SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
HAWAII DEPARTMENT OF EDUCATION

FOR

Kauai High School

3577 Lala Road
Lihue, Hawaii 96766
Kauai Complex Area
March 7-10, 2016

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Retired Superintendent

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Radford High School

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Kahului High and Intermediate School

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Kea’au High School

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Principal
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Community - Background and History

Kauai High School (KHS) is located in the main town of Lihue, the island’s second largest town, financial center, and county seat. Situated on a bluff overlooking Nawiliwili Bay, KHS occupies a spacious 32-acre campus with 88 classrooms, including portable classrooms. It is the oldest of the three public high schools on Kauai and has been renovated several times. KHS students matriculate from Chiefess Kamakahelei Middle School, which primarily serves students from four feeder elementary schools located in Lihue, Hanamaulu, Koloa, and Kalaheo. KHS serves an ethnically diverse student population of approximately 1,120 students (SY 2015-2016). The University of Hawaii’s Kauai Community College, which serves approximately 1100 students, is located within five miles of the high school.

In June 2012, long-term Principal Linda Smith retired after 23 years of service. Starting in SY 2012-2013, a series of five principals and TA principals were at the helm of KHS. In October 2014, the current principal was appointed acting principal and became permanent in December 2014.
Community Demographics

KHS serves an economically and culturally diverse community. While the total population, median age, and median household income have increased since 2000, so too, has the percent of families with children living in poverty. The school is not qualified as a Title I school.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>22,747</td>
<td>1,211,537</td>
<td>26,343</td>
<td>1,360,301</td>
</tr>
<tr>
<td>Median age of population</td>
<td>39.8</td>
<td>36.2</td>
<td>41.8</td>
<td>38.6</td>
</tr>
<tr>
<td>Percentage of population aged 5-19</td>
<td>20.8%</td>
<td>20.6%</td>
<td>18.5%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Number of families</td>
<td>5,678</td>
<td>287,068</td>
<td>6,308</td>
<td>313,907</td>
</tr>
<tr>
<td>Percentage of families with children under 18</td>
<td>43.6%</td>
<td>45.05%</td>
<td>32.6%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Percentage of families with children headed by a single mother</td>
<td>21.0%</td>
<td>18.3%</td>
<td>12.0%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Median household income</td>
<td>$49,636</td>
<td>$49,820</td>
<td>$67,033</td>
<td>$66,420</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>6.4%</td>
<td>7.6%</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Percent of families with children living in poverty</td>
<td>7.5%</td>
<td>11.2%</td>
<td>11.0% (2008-2012)</td>
<td>10.8% (2008-2012)</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, American Fact Finder and SY 2012-2013 School Status and Improvement Report

- The median age of the school community increased from 39.8 to 41.8, while the percent of families with children under the age of 18 years old decreased by 11%.
- The percentage of population aged 5-19 years decreased by 2.3%.
- In 2010, the median household income increased significantly from $49,636 to $67,003, which is slightly higher than the State’s average of $66,420.
- The percentage of families with children living in poverty increased from 7.5% in 2000 to 11.0% from 2008-2012.

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teen Birth Rate (per 1000 births)</td>
<td>40</td>
<td>42</td>
<td>39</td>
<td>43</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>Uninsured</td>
<td>13%</td>
<td>14%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4%</td>
<td>9.3%</td>
<td>8.7%</td>
<td>8.8%</td>
<td>7.4%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Children in Poverty</td>
<td>13%</td>
<td>12%</td>
<td>16%</td>
<td>18%</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Children in Single Parent Households</td>
<td>11%</td>
<td>32%</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
</tr>
</tbody>
</table>


- Kauai’s teen birth rate increased slightly from 40 births per 1000 births in 2010 to 44 births per 1000 births in 2014.
- Kauai’s unemployment rate decreased from 9.3% in 2011 to 5.7% in 2015.
- In 2015, 16% of Kauai’s children lived in poverty, an increase of 3% since 2010.
- The percentage of children living in single parent households increased significantly, from 11% in 2010 to 32% in 2011. This significant increase within just one year may be attributed to an increase in population or a change in the calculation of data. The years following 2011 have remained similar in percentage.
Community Educational Attainment Level

- The percent of the KHS school community who are college graduates (22.8%) is below the State’s average of 29.4%. However, 35.4% of the KHS school community has some college, which is 4% above the State’s average of 31.4%.
- 13.3% of the KHS school community has less than a high school diploma, which is 3.1% above the State’s percentage of 10.2%.

Kauai High School has five parent/community organizations and 11 community and business partners that provide their students with experiences and real world connections.

Overall KHS enrollment has fluctuated slightly from 2011/12 to the present. The largest student populations are Asian (49.6%), Pacific Islander (26.1%), and Caucasian (16.2%). Homeless (1.3%) and migrant (4.3%) populations are remaining stable. Daily attendance has been reported steadily at or about the 93.5 percent rate. Discipline incidents fluctuated between 329 and 617 incidents per year with no long term trends either up or down. Suspensions have also fluctuated between 2% and 10% of the students enrolled.

At present there are 24 student organizations that range from Dance Club to Mock Trial Club. At Kauai High School 38 different sports activities are offered.

KHS has formed 9th and 10th grade teams to create smaller learning groups and more specific prescriptive learning for the students. In SY 2015-2016 Kauai High School was serving 68 ELL students and has a population of 100 Special Education students receiving services. Advanced placement and honors classes are increasing in SY2015-2016, but the AVID classes have seen a reduction in student numbers of 2% while the early college program has shown as increase of 3.7%. The school has had an average dropout rate of 11% and this percentage has been
consistent since SY 2013-2014.

## Staff

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTE</td>
<td>70</td>
<td>69</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>Regular Instruction</td>
<td>52</td>
<td>52</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>Special/Supplemental Instruction</td>
<td>17</td>
<td>11</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Licensed</td>
<td>97.1%</td>
<td>97.1%</td>
<td>93.9%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Counselors</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Teachers*</td>
<td>8/11%</td>
<td>11/16%</td>
<td>6/9%</td>
<td>21/30%</td>
</tr>
<tr>
<td>Avg. Years’ Exp.</td>
<td>12.1</td>
<td>10.9</td>
<td>12.7</td>
<td>11.9</td>
</tr>
<tr>
<td>5+ years at KHS</td>
<td>49 (70%)</td>
<td>44 (64%)</td>
<td>40 (60%)</td>
<td>35 (51%)</td>
</tr>
<tr>
<td>Advanced Degree</td>
<td>31 (44%)</td>
<td>33 (48%)</td>
<td>29 (44%)</td>
<td>30 (43%)</td>
</tr>
</tbody>
</table>

*Source: School Status and Improvement Report, SY 2014-2015*

- Between SY 2012-2013 and SY 2014-2015, 38 new teachers joined the KHS faculty.
- During SY 2014-2015, 21 new teachers joined the KHS faculty. This large turnover is due to retirements and several long-term leaves of absence, among other things.
- For SY 2015-2016 there were 12 teachers new to KHS; several have previous teaching experience.
- In addition to the data above, there are three National Board Certified Teachers, and three teachers who are currently working on advanced degrees.
- Over 40% of teachers earned advanced degrees.

## Student Performance Data

Kauai High School has come from a “restructured” school in 2012-13 to a “focus” school in 2013-14. The school became considered a “focus” school because of the higher graduation gap. Academic proficiency in English and Math is below the state and complex area averages.

## Strive High Data

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Value</th>
<th>Weighted Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Achievement</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td>Math</td>
<td>78%</td>
<td>69%</td>
</tr>
<tr>
<td>ELA/Literacy</td>
<td>29%</td>
<td>23%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth</td>
<td>48</td>
<td>53</td>
</tr>
<tr>
<td>Math</td>
<td>48</td>
<td>66</td>
</tr>
<tr>
<td>ELA/Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness</td>
<td>11th Grade ACT</td>
<td>44%</td>
</tr>
<tr>
<td>On-time Graduation</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>College-Going Rate</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>25%</td>
<td>47%</td>
</tr>
<tr>
<td>Current Gap Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-Year Gap Reduction</td>
<td>34%</td>
<td>-14%</td>
</tr>
<tr>
<td>Total</td>
<td>240 of 400 points</td>
<td>230 of 400 points</td>
</tr>
</tbody>
</table>
On the Strive High in 2013 KHS earned a score of 240, a “Continuous Improvement” score usually, but because there was a significant gap between high needs and non-high needs students the school became a “Focus School”. In 2015 the school closed the gap and was no longer classified as a Focus School but the overall proficiency scores and other indicators dropped resulting in a Strive High score that was 175 points, 55 points lower than the previous year. The school improved in area of college readiness rate on the 11th Grade ACT by 4% earning 125 out of 200 Strive Hi points and in the area of the Achievement Gap by reducing the gap from 47% to 24%.

College Entrance Exams

11th Grade Average ACT Scores
ACT scores in Eleventh Grade English, math, reading, and science are below the state’s scores for 2015 and dropped in all subjects.

Average test scores at KHS are below the ACT benchmarks, indicating that the average 11th grade student is not college ready however 4% more students reached proficiency (38%).

Prior to SY 2012-2013, only a limited number of college-going students took the test statewide; scores at KHS and statewide were relatively similar. From SY 2013-2014 (when all 11th graders were required to take the ACT), scores at KHS decreased, yet were equal to or slightly higher than the state exclusive of math.

<table>
<thead>
<tr>
<th>ACT</th>
<th>Number of KHS Students Tested</th>
<th>English Benchmark 18</th>
<th>Math Benchmark 22</th>
<th>Reading Benchmark 22</th>
<th>Science Benchmark 23</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KHS</td>
<td>State</td>
<td>KHS</td>
<td>State</td>
<td>KHS</td>
</tr>
<tr>
<td>2012</td>
<td>38</td>
<td>18.8</td>
<td>20.5</td>
<td>20.1</td>
<td>21.9</td>
<td>19.9</td>
</tr>
<tr>
<td>2013</td>
<td>223</td>
<td>19.5</td>
<td>19.0</td>
<td>19.9</td>
<td>20.8</td>
<td>20.1</td>
</tr>
<tr>
<td>2014</td>
<td>236</td>
<td>16.8</td>
<td>16.9</td>
<td>18.5</td>
<td>19.0</td>
<td>18.4</td>
</tr>
<tr>
<td>2015</td>
<td>224</td>
<td>16.0</td>
<td>17.2</td>
<td>18.2</td>
<td>19.1</td>
<td>17.2</td>
</tr>
</tbody>
</table>

Source: ACT College Readiness Report for Kauai High School
Starting SY 2012-13 all 9th graders took the ACT Explore and all 10th graders took the ACT Plan.

Data indicates 9th and 10th graders are on target in English but below in the math, reading and science.

9th Grade and 10th Grade ACT Composite Scores show a small gain between 2013 and 2015.

*9th Grade 2014 ACT Explore scores not available.

Scholastic Aptitude Test (SAT)

<table>
<thead>
<tr>
<th>SAT</th>
<th>No. of KHS Students</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KHS</td>
<td>State</td>
<td>Nat'l</td>
</tr>
<tr>
<td>2010</td>
<td>134</td>
<td>464</td>
<td>460</td>
<td>500</td>
</tr>
<tr>
<td>2011</td>
<td>137</td>
<td>455</td>
<td>454</td>
<td>497</td>
</tr>
<tr>
<td>2012</td>
<td>165</td>
<td>438</td>
<td>456</td>
<td>496</td>
</tr>
<tr>
<td>2013</td>
<td>182</td>
<td>447</td>
<td>458</td>
<td>496</td>
</tr>
<tr>
<td>2014</td>
<td>142</td>
<td>461</td>
<td>459</td>
<td>497</td>
</tr>
<tr>
<td>2015</td>
<td>122</td>
<td>449</td>
<td>487</td>
<td>495</td>
</tr>
</tbody>
</table>

KHS’ SAT Critical Reading, Math, and Writing scores varied by about 20 points year to year, trending down in most cases.

In reading and writing KHS students perform near the state average but below the national level.
Advanced Placement (AP)

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total AP Students</td>
<td>124</td>
<td>144</td>
<td>180</td>
<td>166</td>
<td>145</td>
<td>153</td>
</tr>
<tr>
<td>Number of Exams</td>
<td>160</td>
<td>190</td>
<td>214</td>
<td>227</td>
<td>190</td>
<td>182</td>
</tr>
<tr>
<td>AP Students with Scores 3+</td>
<td>45</td>
<td>49</td>
<td>62</td>
<td>62</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>% of Total AP Students with 3+</td>
<td>36%</td>
<td>34%</td>
<td>34%</td>
<td>37%</td>
<td>31%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: College Board Advanced Placement Score Report

- The total number of AP students decreased from a high in SY 2011-2012 of 180 students to 153 students in SY 2014-2015, probably due to administration dropping AP courses.
- The percent of AP students scoring a 3+ or better on AP exams has decreased from 36% to 30% over the past five years.

The STAR Universal Screener for Math and Reading that began in SY 2015-2016 also mirrors the data produced by SBAC testing. The SAT and ACT scores for Kauai High School have remained below the state average while declining slightly. However, the AVID program is showing positive results. Of their 14 Senior students in SY 2014-2015, 100% graduated, 85.7% took either the Act Or SAT, applied for a 4 year college and were accepted. The ELL program is showing inconsistent results. KHS believes that the current decrease in ELL proficiency in Reading is due to a lack of consistency in the program and a contributing factor to be a turnaround in faculty each year.

Graduation Rate and Dropout Rate

Historically, KHS consistently met or exceeded the State objectives for graduation when all students were aggregated into one group. However, now that the graduation rate is disaggregated by subgroups, the gaps among the different student populations are apparent. The dropout rate was 11.7% for 2014-15 which increased by 1.3% over the previous year.
Historically, KHS has met or exceeded the State’s objectives for graduation; however, when the rate is disaggregated by subgroups, the gaps become apparent.

● The graduation rate for Disabled and ELL students is not reported publicly (due to the small population size). However, the percentages are reported above as these students are among the “high needs” students. With the exception of the 2013-14 SY, the disadvantaged and ELL students consistently fall short of the State’s objective. In addition, Native Hawaiian and disabled students have never met the graduation rate objective.

● The graduation rate of the Asian/Pacific Islander subgroup as a whole was 85%, which meets the State objective. However, when the subgroup is further disaggregated, the data shows that the graduation rate for the Asian subgroup is above the State objective at 90%.

In SY 2014-15 the participation rate on the SBA was approximately 80% of 11th grade students; of those who did not participate approximately 50% were students who had a GPA of 3.0 or higher. The School Quality Survey (SQS) of 2014 shows a decrease in overall satisfaction from the students and faculty while the parents that participated showed an increase in satisfaction. KHS mean Tripod scores increased in five out of the seven areas this year with an overall 7C average score of 60%.

The community and business partners, the faculty and staff of Kauai High School are looking forward and have a vision for their future that support their Vision and Mission Statements.

Mission Statement:
We at KHS are a community of learners pursuing personal growth, knowledge and compassion to realize and maximize our potential.

Vision Statement:
Creating and sustaining a culture of learning that educates, engages, and empowers all to be successful.

Student Learning Needs

After examining the data profile, recording the significant developments over the past six years and reviewing the progress made on the critical areas for follow-up the school has identified two student learning needs.

a. **Increase Student Reading Levels.** In order to address student reading levels, the school must focus on close monitoring of student lexile levels and reading progress, implementing the CCSS literacy standards in all subjects and quality literacy based instruction in order to develop more effective communicators and complex thinkers.

b. **Decrease the Achievement and Graduation Gap.** In order to reduce the dropout rate, increase the graduation rate and decrease the achievement gap, KHS must increase the
degree to which we provide engaging, personalized classroom environments in order to develop more self-directed learners.
Chapter II: Progress Report

Significant Developments

Kauai High School has had two permanent principals and two TA principals before the current principal took over in December 2014. There have also been five VP changes and 38 new teachers hired in the past three years. With these personnel changes many veteran administrators and staff members have retired or left the school.

Curriculum changes have been made to better meet Common Core Standards and provide for more CTE pathways. New CCSS based curricula have been implemented in the English and math departments, along with greater emphasis on nonfiction literacy and common core literacy standards for all other core subject areas. There has been an emphasis on increasing the number of students who complete full CTE pathways and the number of CTE classes. The administration has promoted expanding AP options now allowing any student to enroll with counseling if needed. The school recently joined a grant consortium related to “Early College” which has expanded the presence of college professors on campus beyond the two dual credit courses offered in past years.

An RtI system was put in place in SY 2014-15 and is being refined with the assistance of a Catapult Consultant. This program addresses the large graduation rate and achievement gaps evident when achievement demographics are disaggregated. All students in grade 9, 10, and 11 are screened three times per year with the Star Universal Screener in reading and math. This was the first time students were screened schoolwide at KHS. A dedicated position for a RtI teacher for Tier 2 and Tier 3 interventions was established in SY 2014-15.

From SY 2012-13 to SY 2014-15, Consultant Gale Elkins provided instructional practices coaching to small cadres of teachers and taught three non-classroom teachers to serve as coaches beyond their normal assignments. Due to staff and administrative turnover, of the 68 teachers currently at Kauai High School only 20 teachers have been exposed to Elkins’ professional development (some with just one year of training), and no administrator is trained. In recent years the school has focused PD on RtI training for in classroom interventions, and the use of data teams.

In SY 2014-15, data teams were revisited, and coaching was provided for Data Teams. However, time was still an issue so in SY 2015-16 with the bell schedule changes data teams once again became a reality at KHS. All faculty were provided PD regarding Data Team implementation strategies with departments given flexibility in implementation of the processes and protocols.

In addition the school has re-established school wide walk-through so, sharing data from them with faculty in order to guide instructional coaching and PD. An instructional coach has been
hired to provide support to teachers for effective instructional practices.

The KHS bell schedule has changed twice in recent years. Prior to SY 2014-15, students were in class for approximately 1575 “student minutes per week” with a six period day at KHS. Initially in SY 2014-15 this was changed per state mandate to provide a seven period schedule with 1650 “instructional minutes per week”. This new state mandate allows students to take more electives and/or retake classes to meet graduation requirements. When the state adjusted their definition to utilize “student minutes per week,” an improved SY 2015-16 bell schedule with dedicated collaboration time was voted in. This schedule has provided time for advisory classes twice a week and the ability to take seven classes. Currently students attend class for one 50 minute class and two 79 minute classes which is above the state mandated minutes for SY 2016-17.

With the current bell schedule, KHS now has data team time four times per month, grade level team time twice per month, and department meeting time twice per month, in addition to weekly Wednesday meetings which are used for multiple purposes. Our schedule allows for SPED collaboration time to happen during homeroom, as SPED teachers are not assigned students. This allows SPED teachers to attend grade level team, data team and department meetings after school. Additionally, there is a dedicated period each Wednesday for students to work on their Personal Transition Plan (PTP).

Implementation of a school ART began in SY 2013-14. This team was initially comprised of the entire school leadership team (Department Heads, Registrar, and SSC). Building on experience, the SY 2015-16 ART team now operates from the concept of shared leadership and includes teacher leaders who are not department heads to work with school-wide data. The ART is now monitoring the academic plan and improving data analysis for use by faculty when crafting the academic plan.

A computer infrastructure update was completed in Summer 2015. KHS is a 100 year old school and was not able to handle the demands of our 21st century technology devices. During the summer of 2015 a major facilities project to re-wire the school was completed. As of second quarter of SY 2015-16, teachers are now able to use wireless technology in the classroom, which was not possible schoolwide in prior years.

Emphasis on electronic record keeping and information dissemination was a focus of SY 2014-15. The school website was reorganized and updated consistently as a parent/student/community communication device. The online grading program, Engrade, was used by about 60% of KHS teachers as another electronic communication tool during the 14-15 school year. Most but not all teachers are now fully utilizing Engrade in SY 2015-16, which simplifies communication about academic progress among students, parents, and teachers. Movement to Google Apps for Education (GAFE), using Google Docs for Data Team record keeping, began in SY 2015-16.
Progress made on Previous Visiting Team Recommendations for School-wide Critical Areas for Followup.

The school received four recommendations for School-wide Critical Areas for Follow-up from the 2010 Visiting Committee. There was a 2013 mid-term visit by a Visiting Committee who found that the school had made progress on all four of the commendations and made only one recommendation to have the school focus their efforts on fewer reforms to great depth. During the past three years there has been some interruption of progress being made with the change of principals however last year with the assignment of a leader who previously taught at the school there has been more progress made in the areas of using data to inform instruction and focusing on effective instruction. In general it appears that progress was made for the first three or four years after the last full visit and then there was a lull in progress for a period of a year or two followed by recently by a renewal in attention and focus to the WASC recommendations. Listed below are the four recommendations from 2010 aligned with the 2013 mid-term visit recommendations and the progress that has been made during the last three years.

1. **Strengthen and expand the school wide use of research-based instructional practices to increase student engagement and rigor in all classes.**

<table>
<thead>
<tr>
<th>2013 Summary of Significant Progress</th>
<th>2013 Recommendations</th>
<th>Progress Since 2013</th>
<th>Addressed in SY 2015-16 Academic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school created cadres focused on instructional strategies and student engagement to support effective teaching in the classroom.</td>
<td>The school should look at its bell schedule to explore ways to provide collaboration and planning time for teachers to avoid overtaxing teachers.</td>
<td>There has been schoolwide PD on instructional practices with walk-through visits tied to strategies. There has been evidence from walk throughs that student engagement has increased. At the end of SY 2014-15 the PD for the cadres ended and the establishment of an instructional coach position in SY 2015-16 occurred. Collaboration time and PD has been provided for Data Teams to meet and function. The bell schedule was adjusted which increased collaboration/meeting time.</td>
<td>Goal 1; strategy 2 and 3 The school provided funding for an instructional coach position but has yet to fully implement the functions intended.</td>
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2. Standardize the collection, disaggregation and use of student data to drive instruction and increase student performance.

<table>
<thead>
<tr>
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<th>Progress Since 2013</th>
<th>Addressed in SY 2015-16 Academic Plan</th>
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</thead>
<tbody>
<tr>
<td>The school identified the needs of the students through the data teams process and provided staff development for teachers to make effective changes in classroom instruction.</td>
<td>The school should continue to collect data on how students are learning and transfer that information to classroom instruction.</td>
<td>There has been an emphasis on schoolwide formative instruction PD and a revitalization of the The ART process was established in SY 2013-14. The ART has expanded membership beyond department heads. The purpose of the ART process is to monitor the school's action plan. Many teachers are involved in monitoring and examining data and crafting the SY 2015-16 action plan based on data. Date Teams are meeting on a regular basis and there is PD support their work. The Star Universal Screener is used to identify RtI students for interventions within classrooms.</td>
<td>Goal 1 strategy 3 enforces fully engrained data teams to assist teacher in using data to transform practices. Goal 1 additional &quot;optional&quot; strategy regarding ART’s role to monitor school-wide data and implementation of the AcFin school action plan. Goal 1 strategy 1, 2, 3: Consultants narrowed to Catapult and Mathematics and the KHS teacher-instructional coach.</td>
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3. Modify the school schedule to provide more opportunities for students to retake classes to meet graduation requirements and to fulfill personal or other post-secondary requirements.

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<thead>
<tr>
<th>2013 Summary of Significant Progress</th>
<th>2013 Recommendations</th>
<th>Progress Since 2013</th>
<th>Addressed in SY 2015-16 Academic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>The school should continue to look at its bell schedule to provide opportunities for students to meet graduation requirements and to participate in other post-secondary opportunities. The school should revisit instructional time to increase learning opportunities for all students to be compliant with State DOE Standards.</td>
<td>Bell schedule was modified for SY 2014-15 included a 7 period day allowing students extra time to meet graduation requirements. The length of the school day also increased with the bell schedule changes. Bell Schedule modified again for SY 2015-16 to provide both a 7 period student day and collaboration time for teachers. The school states that students experience 1860 instructional minutes per week with 1456 minutes in the regular classroom of instructional time.</td>
<td></td>
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4. Strengthen communication within the school community to fulfill the school’s Vision and Mission.

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<thead>
<tr>
<th>2013 Summary of Significant Progress</th>
<th>2013 Recommendations</th>
<th>Progress Since 2013</th>
<th>Addressed in SY 2015-16 Academic Plan</th>
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</thead>
<tbody>
<tr>
<td>The school climate is positive and open. With the addition of a new principal, the school staff, students, and parents seem happy and supportive with the direction and accomplishments of the school. There is observable collaboration and open communication occurring between administration, staff, parents, and students.</td>
<td>N/A</td>
<td>The school website was overhauled in Spring 2015 and is consistently updated. E-mail, calendars, sports updates and other functionalities were added. An online grading program was instituted SY 2013-14 and required as of SY 2015-16. This gives students and parents instant access to student grades. A mini newsletter with principal message is sent home with each of the report card mailings and posted on the school’s website. Quarterly full newsletters are published and made available to the school community via email and on the website. The school is actively seeking to expand its email reach. Weekly internal bulletin sent to staff from the principal.</td>
<td>Goal 3: Engage families and communities through multiple modalities</td>
</tr>
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Chapter III: Self-Study Process

General Learner Outcomes (GLOs)
The General Learner Outcomes (GLOs) are the goals of standards-based learning in all content areas at our school and challenges our students to become the following:

<table>
<thead>
<tr>
<th>Self-Directed Learner:</th>
<th>The ability to be responsible for one’s own learning.</th>
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<tbody>
<tr>
<td>Community Contributor:</td>
<td>The understanding that is essential for human beings to work together.</td>
</tr>
<tr>
<td>Complex Thinker:</td>
<td>The ability to be involved in complex thinking and problem solving.</td>
</tr>
<tr>
<td>Quality Producer:</td>
<td>The ability to recognize and produce quality performance and quality products.</td>
</tr>
<tr>
<td>Effective Communicator:</td>
<td>The ability to communicate effectively.</td>
</tr>
<tr>
<td>Effective and Ethical User of Technology:</td>
<td>The ability to use a variety of technology effectively and ethically.</td>
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The Self-Study Process

Kauai High School engaged the Self-Study in a deliberate, inclusive and conscientious method. The administration and Leadership Team led the efforts to collect, summarize and make conclusions about data during the Spring of 2015. School-wide Focus Groups and Home Groups responded to all the criteria and indicators with ample input from a broad spectrum of stakeholders. There were classified staff, parents and community, and students involved on each Focus group. Finally the Principal developed the Academic-Financial Plan using the information gathered from the Self-Study. Listed below is the school’s response to the six expectations of a WASC Self-Study.

Inclusiveness: The school has made successful efforts to include members of the student body, classified staff and community on all Focus Groups. In order to gain more participation home groups were formed for classified staff and students. In addition the report was reviewed by the SCC.

Purposefulness: KHS’s updated vision and mission statements served as the foundation of the self-study. Specifically, the school brought the 3 E’s (Educate, Engage and Empower) to life by:

- Educating – All stakeholders had the opportunity to learn about the WASC accreditation self-study process, as well as processes for analyzing data.
- Engaging – As they engaged in the self-study process, all stakeholders had the opportunity to discuss, analyze, evaluate, and provide input and comments into the
self-study document.

- Empowering – Focus Group Leaders were trained and empowered to facilitate their groups through Task 4 analysis.

Student-Focused Efforts: The analysis of demographic, achievement, perception and process data was a reminder to the school to continually focus on student outcomes and growth. Focus group leaders were encouraged to gather and utilize data as the backbone of their indicator responses.

Evaluation: By engaging all stakeholders in conversations about how well the entire school program was impacting student outcomes, the school was able to identify areas of strength and prioritize areas for growth.

Accountability: Engaging in the self-study process raised the awareness of the leadership team of the need to create and monitor processes and systems for accountability in order to effect continuous school improvement. As such, the newly formed ART has committed to effective monitoring of academic plan implementation as it relates to student outcomes. Some members of the ART attended Continuous School Improvement Institutes in June and September 2015 in order to strengthen their skill set in this area.

Leadership and Support System: The self-study process has built the capacity of formal and informal leadership to sustain continuous school improvement and continue the journey toward educating, engaging, and empowering all to be successful.
Chapter IV: Quality of the School’s Program

Part A: What Currently Exists
CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision and Mission Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels?

Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), to what extent is the school’s purpose further defined by academic standards, General Learner Outcomes (GLOs), and the school’s Academic and Financial Plan?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Vision, Mission, General Learner Outcomes, Profile, Academic and Financial Plan:** The school has established a clear, coherent vision and mission of what students should know and be able to do; the school’s Academic and Financial Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

**Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic and Financial Plan:** The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, General Learner Outcomes, and Academic and Financial Plan are effective.

**Understanding of Vision, Mission, General Learner Outcomes, and Academic and Financial Plan:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision General Learner Outcomes, and the Academic and Financial Plan.

**Regular Review and Revision:** The school is implementing an effective process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic and Financial Plan based on student needs and global trends.

Kauai High School has established a clear and coherent Vision and Mission Statement. Revisions that were made demonstrate a full staff participation in the development process. Every teacher was provided with a poster of the vision and mission statements, thus allowing the opportunity share with students during various classes and through special designed homeroom/PTP lessons. Most students are able to describe the vision and mission statements. Many students know the concept of the three Es (Educate, Engage, and Empower). Few parents know the vision and mission statement of Kauai High School. Parents and community members have the opportunity to participate in the development of the academic and financial plan of the school through various avenues of communication. Very few parents and community members use these opportunities to participate. Very few parents are able to identify the GLOs. All students commit to the practice of the GLOs, because the students grew-up with the same GLO’s throughout their education.

The process for regular review and revisions of Kauai High School’s vision, mission, GLOs, and Academic and Financial Plan lends for some stakeholder involvement. Faculty, including teachers and classified are involved in the review and revision processes. Few students, parents, and community members are involved in the process. Those stakeholders who participate in various forums are involved in the process, such as SCC and PTSA. The
opportunity is available for greater participation. Student involvement is limited. There is an open communication for students to express concerns to administration and teachers. Parents and community members also demonstrate limited involvement, however this is not a result of a lack of opportunities.

Student’s needs are taken into consideration when developing and refining the Academic Financial Plan, which occurs several times over the course of the year. This is done by reviewing data collected through various assessment pieces for that school year. The process is effective by including some of the stakeholders. There is little support involved in the development/refinement process by the the stakeholders other than leadership and faculty. Parents and community have limited involvement in the process, possible reason may include conflicting work schedules.
A2. **Governance Criterion**
To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?
To what extent are the school’s program and operations in alignment with the a) the Hawaii Board of Education’s policies and b) the Hawaii Department of Education rules, regulations, and procedures?
To what extent does the Board of Education delegate implementation and monitoring of these policies to the Hawaii Department of Education?
To what extent does the tri-level leadership (state, complex area, school) provide oversight and support for the successful implementation of the school’s Academic and Financial Plan?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area):** The school community understands the governing authority’s role, including how stakeholders can be involved.

**Relationship Between Governing Authority and School:** The school’s stakeholders understand the relationship between the governing authority’s decisions, expectations, and initiatives that guide the work of the school.

**Faculty, Staff and Governing Authority:** There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

Kauai High School provides multiple opportunities on many levels of involvement for the school community to understand and be involved in the school’s governance. Many teachers have expressed an understanding, acceptance, and support of the governing authority’s role. However, for new teachers the level of understanding is low. Most students, parents, and community members accept the governing authority’s role.

Evidence is clear that most stakeholders support the governing authority’s decisions, expectations, and initiatives that guide the school. This may be seen in the support of the many recent changes to the bell schedule, including changes to student start and end time. As a result of the schedule changes students are now taking seven courses a year.

Teachers and staff are supporting and understanding governing authority’s decisions, expectations, and indicatives through the formation of the Academic Review Team and further implementation of Engrade. The formation of the Academic Review Team allowed for a more teachers to participate in the leadership process. All teachers have incorporated Engrade into their courses, thus providing more communication between teachers and families (student and parent). Few teachers have expressed an unclear understanding about the relationship between the governing board and the responsibilities of the faculty and staff.

While there is support and acceptance of governing authority’s initiatives, many new teachers have conveyed that a lack of specific guideline and particular details leads to challenges in providing students appropriate and effective support. Identified in Goal 2 Staff Success, APF, are goals of providing teachers with evaluation and feedback on the correlation between student growth and teaching practices and full implementation of the induction and mentoring program. Research suggests, bolstering staff success increases teacher retention and student success.
A3. **Leadership and Staff Criterion**

Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards?

To what extent do the school leadership and staff annually monitor and refine the Academic and Financial Plan based on the analysis of data to ensure alignment with student needs?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Broad-Based and Collaborative Planning Process:** The school’s planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

**Correlation between Student Learning and the Academic and Financial Plan:** The analysis of student achievement data guides the school’s Academic and Financial Plan.

**Correlation Between All Resources and the Academic and Financial Plan:** There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the Academic and Financial Plan.

**School Community Council:** The School Community Council (SCC) reviews and monitors the Academic and Financial Plan, and provides opportunities for stakeholder input and feedback.
The school’s planning process has the potential to be broad-based, collaborative, and receive commitment of stakeholders. This is dependent upon the student learning needs being addressed. Various outlets applying to stakeholders are utilized to identify specific areas of need. For example student council, SCC, and PTSA are involved in the collaboration process. Students know and use the process go about changing policy and updating facilities.

Kauai High School has enlisted the support of Edison/ Catapult Learning during the 2014-2015 SY to assist in Tier 1 interventions and writing of the Comprehensive Needs Assessment. Many data teams use the meeting times to discuss student performance. These two endeavors assisted in the closing of the Achievement Gap from 47% to 27% during the school years of 2013-2014 to 2014-2015. However during the small window of visitation RtI Tier 1 was not readily observable in the classrooms.

To expand the resources of personnel and time the Academic Review Team (ART) was formed in SY13-14 and consisted of Department Heads during SY13-14 and 14-15. This school year it was reorganized to include different members of the faculty. This enabled a broader population of the faculty to be involved in monitoring the AFP. Implications are still being determined. Most members of ART have an understanding of the AFP and enabling activities being monitored. Few staff members have displayed an understanding of the AFP.

Supplemental funding was provided because of the Kauai High School’s “Focus” status. As of 2015-2016 KHS is no longer considered a Focus/ Priority school. Funding for the implemented programs and resources were budgeted in the 2015-2016 school year prior to receiving supplemental funding. This allowed for carry over money that were used to improve infrastructure. Continue funding of programs that were previously covered through supplemental funds are included in 2016-2017 annual budget.

Most members of the School Community Council have ownership of the purpose and function of the council. This includes reviewing the Academic and Financial Plan. Some members identified their vested interest in the council and have participated in various rolls on the SCC. Kauai High School demonstrates multiple opportunities for all stakeholders to participate and provide input. However, very few outside of school personnel participate in the opportunities.
A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitate the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic and Financial Plan through a system of preparation, induction, and ongoing professional development?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies and Practices: The school has clear employment policies and practices related to DOE qualification requirements of staff.

Qualifications of Staff: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

Maximum Use of Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

Defining and Understanding Policies and Procedures: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and faculty.

Internal Communication and Planning: The school has effective structures for internal communication, planning, and resolving differences.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on quality teaching and student learning.

At KHS, all staff is aware of employment policies and procedures related to DOE qualifications/statutory requirements. This is especially evident in relation to highly qualified teaching licenses. Most staff members expressed an understanding of employment policies across the complex areas.
Highly qualified teaching status is expected of all teachers in core subject areas. All teachers not meeting the HQT status are required to provide a plan to be approved by administration. Currently, all non-HQ teachers are in the process of becoming HQ and exploring approved teacher certification programs.

Identified by Kauai High School as an area of growth is the Induction and Mentoring program for new teachers. Many teachers have expressed inconsistencies in levels of support for teachers new to the school. Much of the responsibilities are assumed by the instructional coach and the department heads. Some new teachers have mentors and some new teachers meet regularly with their mentors. The district offers opportunities for mentoring, however many new teachers when questioned by the VC were either not fully aware of these opportunities or chose not to take advantage of the program. The district level full-release mentor was not carried over to the 2015-2016 school year.

All faculty and staff who started at the beginning of the school year are exposed to the written policies and procedures that define responsibilities, operational practices, and decision-making processes for administration and faculty. As concerns arise, most are initiated within departments. Concerns are taken from department heads to Leadership for discussion and results are disseminated by the department heads. As a needs arise, committees will form to address concerns; committees will discuss and analyze related data and share to all staff members.

All teachers have access to existing structures for internal communication, planning, and resolving difference. This area has been augmented with the improvement of the technology infrastructure. All teachers have access to Lotus Notes and the Google Apps For Education (GAFE). Most teachers utilize Lotus Notes and many teachers utilize the GAFE. Few content teachers share a common prep period. All department heads share a common student-free period thus providing time for observations and leadership meetings. All teachers have access to the union representatives to discuss concerns.

At Kauai High School, some teachers are unaware of job-embedded professional development opportunities that exists. Some opportunities are initiated or assigned by administration to staff with the understanding that those who participate will become the school level leader. Steps are taken to build leadership from within. Most teachers are expected to share learning experiences with peers. Outside training is provided to the entire faculty as needed. Most teachers have identified with the purposefulness of school-wide professional development.

Kauai High School has expanded to more faculty to be involved in processes of focusing on quality teaching and student learning. The creation of the Academic Review Team has theoretically provided the leadership team time to focus on teaching and student learning. While all members of ART are reviewing data and implementation of the AFP.

All staff members seem to be supportive of the current principal. While all faculty members are
taking ownership of instruction it is not evident the effect on student learning, at this time. Throughout the transition of multiple turnovers in administration the staff instructed in survival mode. With the appointment of the tenured administrator a shift in achievement results is expected; however, not currently observed.
A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

- **Support of Professional Development:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.

- **Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

- **Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

At Kauai High School, all staff is being exposed to multiple avenues and opportunities for professional development. Some staff has expressed that professional development (PD) is not always meaningful. A few staff members are school level leaders, thus allowing professional development from within. Some teachers have expressed being “pulled” in multiple directions because of conflicting PD schedules resulting in prioritizing of opportunities.

Kauai High School uses HI DOE Educator Effectiveness System (EES) and the Lesson Cycle Observation tool that measures effectiveness of strategies of instruction. The tool is consistently reviewed and modified. During the first and second quarter walk through, data reflected objectives were not posted or aligned to class activity, 43% and 57% respectively. It was noted to incorporate depth of knowledge (DOK) questioning into professional developments. However, it was not evident through observations or meetings that this has yet to be addressed.

Staff has received training in the RtI Tier 1 through Catapult consultants. Measurables for the effectiveness of professional development, coaching, and mentoring is not evident in the day to day processes. The school administration reports that the ART recognizes this needs to be worked on. There is an expectation that the effectiveness will be demonstrated through data team results and student performance on summative assessments. Although English Language Learners (ELL) was identified as an area of need, specific strategies were not observed, such as WiDA and SIOP.
A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: Decisions about resource allocations are aligned with the school’s vision, mission, General Learner Outcomes, the academic standards, and Academic and Financial Plan. The school leadership and staff are involved in the resource allocation decisions.

Practices: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including protection against mishandling of institutional funds.

Facilities Conducive to Learning: The school’s facilities are adequate to support high-quality learning.

Safe, Functional, Well-Maintained Facilities: The school’s facilities are safe, functional, and well-maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Qualified Personnel: Resources are available to hire, retain, and provide professional development for a qualified staff for all programs.

Long-Range Planning and Coordination of Resources: Long-range planning ensures availability and coordination of appropriate resources that support students’ achievement of the General Learner Outcomes, academic standards, and the priorities identified in the Academic and Financial Plan.

Kauai High School allocates resources to meet guiding principles of the AFP. The areas consistently identified by most staff for the allocation of funds are Catapult consulting, RtI training and implementation, and the hiring of an instructional coach. The principal has also placed a large emphasis and allocation of funds on “assets” such as technology. The infrastructure at the school has been updated and improved. Additional resources have been used to purchase Chromebooks labs. The use of mobile labs were not observed to a some extent. Decisions have been made as a result of student data, data team meetings and funding.

The school follows the State HI DOE policy and procedures for developing the annual budget. All key office staff including the principal participate in procedural training courses. The school participates in quarterly state level audits as part of a checks and balance process.

Kauai High School has made improvements in the campus cyberinfrastructure. Regular inspections and maintenance are performed. Identified issues include budgeting for the costly upkeep of the infrastructure and technology based tools that support student learning. Included in the annual budget is funding for consumable materials as part of the State mandated curriculum.

The implementation of the current schedule satisfies two institutional demands, State required instructional minimal minutes and contracted teachers instructional maximum minutes. This schedule provides more time for meeting and collaboration amongst teachers. Additionally the schedule provides opportunities for students to participate in a larger number of classes (from 6
to 7 periods), including electives and on-campus college courses. During student sessions, students expressed a concern about the productiveness and inconsistent use of the three class meeting times a week. Students expressed in general that many teachers did not use the 50 minute period (Monday) for instruction, rather time was provided for such activities as videos, homework, reviewing weekly agendas, and other time-filling tasks.

The shift in State level priorities has guided professional development at the school level. Enabling activities outlined in the AFP are in support of the priorities. Consideration might be given to a narrower focus that allows for more depth to professional development. This may include streamlining the implementation of the multiple and valuable levels of induction and mentoring.

Kauai High School participates in the continuous process of long-range planning and coordination. The school adjusts to financial challenges such as, fluctuation in student enrollment which affects the student weighted formula. KHS has established and continues to maintain transparency in funding and budgeting as demonstrated in meetings with staff and administration.
WASC Category A. Organization: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Areas of Strength

- All teachers are involved in professional development at various levels to improve instructional practices.
- Kauai High School provides many opportunities for all stakeholder involvement in decision making processes to promote equity and ownership of school decisions.
- The administration of KHS has implemented the use of an instructional coach dedicated to working with teachers to increase research based classroom instruction.
- Staff wide support for the administrative team is demonstrated resulting in an increased level of trust and unity at the school.
- The Mission and Vision statements based upon student needs, is applicable, memorable, understood by stakeholders and aligned with the GLOs, Hawaii Content and Performance Standards as well as CCSS.
- The administration has made school-wide improvement to infrastructure for technology which has increased the use of 21st century instructional tools.

Category A: Organization: Areas of Growth

- Teachers should continue to participate in high quality professional development to explicitly define and use Tier I instructional strategies to reduce the achievement gap and increase graduation rates.
- The KHS administration, ART and the leadership team should limit the focus of the Academic Financial Plan by prioritizing the number of activities related to Goal #1 Student Success in order to increase the effectiveness of the initiative.
- The administration shall continue to clearly define, fund, and support the role of the instructional coach to increase research based classroom instruction.
- The administration must evaluate the impact of the newly implemented bell schedule as it affects teacher collaboration, the advisory/PTP program, and instructional time everyday to maximize the effective use of time.
- The school administration should review the induction and mentoring program to support student learning in order to increase teacher retention.
Evidence

- Focus Group A meeting with Visiting Committee
- Classified staff group meetings
- Academic Financial Plan
- Self-Study Report
- Professional Development plans and assessments
- Individual discussions with professional staff
- Student performance data

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic and Financial Plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Subject Area: The school has defined academic standards for each subject area, course, and/or program.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the General Learner Outcomes.

Student Work — Engagement in Learning: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school’s instructional practices and activities facilitate access and success for all students.

Integration Among Disciplines: There is integration among disciplines at the school.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, homework, and grading policies, to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the rigor, relevancy, and coherency of the curriculum after examination of policies regarding course completion, credits, homework, and grading policies.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Kauai High School teachers use many forms of educational research to maintain their
instructional program. Some research based curriculum efforts have been dictated by the State DOE. The KHS English Language Arts departments uses the Springboard curriculum which is also adhered towards Common Core State Standards. Other mandates include the College Board approved curriculum of all AP classes. The State of Hawaii’s partnership with the University of Hawaii has also developed curriculum for the KHS Math department. This department has implemented many course changes in the interests of the student based on the the demands of these new curriculums. Given their recent installment of a wifi system, their curriculum efforts made through digital technology have now been amplified. In order to better their student population’s reading comprehension and math achievement, the KHS faculty have been using differentiated curriculum tools like Achieve3000 (Social Studies) and I-Ready (Math). Teachers report as to seeing positive results fairly quickly from low achieving students. The PE/Health Department have used Fitnessgram as a form of digital curriculum. AVID, a nationally recognized curriculum, has been offered to all KHS students as an elective class to enhance learning of study and organizational skills. AVID strategies have also been implemented collectively to the Freshman class in 2016. Most teachers at KHS report using the HCPS III Standards and CCSS as guidance for most curricular development decisions. Most, if not all, textbooks used at Kauai HS align with these standards or are nationally recognized forms of curriculum (including the Transitions Class use of Teenagers Preparing for the Real World) based on current academic research.

All of the teachers at KHS faculty model their curriculum to the HCPS III while making individual efforts to apply the CCSS. Implementation of standards in curriculum can be seen in observation of Learning Objectives that are designed to translate academic standards to students. Students report most of KHS teachers using this strategy in the classroom. The overarching process used to monitor the implementation of standards is the Data Team process that was recently installed in the faculty schedule on a weekly basis. Data Teams, broken up by subject or department, regularly meet to collaborate on the effectiveness of their implementations of standards-based curriculum. General Learner Outcomes are posted in all classrooms at KHS and are reported to be “embedded” in most curriculums. KHS has collectively taken on an effort to target GLO #1 (Self-Directed Learner) and GLO #6 (Effective Use of Technology) as stated in earlier portions of the self-study. However, most implementations of the GLOs are identified in hindsight rather proactively implemented in lessons (sparing labs in Science and Functional Skills lessons), nor are they graded individually.

Prior to the implementation of CCSS, teachers at KHS used curriculum maps to align their curriculums between HCPS III and the GLOs. However, many teachers have developed more individual efforts in aligning with the CCSS. While pacings guides are encouraged at KHS, they are not utilized by the staff. KHS plans to update their curriculum efforts towards the use of CCSS through the creation of common pacing guides. Based on the school’s collective approach to GLO #1 and GLO #6 (as stated above), many teachers report to emphasizing independent student use of technology in the classroom. Many teacher curriculums are designed as projects that require self-directed learning (including the use of technology in some classes).

Student work samples clearly show that all students have been taught through a
standards-based curriculum. The data teams process has allowed teachers to examine student work on a more regular basis. An increase in student engagement with the curriculum has been observed by the administration of KHS through data collected from walk-throughs. Successful rates of engagement have been reported through these walkthroughs stemming from a previous engagement level of 44% that now resides at 88%. Lexile scores appeared to have risen 75 points on average throughout the school’s student population based on the implementation of Achieve3000. High achieving members of senior class, in particular, have shown prime examples of targeted GLOs through their work on the senior project. However, based on recent walkthroughs from the visiting committee, few students are ironically distracted based on these targeted GLOs. Implementation of technology may seem to allow for overly independent work for students with a lack of design from teachers. KHS students reported to having been confused based on a curriculum that did not structure tasks clearly.

The faculty at KHS has facilitated access to curriculum for all students through many methods. The SPED program has focused on inclusion teaching in order to allow SPED students to receive lessons from a standards-based General Education curriculum. Furthermore, recent changes to the instructional schedule have allowed Sped Teachers to co-design curriculum and discuss instructional strategies in order to enhance their approach towards SPED students. Given that the ELL program is of high focus in the KHS self-study, the newly hired ELL teacher has made strides to design a curriculum that is solely concentrated towards underperforming ELL students. RtI is another method used at KHS, primarily in the math department, in order to allow students to catch up on basic math needs. Digital technology tools like I-Ready have enhanced this approach by allowing for more differentiated instruction. Achieve 3000 has also allowed for more differentiated instruction for underperforming students. One way KHS collectively promotes the access to such curriculum is through the Transition to High School class, which is solely designed for Freshman students. Freshman students are introduced to CTE classes through presentations and visitations by current CTE students and teachers. CTE teachers have allowed for structured access to their class curriculums through the use of Career Pathways. Career Pathways are not mandatory at KHS, but foster an extremely relevant curriculum in reference to future plans of KHS students. The new 7 period bell schedule has also implemented opportunities for KHS students in case they choose to change their pathway.

Most teachers at KHS report to using the CCSS as a method to building curriculum integration among disciplines. CCSS have been used to promote literacy standards in all classes such as Social Studies, Math, Science, Fine Arts, CTE, and ELA. Science classes apply the use of math skills for data collection from the CCSS which are also used in Social Studies in reference to graph analysis. CTE teachers have worked with 11th grade English teachers in Mock Interviews and the creation of Resumes. Few teachers report to proactively planning curriculum integration amongst disciplines. These few examples include an alignment of 9th grade ELA and World History classes through the Renaissance Era. World Language teachers have also reported efforts of using collaboration with fine arts teacher in reference to exploring cultures. However,
teachers have reported that the implementation of Data Teams has hindered time to create interdisciplinary curriculums since teams are structured strictly by department or subject.

At KHS, there is no formal process currently used to evaluate curriculum. However, there are new processes that have been implemented to push KHS in this direction. Currently, either department meetings and data team meetings have been used to evaluate the use of curriculum in the classroom. These evaluations are self-admittedly informal. With the recent implementation of an ART team, KHS has been searching for a more formal method to assess the use of the CCSS in curriculum. Up until this point in time, the ART team has rated KHS as in the “applying phase”. In reference to other key stakeholders, collaborative sessions with feeder schools and KCC have also shaped the curriculum at KHS. Professional development periods have also lead to similar discussions. However, students and parents play a very minimal role in curriculum development.

At the moment, the leadership team of KHS makes most decisions in reference to the selection and evaluation of curriculum (excluding Springboard which is state mandated). Most proposals made to the leadership are researched by the curriculum coordinators of KHS. In hindsight, all GLOs are believed to be embedded in the vision/mission, but there is no formal process that aligns the KHS curriculum to the GLOs or vision/mission in particular. Future efforts to do this will be handled by the ART. Based on classroom observations, the rigor of curriculum should be reexamined in a formal sense.

The KHS faculty makes exceptional efforts to articulate with local colleges and have made recent efforts to articulate curriculum design with their lone feeder school. Beginning with feeder school articulation, the ELA department does well to receive reading scores from their 8th grade counterparts in order to effectively design curriculum in a vertical fashion. The Math department has created MOW courses (Model our World) in response to low achieving students that come to KHS from their feeder school based on this type of vertical articulation. However, teachers report to how there are only recent efforts to make such articulation. In reference to articulations with local colleges, there is much to address. Kauai Community College has an exceptional hand in the development of curriculum based on the involvement of KCC within the school and community. The Math department makes concerted efforts to prepare their students for future learning based on the KCC Compass Exam. The ELA department also mentions a similar effort in reference to the ACT Compass. CTE has taken a majority of the collaborative efforts from KCC through college instructor visitations, a creation of an AOHT (Academy of Hospitality and Tourism), and the use of cadavers within a partnership of the Health Academy and the John A. Burns school of medicine at the University of Hawaii at Manoa.
B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides for career awareness, exploration, and preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and other educational options.

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Transitions: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

The registrar of KHS makes a concerted effort to reach all students of KHS through a collection of methods. Most materials, including registration guides and course sequences, are decided in a timely manner by mid-October. These materials are provided to Chiefess Kamakahelel High School through a career fair and online through a school registration website. The Transitions to High School class at KHS enhances the student's ability to make proper course and career choices at an early stage. One of the curriculum topics in this class is to go over registration choices and the choosing of career pathways which adhere to certain CTE classes. These CTE students are also allowed to present to these 9th grade students in the Transitions class along with students at the feeder school (CKMS) and at a recently devised program by the PCNC called “Taste of High School”. Another program that guides careers and course choices for students at KHS is the PTP program. The PTP program does help prepare KHS students for future careers.

The PTP program is a state mandated program used at KHS to promote college and career readiness. Students do hold a responsibility in this class which adheres their learning to a half credit towards graduation. The PTP Workbook, which consists of lessons that guide students through their respective grade levels and future plans, is checked for completion of teachers in homeroom classes. Completion of the workbook results in the granting of the half-credit.

Parents are made aware of this program given that a parent signature is necessary for its completion. Although the PTP Booklets are designed for college and career readiness, and are regularly checked for completion, teacher and students do have issues with the program. While some teachers feel the use of these books are unnecessary or ineffective, many students also feel that the lack of serious instruction and implementation of the PTP by teachers degrades its potential. However, students have also suggested that the Freshman Transition to High School class has assisted their college and career ready decisions.

The PTP booklet, which serves as a primary part of the KHS students personal plan is
mandated to be completed at the end of every semester by homeroom teachers. However, counselors at KHS serve the primary role of ensuring the completion of courses and credits earned by students. There are credit recovery programs that are implemented when students are in need of personal changes. Counselors are also responsible for providing feedback to parents through individualized conferences.

Counselors at KHS are given the role of implementing strategies and programs that facilitate the transition of students into post-secondary education life. These programs include meetings with parents that include information about college admissions, individual meetings with students/parents about student performance, partnerships with higher education stakeholders, career fairs, and opportunities towards scholarships. The AVID site team has also been utilized to foster post-high school readiness. AVID makes efforts to enhance a college friendly atmosphere at KHS while nurturing students to think about their post high school life in an academic sense towards collegiate aspirations. AVID students can also say that their 2014 graduates maintained their commitment to the program since their freshman year at a 100% rate. However, while both AVID program and the Counselors of KHS speak much to efforts they are making, there does not seem to be an evaluation in place to rate the effectiveness of these programs in reference to former KHS students that have already graduated.
B3. Curriculum Criterion

To what extent have students met the standards with proficiency for that grade span or all the requirements of graduation upon completion of the elementary, middle, or high school program?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to real-world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Meeting Graduation Requirements (or end of grade span requirements): The school implements academic support programs to ensure students are meeting all requirements.

All KHS students are exposed to real-world applications of standards-based curriculum due to concerted efforts throughout the grade levels and individualized efforts at a department level. During their sophomore year, KHS students are exposed to speakers from the community that come to social studies classes to share their experiences in various careers. By junior year, students are participating in mock job interviews and the writing of resumes. The CTE department, which arguably is the leading department in reference to giving real-world applications, has many examples of real world applications that range from internships, shadowing, field trips, and industry tours. Particularly, the media class has won awards for their participation in recent public service projects and competitions while the Arts and Communications Core classes have created products to market performances at the Kauai Performing Arts Center. Core classes have also made efforts to use real world applications in curriculum. As said previously, the ELA Department makes efforts (especially in 11th grade), to create resumes and conduct mock interviews. The Math Department directs much of their MOW classes and Algebra III classes towards real world scenarios in job atmospheres. The Science class implements Science Fair topics that forces KHS students to confront real world problems. KHS students seem to have a wide range of real-world application opportunities within the curriculum that is provided by their faculty.

KHS has many programs that are used to support students, particularly low achieving students in order to address their retention rate, graduation rate gap, and achievement gap. The recent changes in the bell schedule have allowed for more credit recovery. Due to the adding of a seventh period, low achieving students now have more opportunities to catch up with credit recovery options that are monitored by counselors. Counselors have also directed low achieving students to use online tools, but also non-computer oriented curriculums to foster low socioeconomic students to resolve problems. The RtI program, supplemented with the Universal screener has been key to identifying Tier 2 students in the 9th and 10th grade. KHS plans to implement the same screening process with the 11th grade this year. The SPED department has moved towards a more inclusive environment for their students in order to provide more opportunities towards General Education standards. By the 2016-2017 school year, there will be minimal pullout settings for SPED students. With a full inclusion approach to SPED students, common prep periods were established for SPED and general teachers in order to plan curriculum. The ELL program has grown to a staff of 3 in recent years which has allowed for a more concerted approach towards ELL students. Efforts are being made to develop a differentiated curriculum for these students. The CORE Team (SPED Chair, VP, SSC,
SBBH, and Counselors) meet bi-monthly to assess the effectiveness of these programs. With much of these programs being only firmly established in recent times, it is difficult to evaluate the effectiveness of said programs. However, the tools seem to be in place in order to monitor the effectiveness of these programs in a continually improving fashion.
WASC Category B. Standards-based Student Learning: Curriculum
Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Teachers at Kauai High School have implemented HCPS III and Learning Objectives into their curriculum in order to better communicate standards-based learning to students.
- Kauai High School makes significant efforts to make their curriculum relevant through the use of Career Pathways, community partnerships, and an articulation with Kauai Community College to make learning relevant to the real world.
- The use of Data Teams has allowed teachers to utilize a formal time and method to collaborate on curriculum and evaluate their curriculum design to enhance learning.
- The KHS staff’s emphasis on GLO #1 and #6 are very evident through the amplified use of technology and project based learning to promote 21st century learning skills.
- KHS has made concerted efforts to implement RtI and ELL classes in order to increase student learning for low-achieving students.
- The AVID program at the 9th grade has demonstrated a continued use of study skills and instructional strategies developed in the middle school that benefit student learning.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- The KHS faculty should continue to develop and implement pacing guides by aligning CCSS Literacy Standards and teacher curriculum in order to assure equitable access to a rigorous curriculum.
- KHS teachers/administration need to examine interdisciplinary curriculum design, with emphasis on CCSS Literacy standards, in order to make student learning experiences more relevant.
- Staff, with input from students, should improve the effectiveness of the implementation of the PTP program to increase its relevance regarding the student four year plan.
- Based on student reports and observational evidence, teachers need to assess the level of rigor in the curriculum and implement areas of increased rigor to elevate performance of higher order thinking.
- With the newly established ART, the KHS administration must establish and implement a regular curriculum review process to assure alignment with appropriate standards.
- The staff should implement effective AVID strategies throughout the school in order to
Evidence

- Focus Group meeting with Visiting Committee
- Pacing Guides
- Student group meetings
- Self-Study Report
- Classroom observations
- Examination of student performance results
- Individual discussions with professional staff
- Examination of student work

**CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1. Instruction Criterion**

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Results of Student Observations and Examining Work:** Classroom observations and the examination of student work provide information about the degree to which all students are challenged and achieving the academic standards and the General Learner Outcomes. Using this information, the school evaluates the degree of involvement in learning by students with diverse backgrounds and abilities, and modifies approaches based on findings.

**Differentiation of Instruction:** The school’s instructional staff members differentiate instruction and evaluate the impact on student learning.

**Student Understanding of Performance Levels:** The students know beforehand the standards/expected performance levels for each area of study.

**Students’ Perceptions:** The school learns about the students’ perceptions of their learning experiences.

Kauai High School has attempted to address rigor by allowing an open enrollment policy for AP courses. The Advanced Placement Program serves 46 disadvantaged students out of 153 total students; 30%. AVID is also open enrollment, and the number of disadvantaged students who enrolled was 35 out of 72; nearly 50%. The school also offers courses in partnership with Kauai Community College and the opportunity to work with community partners through activities ranging from Building and Construction, Business classes and dual credit courses, which provide real-world learning opportunities for students, and students reported they appreciated and valued these experiences.

In addition, departments have spent the last year collaborating on their common assessments through collaboration with Data Teams by department, or grade level content area. The
administration has provided time for departments during the school day to work on them by changing the bell schedule, but this process is still on-going. The challenge for departments is to not only ensure they align to the CCSS, yet also are vertically aligned. The school reported that the transition class for ninth graders greatly enhanced student understanding of courses offered, Career Paths, and future options for college and career by creating a Personal Transition Plan.

To address student performance results in state testing and the gaps noticed between general education students and high need students, KHS departments attempted some level of differentiation in their instruction to meet and increase student reading levels by utilizing an online program called Achieve 3000. The implementation of Data Teams has helped teachers get into a habit of reviewing student work, identifying strengths and weaknesses, and determining appropriate instructional strategies to help each category of student. For example, many departments use the Achieve 3000 program at least once a month to ensure students are getting at least eight nonfiction articles and activities per month, which has shown improvement in most students’ Lexile scores in reading. Teachers report consistency and fidelity to the process. The teachers are aware of what they are expected to do for implementing the program, but do not always have access to the technology to complete the process because chromebook labs are shared among teachers in a building. Results of the 2015 SQS reflected an awareness on the students’ part of how teachers varied their instruction by classroom, but showed a low indication of the students’ perception that teachers know their interests and relate them to instruction.

One way the school included the student in understanding what teachers expected was a school wide use of posting objectives with standards embedded to communicate learning goals and expectations with students. Teachers were trained in Gale Elkins instructional cycle and gradual release model so there was common academic language used by teachers school wide in articulating and implementing this process. This enabled students to state on the SQS that they are aware of the expectations (objectives) in their classes (60% of students rated fairly-very important that teachers clearly state what students should know, understand, and be able to do). Students reported that it helped them focus for the day. Rubrics are also a way the school communicates clear expectations. The AVID strategies, such as, Cornell Notes, Socratic Seminars, Philosophical Chairs, and Think-Pair-Share are used across departments, and students acknowledge these strategies help them learn during instruction.

Students were also able to better articulate their learning experiences by taking the school survey. Teachers used the results to identify school wide need areas, which for KHS were that students feel teachers need to get to know students’ interests better and relate them to the content in order to boost student engagement. The school provided in-service training on Gale Elkins strategies, such as using an anticipatory set, overt and covert directions, and extended wait time, and Wes Yu, a math consultant, to address critical need areas in instruction. In addition, administrative walkthroughs from the EES process looked for these practices:
standards based instructions, posting objectives, and student engagement.

To ensure consistent implementation of the school’s standards-based curriculum, the school has implemented a walk-through program where the school administration visits classrooms to gather data on student engagement: GLO inclusion, standards and benchmarks, lesson objectives, student work, pacing guides, and connection between lesson objectives and the actual instruction. Data is collected and shared with the school leadership, the individual teacher, and a school instructional coach position was created to assist in the process.
C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them achieve at high levels?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Knowledge:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**Teachers as Facilitators of Learning:** Teachers facilitate learning for all students.

**Variety of Strategies:** Teachers use a variety of strategies to support students access and application of knowledge acquired and communicate understanding.

Teachers assist students with tools and opportunities to research, discover, and create knowledge.

Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

Student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes.

Student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real world.

**Real World Experiences:** Opportunities for shadowing, apprenticeship, community projects, and other real-world experiences and applications are available to all students.

Students at KHS are provided with a variety of relevant and engaging learning experiences that include hands-on activities, instructional technology, field trips, guest speakers, community-based learning, competitions, and mentorships. Partnerships with the community is a strength that builds relationships with organizations and business that supports community-based learning and real-world experiences. Students and staff are very clear that posting objectives with embedded standards narrows and focuses instruction.

KHS teachers began AVID training in 2007 and many of its teachers have been certified, or have taken a variety of AVID courses. Departments have created CCSS-aligned mini-action plans” and some have used them in their data teams. The school attempted to increase use of technology and multimedia to engage students and keep parents informed of progress, especially by implementing Engrade (parent portal). This year, the school formed an alliance in buildings to include several Chromebook labs. The school also started using Google Docs and Google Classroom to keep faculty and staff informed of campus events. WASC documents and data team notes are shared this way.

To support the school’s efforts to use a range of technology-based strategies to engage students, departments employ several online programs such as Achieve and Google classroom. Some teachers attempt to integrate technology independently by using Desmos calculator and Kahoot, for example.

The school can differentiate among the different functions of its instructional strategies. The AVID, Wes Yu, and Gale Elkins training helps with the access and application of knowledge.
Socratic seminars and the Philosophical Chairs, or Four Corners also encourage teachers to facilitate student learning. Projects, problems-solving tasks and field trips assist students in researching, discovering, and creating knowledge. These projects extend across all curricular areas. To expand student learning beyond a textbook, teachers accessed technology, such as the chromebook labs, or organized field trips to enhance learning. Students entered competitions, traveled, attended cultural events, partnered with community organizations to complete projects, and participated in community service activities. This was also done across the curriculum, but mostly through the elective classes.

Kauai High School provides teachers with numerous opportunities for professional development to actively engage students in their standards-based curriculum. Most teachers have been provided with training in the effective cycle of instruction. Not all stakeholders have implemented this process, however, and reading strategies could be more widely utilized in all content areas.

To support a diverse and equitable learning environment, the school has an inclusion program. Co-teaching at the school is designed to assist the teaching staff to manage inclusive learning environments where special education students are included in regular classrooms. Some teachers identified challenges implementing the inclusion program and will continue their efforts in sharing responsibility and collaboration.

While there has been significant work in providing teachers with training to support engagement, this is an ongoing challenge for the school, especially utilizing the role of the instructional coach. Teachers note that time is a significant factor in planning for engaging standards based, inclusive lesson plans, and incorporating research based reading strategies.
WASC Category C. Standards-based Student Learning: Instruction
Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- The faculty and staff of KHS are dedicated to the success of their students in terms of time, and resources to support student learning.
- KHS has numerous community partnerships that enhance instruction.
- Staff participation in on-going professional development that is grounded in research-based school wide initiatives impacts student learning.
- Teachers have implemented instructional practices that are standards-based, and carry out the GLOs.
- Many KHS teachers use GAFE accounts, online programs, and technology to enhance instruction.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Staff need to more readily use reading strategies during daily instruction in order to increase student comprehension of curriculum, effective communication and complex thinking.
- The Instructional coach and teachers must work together to provide more consistent integration and use of differentiated learning strategies in order to tailor instruction to students performing at different levels.
- Staff should assess instructional strategies for the level of rigor and relevance to empower, engage and educate students at high levels of thinking.

Evidence

- Focus Group C meeting with Visiting Committee
- Student group meetings
- Self-Study Report
- Classroom observations
- Examination of student performance results
- Individual discussions with professional staff
- Examination of student work
CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels.

Kauai High School uses many effective measures to report student performance data to all stakeholders. The school presently has data from ACT, SBAC, and EOC exams. The SBAC and EOC are state mandated exams for all students. The ELL population is assessed using Achieve 3000 and an initial WAPT screener. Individual class data is provided by common assessments in Math that are based on the state curriculum provided by University of Hawaii Hilo. This curriculum is for Algebra 1 and Algebra 2 only. Other than the Math Department there are varied assessments used. English Language Arts is using Springboard to a large extent. Science states that they do not use common assessments and the remaining departments of PE, Fine Arts, and CTE use assessments geared specifically to their specialties. These include, but are not solely exclusive to, performance, visual work, reflective writing, and oral evaluations. A school wide adoption of Engrade began this year which enables a wide base access for parents/guardians and students.

The use of rubrics is widely employed for project assignments and are viewed by students as beneficial. The creation of rubrics is a common practice for many classes but is varied in format. It is not uncommon to have different rubric formats and grading scales for teachers of the same subject in the same grade level. Students and staff do not view this as a problem, as the use within the classroom is explicit.
D2. Assessment and Accountability Criterion

To what extent do teachers apply a variety of formative and summative assessments, including student self-assessments, to evaluate student learning?

To what extent do students and teachers use these findings to differentiate the teaching/learning process and support the educational progress of every student?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of student work samples and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.

Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum-embedded assessments in English language arts and mathematics, including performance assessments of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of assessing student progress over time based on the academic standards and the General Learner Outcomes.

Differentiating the Teaching/Learning Process: Assessment data is collected, analyzed, and used to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth: The school has an effective system to monitor all students’ progress toward meeting the academic standards and General Learner Outcomes.

Kauai High School uses many effective measures to report student performance data to all stakeholders. The school presently has data from ACT, SBAC, and EOC exams. The SBAC and EOC are state mandated exams for all students. The ELL population is also assessed using Achieve 3000 and an initial WAPT screener. Individual class data is provided by common assessments in Math that are based on the state curriculum provided by University of Hawaii Hilo. This curriculum is for Algebra 1 and Algebra 2 only. Other than the Math Department there are varied assessments used. English Language Arts is using Springboard to a large extent. Science states that they do not use common assessments and the remaining departments of PE, Fine Arts, and CTE use assessments geared specifically to their specialties. These include, but are not solely exclusive to, performance, visual work, reflective writing, and oral evaluations.
D3. Assessment and Accountability Criteria

To what extent does the school with the support of the complex area and school community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the General Learner Outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process: Key stakeholders are involved in the assessment and monitoring process of student progress.

Reporting Student Progress: There are effective processes to keep parents and other stakeholders informed about student progress toward achieving the academic standards and the General Learner Outcomes.

A school wide adoption of Engrade began this year which enables a wide base access for parents and students. There have been numerous in-service events for the faculty. These include Catapult, Engrade, and Victoria Bernhardt Data Analysis for Continuous School Improvement. As was stated in the school’s Self Study document they are “…working toward a more systematic and coordinated effort to use data and evidence to adjust the school program, professional development and/or resource allocations.” Many of the faculty have a willingness to try new methods, ideas and modes of approach to a curriculum that will support their students. At Kauai High School some staff have actively taken on the task of increasing the rigor in their classrooms to the advantage of their students.
D4. Assessment and Accountability Criteria

To what extent is the school’s program, regular evaluation and improvement, and the allocation and usage of resources guided by the assessment of student achievement in relation to the academic standards and the General Learner Outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

The data is collected using assessments that may or may not be common within a department or a class type, with the exception of the Math department that is using the University of Hawaii Hilo format in Algebra 1 and Algebra 2. As a whole, pre and post assessments are done by the departments in varied and inconsistent methods. This is also true of most formative and some summative assessments. There is a lack of consistency in the use of common assessments and rubrics for many courses that would give the teachers more accurate comparison data.

Using Engrade, the families of the KHS students can have ready access to their scores for any of their classes. Weekly login data shows a 90% compliance of the teachers entering information on Engrade for their students. As of yet there is no direct correlation to the students using Engrade and successfully passing a particular course. At the beginning of the year the students are given SBAC/EOC results to share with their parents. This data is also used in the ELA, Math, Science and Social Studies Departments’ Data Teams to inform instruction and for teacher collaboration on the effectiveness of instruction.

At Kauai High School a variety of work examples and assessments are used to measure student growth. The teachers evaluate many types of classwork, homework, written presentations, binders, projects, tests and oral presentations to evaluate the depth to which the student has attained the knowledge that was presented. These pieces of work are aligned to the common core standards-based learning objectives. Learning objectives were evident in most of the classes in all of the departments at KHS.

The teachers at Kauai High School agree that student feedback is valuable. As seen in the work samples provided in the teachers’ classrooms, it is used as a method of conversation between teacher and student. The students also value the comments from their teachers and have stated that they feel it helps them improve the quality of their work.

The Data Team process is prevalent in the minds of the teachers at Kauai High School. The process is a relatively new one that is used to help the teachers evaluate the work produced by their classes. Within each data team student performance is examined on agreed upon assessments and instructional decisions are made that impact student learning. As stated by the teachers at KHS, this is an ongoing process and follow-up data has not yet been collected that could show the effectiveness of the process. Other than the Data Teams,
assessment data is collected in the individual classrooms and evaluated with rubrics, traditional grading, and student self-assessments with reflections.

It is stated in the Kauai High School report that there is “currently no system in place to effectively monitor the progress of all students toward meeting the academic standards and General Learner Outcomes.” There are Core Team meetings where grade 9 and 10 students are discussed by the team. If necessary, the counselors schedule parent-teacher conferences for issues that occur with the students. The parents of the Students of Kauai High School are pleased with the extent that they are able to monitor student progress on the Engrade program. The focus groups with both the parents, students and faculty expressed satisfaction with the timeliness of the dissemination student performance information.

This is the first year that the teachers have been required to use the Engrade system and they believe that it is “…too early to determine its effectiveness.” Focus groups report that parents are relatively new to the system and the students are pleased to be able to access their grades so easily. It was also noted that when a parent is unable to access Engrade more traditional methods of contact are used.

WASC Category D. Standards-based Student Learning: Assessment and Accountability

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability:

Areas of Strength

- The KHS staff commitment to the Data Team process has expanded their expertise to use data to drive instruction.
- Kauai High School has committed to the use of Engrade (Parent Portal) to enhance their capability to inform the parents and the students of their educational progress.
- Achieve3000 is effectively being used as a differentiated reading instructional strategy increasing the Lexile levels of most students.
- The school’s use of the STAR Universal screener for reading and math results in the frequent identification of students who require intervention.

Category D. Standards-based Student Learning: Assessment and Accountability:

Areas of Growth

- Kauai High school teachers must implement a department-wide alignment of grading policies for all subjects promoting equity and creating a common understanding of how students are assessed.
- Teachers should increase collaboration around formative assessments and utilize the
results to differentiate instructional strategies to promote a culture of high expectations for all.

- The KHS leadership needs to assess school-wide instructional strategies that correlate to increase student performance in reading.

**Evidence**

- Focus Group D meeting with Visiting Committee
- Self-Study Report
- Classroom observations
- Review of the Engrade system
- Information from the Data Teams
- Assignment rubrics
- Examination of student performance results
- Individual discussions with professional staff
- Examination of student work
CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Parent Engagement: The school implements strategies and processes for the regular engagement of parents and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the teaching/learning process for all students.

Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.

The school leadership employs a wide range of strategies to encourage parental and community involvement, throughout the teaching and learning process. In SY2015-16, Kauai High became a GAFE school. The school uses technology as a tool to enhance the delivery of communication regarding curriculum, instruction, and student progress on assessments. All stakeholders have commented that there is an increase in transparency regarding student progress via Engrade. Parents and teachers have online accounts and check academic progress mid-quarter and quarterly as well as email teachers about assignments or questions/concerns. The school has dedicated a 30 minute block of time for teachers to update Engrade. Approximately, 90% of teachers are using the Engrade system, while 90% of students are accessing their grades via the system. Other modes of communication have been the school website, SchoolConnects voice messaging system, and student/teacher google accounts. The school’s PTSA and SCC actively organize parent and community events.

Some teachers on campus are partnering with business and tapping into community resources. Teachers within the CTE pathways have partnered with industry to create relevant, real-world experiences for students. Other programs such as AVID, Transitions to High School, Building Bridges, and the Work Readiness program invite guest speakers and provide opportunities for students to strengthen employment skills and make connections with community members and businesses. Students are able to demonstrate college and career skills through participation in Mock Interview and the Senior Project.

Parents are informed of academic expectations via course syllabi and information sent home regarding test scores such as the ACT and SBA. Parents and students have reported that communication regarding assignments, student academic progress, and grading has increased over the last year with the implementation of Engrade.
Some of the staff have expressed that their ultimate goal as a school is to maximize every student’s potential, provide all students an opportunity to pursue post-secondary aspirations, and to reinforce that students are positive contributors in the community. Grade level counselors loop with their students in an effort to provide more personalized support. All counselors take on the role of providing college and career guidance. The Senior counselor is especially tasked with the responsibility of providing college/career counseling, assisting students with completing college applications, scholarships, and the financial aid process. The 9th grade counselor works with the Transition to Health classes on the four year plan. All students commented on the effectiveness of the Transitions to High School class and the emphasis on college and career planning knowledge they acquired. The Personal Transition Plan is addressed in the Homeroom period twice a week and has morphed from a binder to a booklet. The school has an active AVID program with tutoring provided by the community stakeholders. The Special Education department also offers employment and work experience through the work based programs. Students also have opportunities to engage with the community by participating in Mock interviews, job shadowing, and interning with local business partners.

Parents are informed of academic expectations via course syllabi and information sent home regarding test scores such as the ACT and SBA. Most parents and students have reported that communication regarding assignments, student academic progress, and grading has increased over the last year with the implementation of Engrade.
E2. School Culture Criterion

To what extent is the school a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safe

Expectations for Behavior: The school maintains clear expectations for behavior that support learning, growth, and development.

High Expectations for Students: The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

Culture of Trust, Respect, and Professionalism: The school has a culture of trust, respect, and professionalism among all members of the school community.

School expectations for behavior are established at the beginning of every semester during school assemblies and are hosted by the administration and student government. A PBIS Committee has been established with the intent of implementing the behavioral aspect of RTI. The committee is an open forum that welcomes anyone to join and focuses on changing the school culture by strengthening relationships among the faculty and recognizing their achievements in hopes that it will filter down to students. The school recognizes the need for PBIS supports to improve the overall culture of the school.

Recommendations from the PBIS committee have resulted in implementation of school-wide behavior standards for dress code and the wearing of IDs. As the school has increased its wireless capacity, expectations have been established regarding responsible use of technology and emphasis on the GLOs. Teacher pre-referral interventions are documented in an effort to communicate behavioral and academic interventions tried prior to referring students for disciplinary consequences.

Classified staff such as cafeteria, custodial, and security aides are visible and diligent in contributing to a safe, clean academic environment. During students interviews, some students commented on flooding in bathrooms, no doors, lack of soap, and the need for safe covered walkways. However, they did acknowledge that the facilities are very old. KHS has 12 full-time custodians that maintain the campus grounds and facilities. KHS has established a safety action team along with the implementation of an emergency plan with the use of a safety binder that is provided to all teachers.

High expectations for student learning are communicated during Open House and grade level orientation nights. KHS offers open enrollment in AP and Honors classes. As part of the registration process, presentations are made to all 9th graders. Information about Honors, AP, and career pathways is delivered so that students can make informed decisions about the course offerings as they work towards their 4 year plan. The 9th grade counselor also reviews
every registration card and offers support for students who may be off track. Students are encouraged to explore more than one pathway. Pathway exploration offers students opportunities to participate in internships and job placement. Students may also take Early College and Running Start courses for dual credit. CTE pathways such as Business, B&C, and Digital Media have early college opportunities embedded in the curriculum. All students in the 9th grade participate in the AVID KCC field trip to experience a college campus and learn about the various majors. The school has implemented an inclusion model for students receiving services. Inclusion supports have been offered in the core classes. The staff admits that with the high turnover in teachers, training is need to strengthen the model. The SPED department has dedicated a classroom as a resource center to provide after-school tutoring, and EAs who support General and Special Education students. The resource room allows students access to technology, printers, and 1:1 support.

The school is working to increase capacity within departments using Data Teams as the vehicle to strengthen collaboration and articulation across grade levels and content areas. Through Data Teams teachers have reported that they are actively participating in informal sharings of best practices, developing common formative assessments, and sharing student achievement data to inform instruction. An instructional coach position has been created to support teachers with strengthening Tier I strategies in the classroom. Some students expressed that they would like teachers to be more considerate of their workload from seven different classes and a concern that they need a venue for their voice to be heard.
E3.  **Student Support Criterion**

To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Adequate Personalized Support:** The school ensures that every student receives appropriate support services in such areas as academic assistance, health, career, and personal counseling.

**Direct Connections:** The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.

**Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention.

The school has implemented 9th and 10th grade teams with grade level counselors attached to the teams. Counselors are able to meet with teachers to monitor student progress. A Core/RFA process has been established with an active student support team that discusses student behavior and academic progress. When students are identified as needing support, they are brought to a weekly CORE meeting where decisions are made regarding next steps. Supports may include academic interventions, behavioral interventions, and recommendations for tutoring in math/reading labs. Parents are also invited to attend grade level meetings to discuss student concerns. Classroom expectations are also communicated in the teacher syllabi.

The school has provided PD opportunities to strengthen instruction in the state mandated curriculum. Teachers have also implemented the STAR universal screener to define a baseline for all students. The school offers Tier II supports such as I-Ready, Achieve3000, and after school credit recovery to help close the achievement gap. Achieve3000 allows teachers to differentiate instruction and monitor the lexile levels of students. Students who are identified may receive high level supports through RTI systems as needed. The school recognizes the need to better communicate the RFA process to staff. Teachers are also discussing targeted skills within content areas and articulating with the middle school to strengthen skill levels as students transition in from middle to high school.
E4. **Student Support Criterion**

To what extent do students have access to a system of personalized supports, activities, and opportunities at the school and within the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Support Services and Learning:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom including ELL, special education, and other alternative learning programs.

**Equal Access to Curriculum and Support:** All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

**Co-Curricular Activities:** School leadership and staff link curricular and co-curricular activities to the academic standards and General Learner Outcomes.

**Student Involvement in Curricular/Co-Curricular Activities:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Student Perceptions:** The school is aware of the student view of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

School leadership and staff link curricular and co-curricular activities to the academic standards and General Learner Outcomes. KHS has many programs that compliment what students are learning in school or are sometimes an extension of the classroom. KHS students have participated in Close Up, Hawaii State Science Olympiad, HOSA, KPAC, FFA, Student Television Network, and the Science Fair. Events such as Spirit Week happen a few times throughout the year. Students shared that involvement in extracurricular activities such as athletics and clubs reinforced life skills and teamwork. The school’s Athletic Director has incorporated a system where student-athletes participate in a survey that elicits feedback about their coach and the season overall. The feedback from the survey is given to the coaches so they can reflect on the goals they set for the season. After reflecting on the survey results, coaches use the feedback to set goals for the following year.

Although some students expressed in the interview that they feel cared for by teachers and they are comfortable seeking out support from them, all students on the interview panel expressed a need for more opportunities to dialogue with administration and staff to help find resolutions to some of their concerns about the areas they defined needing growth on campus. Students commented that they would like teachers to be more aware of their workload and homework assignments, especially those that were taking AP and Honors courses. Students stated that they would like to spend more time producing quality work throughout the year and refining specific skills. Some students commented that they needed more time to review prior learning to strengthen their understanding of new material.
KHS has implemented interventions through RTI Tiers I, II, and III to leverage support for all learners. In Tier, I all students are screened in reading and math using the STAR universal screener. The results are used as another point of data to make decisions about appropriate interventions for students who are not meeting proficiency. Students in the academic middle are specifically targeted in the AVID electives grades 9-12. In addition, students who want to accelerate their learning are provided access to the AP, Honors, Running Start, and Early College opportunities.
WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E: School Culture and Support for Student Personal and Academic Growth:

Areas of Strength

- KHS has increased communication between the school, parents, and students due to the amplified use of wireless capacity and implementation of Engrade (Parent Portal).
- KHS has implemented bell schedule changes to accommodate teacher collaboration meetings and dedicated time for Data Teams.
- KHS has effectively used STAR Universal Screener and Achieve3000 for all students in order to target students needing additional supports to close the achievement gap in reading and math.
- A strong sense of trust, respect, and collaboration among staff, students, and parents creates a safe environment on campus.
- The implementation of inclusion classes was rolled out to promote student access to highly qualified teachers in content areas and supports.

Category E: School Culture and Support for Student Personal and Academic Growth:

Areas of Growth

- To ensure that specific needs of all learners are addressed, KHS should create clear expectations for Tier I instructional strategies in every classroom with a monitoring system for implementation with fidelity.
- Teachers should increase collaboration around formative assessments to strengthen differentiated supports and promote the culture of high expectations for all.
- The KHS support services department should continually improve implementation of the PBIS Program as part of the RTI to address explicit behavior expectations for students.
- KHS staff should continue to increase communication for students and parents regarding the grading policy and school-wide interventions/supports to increase family/community engagement and support in school-wide initiatives.

Evidence

- Focus Group E meeting with Visiting Committee
- Student group meetings
- Self-Study Report
- Classroom observations
- Examination of student performance results
- Individual discussions with professional staff
- Examination of student work
- Parent meeting with the VC discussions
Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*
- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
  - Confirm areas already identified by the school in the Academic and Financial Plan
  - Confirm areas to be strengthened within the already identified areas
  - Identify any additional areas identified to be added to the Academic and Financial Plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the Academic and Financial Plan.*

Comments

The following are areas of school-wide strengths and critical follow-up. They reflect a gathering of evidence from the visiting committee’s review of the school report, classroom observations, meetings with Focus and Home Groups, student group meetings, examination of school plans and documents and a continuing dialogue with the administration and Leadership Team.

School-wide Areas of Strength:

1. Staff wide support for the administrative team is demonstrated resulting in an increased level of trust and unity at the school.
2. Kauai High School makes significant efforts to make their curriculum relevant through the use of Career Pathways, community partnerships, and an articulation with Kauai Community College to make learning relevant to the real world.
3. The faculty and staff of KHS are dedicated to the success of their students in terms of time, and resources to support student learning.
4. The KHS staff commitment to the Data Team process has expanded the staff’s expertise to use data to drive instruction.
5. Kauai High School has committed to the use of Engrade (Parent Portal) to enhance their capability to inform the parents and the students of their educational progress.
6. A strong sense of trust, respect, and collaboration among staff, students, and parents creates a safe environment on campus.
Schoolwide Critical Areas for Follow-up

1. The administration must evaluate the impact of the newly implemented bell schedule as it affects teacher collaboration, the advisory/PTP program, and instructional time everyday to maximize the effective use of time.

2. The KHS faculty should continue to develop and implement pacing guides by course, aligned to appropriate Standards including CCSS Literacy Standards and teacher curriculum in order to assure equitable access to a rigorous curriculum.

3. Staff need to more readily use reading strategies during daily instruction in order to increase student comprehension of curriculum, effective communication and complex thinking.

4. To ensure that specific needs of all learners are addressed, KHS should create clear expectations for Tier I instructional strategies in every classroom with a monitoring system for implementation with fidelity.

5. Teachers should increase collaboration around formative assessments and utilize the results to differentiate instructional strategies to promote a culture of high expectations for all.
Chapter V: Ongoing School Improvement

The Academic and Financial Plan (AFP) is complete in addressing the State’s 6 priority areas and most of the identified critical areas for follow-up. Outlined below is the school’s plan for modifying the 2016-17 AFP to reflect all Critical Areas for Follow-up. Critical Area for Follow-up #1 will be integrated into the listed sections of the AFP. Critical Areas for Follow-up #2 (pacing guides) and #5 (formative assessment) were already found in the school’s plan but have been modified to reflect the intent of the VC recommendations. Critical Areas #3&4 are already found in the plan and the plan needs no enhancement or modification.

There is a likelihood that the plan will be implemented well as long as the current leadership team is in place. There are adequate resources including time for collaboration for the school to make progress on the VC recommendations and the AFP. The Leadership Team, Curriculum Leader and Instructional Coach have capable abilities to follow through with the staff’s help and cooperation to implement the AFP and WASC report. The principal has already called for a faculty meeting to examine the VC report to discuss the implications the future work and next steps.

The school administration and the Visiting Chair have reviewed the AFP and listed below for each Critical Area for Follow-up are the goal, strategy and enabling activities found in the revised Academic Plan. The **Bold goal/strategy/enabling activities** indicate where the action steps for Critical Area for Follow-up #1 will be added.

- The administration must evaluate the impact of the newly implemented bell schedule as it affects teacher collaboration, the advisory/PTP program, and instructional time everyday to maximize the effective use of time.
  - Goal 1, Strategy 3, Enabling Activity 1 (teacher collaboration)
  - Goal 1, Strategy 2, Enabling Activity 1 (advisory/PTP Program)
  - Goal 1, Strategy 1, Enabling Activity 1 (instructional time)
  - Goal 2, Strategy 4, Enabling Activity 1 (instructional time)

- The KHS faculty should develop and implement pacing guides by course aligning CCSS and teacher curriculum in order to assure equitable access to a rigorous curriculum.
  - Goal 1, Strategy 1, Enabling Activity 1

- Staff need to more readily use reading strategies during daily instruction in order to increase student comprehension of curriculum, effective communication and complex thinking.
  - Goal 1, Strategy 1, Enabling Activity 2
To ensure that the specific needs of all learners are addressed, KHS should create clear expectations for Tier 1 instructional strategies in every classroom with a monitoring system for implementation with fidelity.
  ○ Goal 1, Strategy 2, Enabling Activity 1

Teachers should increase collaboration around formative assessments and utilize the results to differentiate instructional strategies and promote a culture of high expectations for all.
  ○ Goal 1, Strategy 3, Enabling Activity 1

Appendix

Academic Plan SY 2016-17
1. Reflect. Briefly summarize your school’s progress on implementing all six of the Department’s priority strategies/Other Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.
Draft as of 3-14-2016
During sy 15-16 Kauai High has made intentional efforts to distribute responsibilities for schoolwide initiatives to a wider group of teacher-leaders; reaching beyond department heads as resources. The ART members were adjusted and these teachers monitored progress of Academic/Financial plan 15-16 goals on a quarterly basis. ART members reported to department heads and faculty. WASC focus group leaders and home group leaders (department heads and a few teachers), providing additional analysis of where Kauai High stands regarding the six priority strategies. Our Accreditation Self Study was completed in preparation for a March 2016 Accreditation visit.

CCSS:
• Training in CCSS for Core subject areas and CTE department members was provided by district which allowed for vertical articulation regarding implementation of CCSS with all other middle and high schools on Kauai.
• Discussion between feeder middle school, ELA dept. members, and community college professors re: Springboard; the ELA curriculum resource for CCSS implementation.
• Vertical articulation between grades 6-10 Math teachers.
• Response to the literacy standard ‘shifts,’ within all classrooms there is evidence of:
  o moving towards the balance of informational text recommended in the CCSS,
  o class time spent reading and writing about informational texts,
  o Achieve 3000 implemented in elective subject areas with 2 articles per quarter discussed (started in qtr. 2 due to technology issues)