NĀ HOPENA AʻO

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success
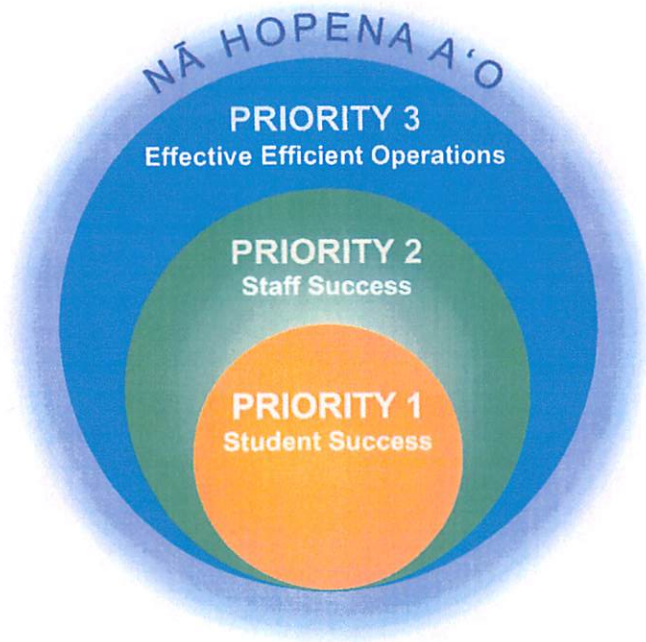
PRIORITY 1
Student Success

Waipahu Community School for Adults Academic Plan SY 2024-2025

94-1211 Farrington Highway
Waipahu, HI 96797
808-307-9677
www.wcsahawaii.org

Directions for completing the School Academic Plan template can be found in the **Academic Plan Template Guidance** document.

Submitted by Principal Pat Anbe		Approved by Complex Area Superintendent Richard Fajardo	
signature	4/12/24	*signature*	4/15/24

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
High School Equivalency Preparation Courses	Essential Education Online and Achieve 3000	Essential Education Online	Essential Education Online and Achieve 3000	Essential Education Online
Adult Basic Education	Essential Education Online and Achieve 3000	Essential Education Online	Essential Education Online	Essential Education Online
Workforce Development Program	Essential Education Online	Essential Education Online	Essential Education Online	Essential Education Online
English Language Acquisition	Burlington English	N/A	N/A	N/A
iCAN program	Essential Education Online Achieve 3000, NROC -EdReady, WIN Learning	Essential Education Online, NROC-EdReady, WIN Learning	Essential Education Online	Essential Education Online

ASSESSMENTS FOR FEDERAL ACCOUNTABILITY AND REPORTING

This section highlights school-administered assessments designed to quickly identify the needs of students in Adult Education programs. It also identifies student readiness for High School Equivalency Assessments. Additionally, data is reported via the National Reporting System for federal accountability.

Please utilize the dropdown list to identify the <u>school administered assessements</u> used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
High School Equivalency Preparation Courses	CASAS and/or TABE ⏷	CASAS and/or TABE ⏷
Adult Basic Education	CASAS and/or TABE ⏷	CASAS and/or TABE ⏷
Workforce Development Program	CASAS and/or TABE ⏷	CASAS and/or TABE ⏷
English Language Acquisition	CASAS and/or TABE ⏷	CASAS and/or TABE ⏷
iCAN program	CASAS and/or TABE ⏷	CASAS and/or TABE ⏷
	Select One ⏷	Select One ⏷

IDENTIFIED SCHOOL NEEDS

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

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: 2020, Next Full Self-Study: 2026
- ☐ Other current accreditation self-study

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

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	**Student Need:** Continue to develop and further implement a system to address student persistence and completion (WASC Critical Area for Follow-Up #1). **Root/Contributing cause(s):** Student persistence and completion is challenging for adult learners due to the various barriers they face. For some students, family needs, work schedules and other adult responsibilities hinder student persistence and completion.

Retention (Course Completion)	PY 2020-2021	PY 2021-2022	PY 2022-2023
Adult Basic Education	41.2%	41.8%	71.11%
ESL	36.7%	45.5%	53.43%
Family Literacy	–	–	–
Adult Secondary Education	44.6%	58.8%	72.57%
Workplace Literacy	70.1%	41.1%	40%
Total	45.3%	48%	63.96%

2   **Student Need:** Continue to develop and implement a system to align curriculum, instruction, and professional development in all programs and all sites, including regular follow-up to determine the effectiveness of the professional development (WASC Critical Area for Follow-Up #2).

Root/Contributing cause(s): Most of our teachers are casual hires who work full time in other capacities. This results in a high turnover of teachers. It's important that our curricular and instructional systems are aligned so that we are providing consistent instruction to all students.

3   **Student Need:** Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites (WASC Critical Area for Follow-Up #3).

Root/Contributing cause(s): Our campuses have unique systems and processes for intake and other procedures. There are factors such as enrollment numbers and demographics which have resulted in varying procedures.

4   **Student Need:** Continue to work to identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills (WASC Critical Area for Follow-Up #4).
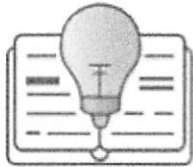
Root/Contributing cause(s): Adult learners require a unique set of critical thinking skills in order for them to complete and meet their goals. Some of our adult learners were not equipped with these skills in their prior educational experiences so we must be explicit in supporting our adult learners with these skills.

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. Enabling activities should address identified subgroup(s) and their needs. (NA)

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1
    <u>Targeted Subgroup:</u> NA

    <u>Identified Student Need(s):</u> NA

2
    <u>Targeted Subgroup:</u> NA

    <u>Identified Student Need(s):</u> NA

3
    <u>Targeted Subgroup:</u> NA

    <u>Identified Student Need(s):</u> NA

Priority 1
High-Quality Learning For All

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* and **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity.

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | Offering educational opportunities for adult students to attain their educational goals will enable students to succeed in post-secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society. | Continue to monitor and refine the High School Equivalency (HSE) program to ensure the necessary supports are in place to prepare students to successfully attain their high school equivalency.
WASC Critical Area 4: Continue to work to identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills.
Accountable Lead(s): Curriculum Coordinators/Administrators

Continue to provide students with the opportunity to improve upon their speaking, listening and comprehension skills through the English Language Acquisition (ELA) program. We will have a strengthened focus on transition to postsecondary education opportunities and employment by beginning to develop Integrated English Literacy and Civics Education (IELCE) program offerings.
Accountable Lead(s): Curriculum Coordinators/Administrators

Analyze the CASAS and/or TABE assessment data, as well as transition plan data to identify student need areas and use the data to inform instruction to improve student achievement in the ASE, ABE, and ELA programs.
WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.
Accountable Lead(s): Registrars/Administrators

Continue to provide students with expanded opportunities to utilize technology to help improve upon their literacy, academic and basic computer skills.
☒ BurlingtonEnglish
☒ Achieve3000
☒ Edmentum PLATO™
☒ Essential Education
☒ Northstar Digital Literacy | Essential Education

CASAS/TABE Results

Burlington English | ☐ CSA General Funds
☒ Federal Funds
☐ Fees Revenue
☐ NA |

☒ Google G-Suite
Accountable Lead(s): Curriculum Coordinators/Administrators

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. From Adult Education to post secondary opportunities or the workforce.

Required for all schools. | Offering transition and job-readiness programs will enable students to succeed in post secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society. | Evaluate and refine the Workforce Development Credential (WDC), making the adjustments, as necessary, to support students who want to enter the workforce and/or improve their job-readiness/soft skills.
Accountable Lead(s): Workforce Development Coordinator and Administrators

Continue to implement and expand the iCAN program, designed to prepare students for success in postsecondary educational programs, vocational training programs, and the workforce.
Accountable Lead(s): Program Coordinator and Administrators

Continue to monitor student hours to ensure students are post-tested when eligible, providing the school with more accurate retention and achievement data.

WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.
WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.

Accountable Lead(s): Registrars and Administrators | Essential Education

Achieve 3000

Northstar Digital Literacy Certificate

National Work Readiness Credential

TABE

CASAS | ☑ CSA General Funds
☑ Federal Funds
☐ Fees Revenue
☐ NA |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* and Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Increase student retention and completion rates by providing a supportive learning environment and reducing barriers.	Monitor student attendance and implement different strategies in an effort to retain more students. *WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.* Accountable Lead(s): Registrars and Administrators Provide students with a safe learning environment. Accountable Lead(s): Administrators Continue to fund PTT positions, as appropriate, to assist with student transition and provide counseling, as needed. Accountable Lead(s): Administrators	Google Attendance Forms LACES data Student Survey	☑ CSA General Funds ☑ Federal Funds ☐ Fees Revenue ☐ NA

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | Expanding current programs on Nā Hopena Aʻo (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation. | Continue to partner with the Office of Hawaiian Education to offer Olelo Hawaii classes to current DOE teachers.

Accountable Lead(s): Administrators

Continue to emphasize trauma informed teaching strategies so our teachers and staff can apply SEL strategies in their day to day interactions with all students. WCSA has provided professional development in this area and will continue to provide professional development opportunities for staff and teachers in the future.

Accountable Lead(s): Administrators | ☐ CSA General Funds
☑ Federal Funds
☐ Fees Revenue
☐ NA |

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

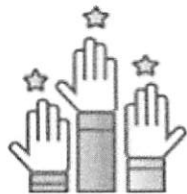| Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Increase student retention and program completion by providing support to students as they navigate through the WCSA programs and/or transition to college and/or careers.	Provide students with college and career counseling services, including postsecondary education and job exploration opportunities. *WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.* *WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various Sites.* Accountable Lead(s): Counselors and Administrators Developing Integrated Education and Training (IET) and IELCE programs will support a focal transition to post secondary education or training program opportunities. Accountable Lead(s): Coordinators and Administrators Continue the implementation of student transition plans, making refinements, as needed, to better assist students in preparing for success beyond the classroom and working towards attaining their postsecondary/transition goals. *WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.*	Transition Survey	☑ CSA General Funds ☐ Federal Funds ☐ Fees Revenue ☐ NA

WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.

Accountable Lead(s): Administrators

Support area high schools with the new Key Performance Indicator (KPI) in Strive Hi around Extended High School Completion as described in the State of Hawaii DOE's strategic plan. Students who are unable to obtain a high school diploma from their respective high school will be able to obtain a high school equivalency from WCSA within their designated cohort. Accountable Lead(s): Registrars and Administrators

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers.
★ All schools are staffed by effective support staff.
★ All schools are led by effective school administrators.

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount*

needed to execute the enabling activity.

2.1.2 All **teachers** are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	Require new teachers to partake in professional development or training to fully understand the impact of Adverse Childhood Events and its correlation to learning. Accountable Lead(s): Administrators Conduct classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies. Accountable Lead(s): Administrators Continue with the implementation of the Workshop Model to ensure consistent delivery of instruction across all WCSA campuses. Accountable Lead(s): Administrators Continue to develop and implement a school handbook, including new teacher orientation for new hires. Accountable Lead(s): Administrators Continue to provide professional development opportunities. Accountable Lead(s): Administrators	Teacher Surveys Walk Through Data	☑ CSA General Funds ☐ Federal Funds ☐ Fees Revenue ☐ NA
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and	Registrars participate in the following meetings: - LACES Monthly Meetings - Professional Development on updates to LACES -Refining collection of data. - Registrars Monthly Meetings	Minutes from meetings	☑ CSA General Funds ☐ Federal Funds

incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.

-Articulation time to share amongst campuses

-Maintaining LACES Database

-Collection of Data
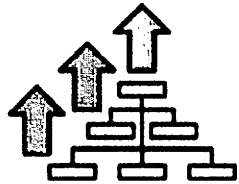
Accountable Lead(s): Registrars

Provide collaboration time for coordinators to develop professional development to support teachers.

Accountable Lead(s): Administrators

Participate in all AEFLA trainings and meetings to ensure that all grant guidelines are followed and data collection is accurate.

Accountable Lead(s): Leadership Team

☐ Fees Revenue

☐ NA

Priority 3
Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*

★ Other Systems of Support

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
Consistency in delivery of services and instruction	We have multiple campuses throughout rural Oahu and Hawaii Island. Concise and clear communication between campuses is essential for consistency in delivery of services and instruction for our students.	Conduct staff meetings/provide training to streamline school processes and procedures and implement common procedures for office operations. ☒ Schoolwide use of the WCSA Handbook ☒ Ensure consistency in school operations and delivery of services across all campuses *WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.* Accountable Lead(s): Administrators Build and maintain partnerships with feeder high schools and community partners (Oahu Workforce Development Board, American Job Center, and various other partners specific to each campus) to better support our students to be successful in and out of the classroom, and beyond. *WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.* Accountable Lead(s): Coordinators and Administrators	Teacher Survey Partnerships	☑ CSA General Funds ☐ Federal Funds ☐ Fees Revenue ☐ NA

APPENDIX: SCHOOL BELL SCHEDULE

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

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

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

Did your school submit a SCC Waiver Request Form? Please explain.   [Insert text]

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]