communication plan for school behavior expectations—designed using GLOs and the HĀ framework—ensuring these are reinforced throughout the year to students and parents. iv. Schedule Behavioral Expectation videos to be shown during Advisory each semester to maintain consistency across the campus. v. Implement Academy-driven awards to recognize and reward students who consistently exhibit positive and productive behaviors. b. Students will exhibit positive/productive behaviors in all settings. Leads: Vice Principals	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☒ WSF 42101 B - 3502 Indieflix SEL Platform Subscription \$15,000
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	8A. Established activities, events, and practices that align with the components of the Nā Hopena A'o (HĀ) Framework support student connection to school culture and community values, resulting in the need to sustain and strengthen these efforts.	EA 8. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework of Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i (BREATH) will continue to be embedded within our school culture. Action Steps: a. School administration, teachers, and staff will coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g. place-based field trips, Makahiki vertical support, Wa'a Kaulua Pae Kula, etc.). b. All students will engage in Nā Hopena A'o-aligned activities/events, including those that strengthen a sense of Hawaii at Kauai High School. Leads: Leadership Team	Panorama Student Perception/SEL Survey Results	☐ WSF
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	9A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to sustain and strengthen these efforts. 9B. There are limited efforts to build academy identity and belonging, resulting in varying levels of student pride and connection to their academy. 9C. Understanding and implementation of the NCAC standards of practice contribute to consistent and effective professional practice, resulting in the need to sustain	EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) 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 college/career options, strengthen connections with their community, and develop a sense of civic responsibility. Action Steps: - Teachers and staff will... - Support students with learning in all academies and early college programs, focusing on CTE Pathway Completion and obtaining industry-specific certifications. (WASC #3) - Increase efforts on building Academy identity and a sense of belonging so students feel a strong connection to their specific pathway and peer group. - Create academy-linked tangible products that support literacy, such as literary magazines and published podcasts that reflect pathway themes. - Align academic skills directly with the student's pathway to graduation and career; ensure students can explicitly identify how classroom skills (e.g., Algebra II, argumentative writing) are required for their chosen field. - Partner with the Kauai Economic Development Board (KEDB) to organize and expand community and business partnerships, maximizing island-wide resources to support Academy initiatives. - Freshman Academy students will participate in aptitude and interest-based activities to select the Upper Academy that best fits their future goals. (WASC #3)	Community Partners and Volunteers List Field Trip Log CTE Pathway Completion Data Early College Data School Level - Social Studies/Literacy Multidisciplinary Units - Early College Semester Offerings	☑ WSF 42115 B - 4801 Bus to/from CTE Pathways/Academy/Content excursion \$10,000 ☑ WSF 42109 B-3401 Academy Projects - PBL 3 Academies x \$1000= \$3,000 B - 3502 You Science Annual Subscription \$6,000 Industry Certification for students (OSHA & Safe Service) 450 seats x \$15= \$6,750 B - 5872 Mokihana Pest Control Classrooms/Farm/Gym \$450 x 4 classes x 1 times a year= \$1,800 B - 3006 Building Construction Course 1 & 2 WBL Supplies \$1,000

	and strengthen these efforts. 9D. Programs that prepare students for post-high school success (e.g., relevant, rigorous, and a continuum of work-based learning opportunities) support college and career readiness, resulting in the need to sustain and strengthen these programs. 9E. Methods and strategies that strengthen students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility support student readiness and engagement, resulting in the need to sustain and strengthen these practices.	c. School leadership will develop a plan for implementing a Senior Capstone/Financial Literacy course, providing an alternative option of a 4th-level CTE work-based learning class. (WASC #3, 5) d. Social Studies teachers will integrate the C3 framework into their pacing guides (once per quarter) to promote active participation and civic responsibility. e. Upper Academy students will be supported to become CTE Completers and successfully enroll in post-secondary institutions. (WASC #3) Leads: Academy Leads, CTE Lead, Social Studies Lead, and Principal		☒ WSF 42110 B-3401 Campus Beautification & Community Service Projects \$1,000 ☒ WSF 42125 B-7203 CTSO Buy Back-Participation x 4 chapters (FCCLA, HOSA, DECA, and FFA) and 1 chapter @\$1400 \$5,600 ☒ WSF 42101 / 456419 B - 7203 Early College (15 Sections @ \$350 per class UH Class) \$5,200
K-12 Alignment 1.3.2. All students enter high school with the academic background and	10A. K–12 alignment and school-level initiatives support students in developing the academic skills needed to enter, engage in, and	EA 10. K-12 Alignment of Academic Background and Skills (1.3.2) Students will acquire the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully. Action Steps:	On Time 9th Grade Promotion Data CTE Pathway Completion Data	☒ WSF 42101 A1-2744 1 x PTTA Tech Coordinator Registration & End of Year 35 hours x \$42.16 x 2 weeks =

skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	complete high school academic and CTE programs successfully, resulting in the need to sustain and strengthen these efforts. 10B. Integration of technology into instruction supports teaching and learning through a balanced approach that includes peer interaction and collaboration, resulting in the need to sustain and strengthen these practices.	a. Leadership and teachers/staff will... i. 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). ii. Explicitly align academic skills with the student's specific pathway to graduation; students must be able to articulate how current learning tasks translate to the "power skills" required for success as adults. b. Leadership and teachers/staff will collaborate with community partners and the Advisory Board to integrate important lifetime power skills (e.g., communication, collaboration, time/attendance, perseverance) into classroom instruction and routines. c. School administration will coordinate opportunities to strengthen K-12 articulation within the Kauai Complex on shared priorities like digital citizenship, financial literacy, and SEL. d. All students will participate in learning activities and data chats that prepare them for success in high school and beyond, as reflected in the Kauai HS Graduate Profile. Leads: Academy Director, Administration Team, and Technology Coordinator	On-Time Graduation Data School Level ○ Laulama Learning Data Analysis/PLC	\$2,951 2 PTTA After-school tutoring x 6 hours/week x 36 weeks = 432 hrs x \$42.16 = \$18,213 B - 3502 Instructional Annual Subscriptions (Adobe, Gemini Pro, Video/Audio, WASC) \$15,000 ☒ WSF 42101 B - 3010 Computer Supplies \$30,000 C - 7708 Devices & computer/technology support inventory, digital resources expansion, and replacement needs \$50,000
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1.3.3. All students graduate high school with a personal plan for their future.	11A. Support for students in developing post-high school plans contributes to college and career readiness, resulting in the need to sustain and strengthen these efforts.	EA 11. Student Post-High School Plans (1.3.3) A College and Career Readiness (CCR) plan will be implemented to support students in developing their post-secondary goals and solidifying their next steps after graduation. Action Steps: a. Leadership will collaborate with faculty to... i. Implement a CCR plan that ensures all students complete a post-secondary plan as part of their PTP that aligns with their Personal Pathway. (WASC #3) ii. Develop and implement a "Next Level Research Template" (or an additional specialized tab in existing digital portfolios) specifically for seniors to organize their post-secondary research and application requirements. iii. Coordinate specific workshops and support sessions for parents and students to ensure the timely and accurate completion of the FAFSA (Free Application for Federal Student Aid). iv. Expand opportunities for students to engage in college visits, utilizing both in-person tours and high-quality virtual reality tours to broaden students' perspectives on post-secondary options. b. Counselors will... i. Support students and families in the College Exploration/Application Process, the process to join the military, or the application for employment. (WASC #3) ii. Expand Work-based learning opportunities on campus to provide students with practical, industry-aligned experience within the school environment. (WASC #3) c. All students will have a documented and actionable post-high school plan in place before their graduation. (WASC #3) Leads: School Counselors, CTE Teachers, and WBL SPED Teachers	Post-Secondary Enrollment Data School Level ○ PTP Tracker	Senior Hiring Fair KCC Meet & Greet FAFSA Night No Cost ☒ Transition Services Special Education/WBL Enterprise 17708 \$25,000 (Year 4)
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. There are varying levels of understanding and implementation of Teacher Clarity by all departments/schoolwide. 12B. There is insufficient instructional planning and implementation taking place that aligns evidence of student learning and assessment.	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: a. School administration/leadership will... i. Implement a structured follow-up system to bridge the gap between large-scale PD (AAIS, P20, Laualama) and Content Team implementation, ensuring consistent follow-through and guidance. ii. Facilitate dedicated collaboration time and PD for standards-based assessment development and grading practices, particularly as teams transition from unit planning to designing common assessments. iii. Coordinate school-wide participation in the Corwin Visible Learning Institute to be held on Kauai, October 21, 2026, and conduct follow-up activities to reinforce/expand effective practices and strategies learned.	PD/Training Log Star Screener Reading and Math Proficiency Data Strive HI SBA ELA and Math Proficiency Data Strive HI Biology I EOC Exam Proficiency Data School Level ○ Quarterly Walkthrough Data ○ Algebra 1 & 2 ○ EOC Exam ○ Proficiency Data for Grade 10	☒ WSF 42102 A1 - 2769 Substitute Teachers ELL Teachers to attend KCA meeting, workshops & events-Subs 2 teachers x 2 days x \$200.80 = \$803 A1 - 2802 Stipends Seal of Biliteracy Teacher Workshop 15 day x \$200.80 = \$3,012 EL Success Plan Workshop 5 day x \$200.80 = \$1,004 ☒ WSF 42104 A1 - 2802 Stipends PBIS Workshop 5 day x \$200.80 = \$1,004

	12C. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports.	iv. Content-alike partners to co-create rubrics for all major summative assessments to ensure consistency across different sections of the same course v. Continue to provide PD, collaboration time, and follow-up support for: • Standards-based Instructional Planning and Core Curriculum Implementation • Implementation of the core curriculum, including effective methods for teaching and assessing language arts, math, and science • AI tools for teaching and learning • Inclusive practices to support all learners • Effective teaching practices and high-yield instructional strategies (e.g., visible thinking strategies, quality student interactions, cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, student voice/choice). (WASC #4) vi. Continue to provide teachers with collaboration time in Content Team meetings and for teachers of common subjects/courses. vii. Conduct walkthroughs to gather data on the implementation of identified high-yield strategies and Teacher Clarity components (learning objectives, success criteria, academic vocabulary, student engagement). (WASC #4) b. All teachers will... i. Receive orientation, curriculum training, and ongoing induction and mentoring support by district and school-level IM personnel and the academic coach when new to the school. (WASC #4) ii. Implement a vertically and horizontally aligned curriculum to teach the priority CCSS and GLOs. (WASC #4) iii. Indicate in their Standards-based Instructional Planning documents the learning objectives, success criteria, visible thinking strategies, and academic language to enhance		☒ WSF 42108 A1 - 2769 Substitute Teachers Instructional pacing, high yield workshops, peer observations, Interim SBA/PD/collaboration and vertical and horizontal alignment - ELA Dept - 10 teachers x 1 days x \$200.80 = \$2,008 - Soc Std Dept - 8 teachers x 1 days x \$200.80 = \$1,606 - Math Dept - 11 teachers x 1 days x \$200.80 = \$2,209 - Science Dept - 7 teachers x 1 days x \$200.80 = \$1,406 A1 - 2802 Stipends STAR/Freckles Training & Support 4 teachers x 1 day x \$200.80 = \$803 New Teacher KHS Orientation & On-Boarding Day 4 teachers x 1 day x \$200.80 = \$803 Data Chat Training 10 teachers x 2 days x \$200.80 = \$4,016
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		Teacher Clarity. (WASC #4) iv. Create learning progressions and summative assessments aligned to Priority Course Standards (CCSS, NGSS, HCSSS, C3 Framework), demonstrating clear and consistent grading criteria. (WASC #2) v. Participate in standards-based grading calibration exercises to ensure rigorous and uniform grading practices across all classrooms. (WASC #2) vi. Implement effective teaching practices and high-yield instructional strategies to teach the standards and GLOs (e.g., visible thinking strategies, sheltered instruction). (WASC #4) vii. Engage in opportunities to discuss/reflect on instructional effectiveness and participate in peer classroom visits to observe high-yield strategies in action. (WASC #4) c. All students will increase their learning through teachers' use of best practices/strategies (visible thinking strategies, quality student interactions, teacher clarity). Leads: Curriculum Coordinator, Academy Director, and Academic Coach		☒ WSF 42108 A1 - 2802 Stipends AAIS Instructional Cohort #4 New Teachers Workshop 16 days x 200.80 = \$3,213 B - 7104/04 AAIS (Holden) Year 6 Instructional Planning, Grading, Effective Leadership and High-Yield Strategies Training & Support \$64,000 B - 3501 Hawai'i Academies Consortium Membership \$500 ☒ WSF 42109 A1 - 2769 Substitute Teachers CTE workdays, workshops & collaboration, peer observations, CTSO-10 teachers x 1 days x \$200.80 = \$2,008 A1 - 2802 Stipends CTE Teacher Workshop 10 day x \$200.80 = \$2,008
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2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. Professional development and training for support staff builds their understanding and implementation of best practices, supporting continuous improvement of their work, resulting in the need to sustain and strengthen these efforts.	EA 13. Support Staff Training and Professional Development (2.2.2) Support staff (i.e., Educational Assistants and Part-Time Teachers) will be provided with training and support in the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: a. School administration and leadership will coordinate training and PD sessions/activities designed to strengthen the understanding and use of effective practices and strategies that foster student well-being and academic growth. b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support. c. All support staff will implement effective practices and strategies relevant to their specific roles and responsibilities as identified by the school administration or their immediate supervisor. d. All students will increase their learning through the support staff's consistent application of best practices and instructional/behavioral strategies. Leads: Special Ed Department Head and Vice Principal	PD/Training Log Star Screener Reading and Math Proficiency Data Panorama Student Perception and SEL Survey Results	CPR/AED Training By Athletic Trainers No Cost ☒ Possible Add'l WSF Funds B - 4804 Professional Development for Clerical Staff to gain Leadership Skills \$19,000
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2.3.2 All school administrators are effective or receive the necessary support to become effective	14A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in professional development to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NCAC, Hawaii Academy, NASSP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. Lead: Principal	PD/Training Log	☒ WSF 42112 B-7104/04 Optimal Business Solutions Year 5 Personal Pathways Laulama Learning Training/Support \$5,250 ☒ Possible Add'l WSF Funds B - 4804 UNITED 2027: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference. \$4,000 per administrator x 4 (Principal and VPs) \$16,000
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Priority 3

Effective and Efficient Operations At All Levels

- ★ GOAL 3.2 All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.
- ★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.	15A. Communication and adherence to HIDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... - Implement processes and procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kauai High School. - Provide ongoing, transparent communication with faculty and staff to ensure everyone is knowledgeable about our vision and mission, and role in meeting schoolwide goals and outcomes. (WASC #5) - Participate in a Strive HI Reflection data protocol as a core component of the Comprehensive Needs Assessment (CNA) process to ensure collaborative data-driven decision-making. - Ensure our Academic Plan remains aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan supports the initiatives and priorities of our Academic Plan. Lead: Principal	Academic and Financial Plan Documents	☒ WSF 42101 A1 - 2744 PTTA Data System Coordinator to update school academic data/PTP 6 hrs/week x 36 weeks = 216 x \$42.16 = \$9,107

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. Involving the School Community Council (SCC) in collaborative planning and decision-making supports school improvement efforts, resulting in the need to sustain and strengthen this practice.	EA 16. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will... i. Collaborate to schedule and plan regular meetings for SCC members, ensuring all stakeholder role groups are represented. (WASC #5) ii. Organize at least two SCC meetings per year that are open to the wider community, where leadership team members will share school data, and receive input on the draft/proposed Academic Plan. (WASC #5) iii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. b. School staff will... i. Create a clear/concise user-friendly version of the improvement plan to share with w/all stakeholders (Infographic). (WASC #5) ii. Expand the use of Student Panels to create a regular feedback loop with students. (WASC #5) Leads: Principal and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF
All parents feel welcome, involved, and engaged in their child's school.	17A. Conducting academic showcases and family/community engagement activities supports stronger family involvement and student outcomes, resulting in the need to sustain and strengthen this practice.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration and teachers/staff will provide parents/guardians with multiple opportunities to support their child through training/information sessions conducted during key events, such as the Fall Meet & Greet and the Spring Family/Community event. b. School staff will... i. Enhance parent communication by developing "visually friendly" materials, such as well-organized newsletters	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42101 A1 - 2744 PTTA RRP Community Coordinator 6 hrs/week x 36 weeks = 216 x \$42.16 = \$9,107 ☒ WSF 42112 A1 - 2741 PCNC 19 hrs/week x 41 wks = 779 hrs x \$25.45 = \$19,826 A1 - 2744 PTTA Coordinator to update school website

		and infographics that break down complex school data or initiatives. (WASC #5) ii. Explore paid student internships within the hospitality or marketing pathways to lead school social media and community outreach efforts. c. Students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement. Leads: Parent Engagement Coordinator, PCNC, and Vice Principal		quarterly 20 hrs per quarter x 4 quarters = 80 hrs X \$42.16 = \$3,373 ☒ WSF 42112 B - 3502 Edlio School Website Annual Subscription \$4,200 ☒ WSF 42114 B - 7207 Protocol: Meals/refreshments for parent/community involvement/ workshops \$2,000
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APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will, therefore, require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Kauai High School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,162 instructional hours per year

Did your school submit an SCC Waiver Request Form? Please explain.

We requested three waiver days for PD/collaboration in SY 26-27.

Bell Schedule: [Bell Schedule](#) SY 26-27 Block Schedule 1st Semester SY 26-27 Block Schedule 2nd Semester

APPENDIX B: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

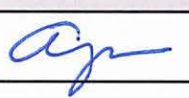
[Signed SCC Assurances Form SY2026-27](#)

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

The **Kaua'i High School's** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 4, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 3, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team and Faculty Meeting
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Kaua'i High School's Principal	Signature	Date
Marlene Leary		Mar 12, 2026
SCC Chairperson	Signature	Date
Alicia Miyashiro		Mar 12, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations or comments were made, please write "None" in the tables below. **The SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Continue to seek ways to get students' voice in the process of developing and monitoring the school's Academic Plan.	It is key to involve high school students in the decision making of the Academic Plan. It is part of understanding and aligning to the school's plan for their journey to becoming career, college, and community ready.	We will continue to gather quarterly student input through our walkthroughs and our annual winter student input session. In addition intentional analysis and action of the two Panorama surveys will be utilized for instructional and social emotional support. The school leadership team will also continue to ensure when gathering feedback that diversity of student backgrounds is captured.

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

Attested:

SCC Chairperson	Signature	Date
Alicia Miyashiro		Mar 12, 2026