

McKinley Community School for Adults KMR High School Academic Plan SY 2024-2025

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	3.21.24		4/9/24



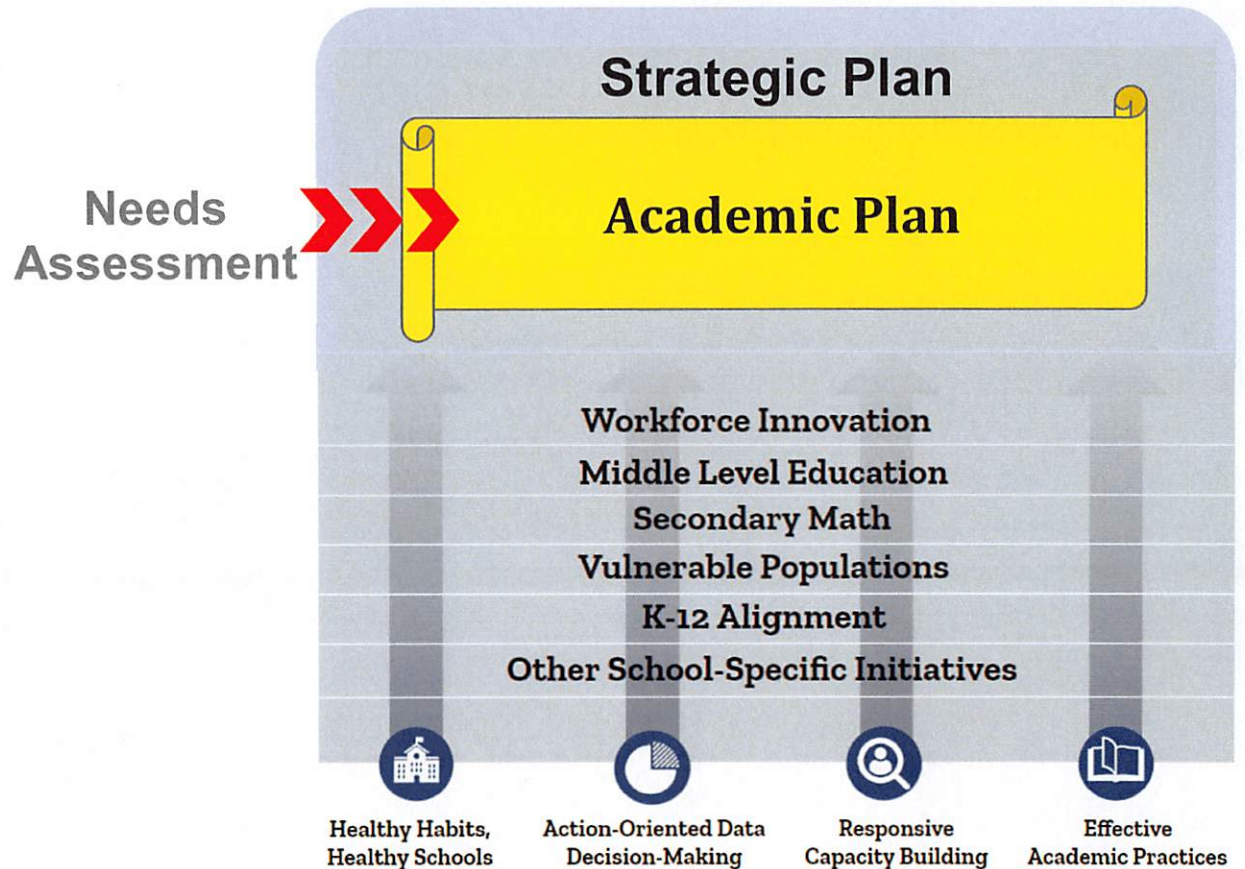
PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

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





VIABLE QUALITY CURRICULUM

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

Please identify the comprehensive standards-based instructional program(s) 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.

Student Pathway	English Language Acquisition	Adult Basic Education	Workforce Development Certificate Program	Adult Secondary Education High School Equivalency Program
	ELA 1 to ELA 6 <ul style="list-style-type: none"> • Stand Out • Burlington English 	Adult Basic Education Skills <ul style="list-style-type: none"> • Essential Education (MindPlay, CASAS Academy, TABE Academy) • Wordly Wise 	Academic Curriculum <ul style="list-style-type: none"> • Essential Education (CASAS Academy, TABE Academy, HiSET Academy, GED Academy) 	ASE English <ul style="list-style-type: none"> • Burlington English High School Equivalency Program <ul style="list-style-type: none"> • Essential Education (HiSET Academy, GED Academy)
	Workforce Curriculum & Training <ul style="list-style-type: none"> • Career Foundations • Digital Literacy • Integrated Education Training • Care Professional Job Training (ELA 4-6) • Writing Enrichment & Public Speaking (ELA 4-6) 	Workforce Curriculum & Training <ul style="list-style-type: none"> • Career Foundations • Digital Literacy • Essential Education (Workreadiness Academy) • Integrated Education Training • Care Professional Job Training • Writing Enrichment & Public Speaking 	Workforce Curriculum & Training <ul style="list-style-type: none"> • Career Foundations • Digital Literacy • Essential Education (Workreadiness Academy) • Integrated Education Training • Care Professional Job Training • Writing Enrichment & Public Speaking 	Workforce Curriculum & Training <ul style="list-style-type: none"> • Career Foundations • Digital Literacy • Essential Education (Workreadiness Academy) • Integrated Education Training • Care Professional Job Training • Writing Enrichment & Public Speaking



SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.

Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.

English Language Arts	Mathematics
<p>Grade Level: ELA Other: CASAS (Reading STEPS)</p>	<p>Grade Level: ABE Other: CASAS (Math GOALS 2) / TABE (11/12)</p>
<p>Grade Level: ABE Other: CASAS (Reading GOALS) / TABE (11/12)</p>	<p>Grade Level: ASE Other: CASAS (Math GOALS 2) / TABE (11/12)</p>
<p>Grade Level: ASE Other: CASAS (Reading GOALS) / TABE (11/12)</p>	



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root 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) Critical Areas
- Other current self study

Identify critical student learning needs and provide a rationale/root cause(s) why these needs have been prioritized.

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

Duplicate “Student Need” text, including “Rationale/Root cause(s)” as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

1 **Student Need:** Expand, document and apply data gathering and analysis in order to clearly identify and meet student needs.

Rationale/Root cause(s):

1A: Required by the Federal Government, NRS data provided is accurate. Utilize data for program improvement required for future funding. Monitor required student gain levels.

2 **Student Need:** Provide staff with professional development and training opportunities to improve delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement

Rationale/Root cause(s):

2A: Provide teachers with staff development and in-service activities to support them through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need.

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3 **Student Need:** Administrators and teachers of each campus will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education program to better meet the school's goals and objectives. To administer timely formative, summative assessments to disaggregate data to plan, implement, evaluate instructional strategies, i.e. team teaching, scaffolding to validate student attainment of individual prescribed goals and the desired overall goal of the prescribed instruction. The data collection informs teachers how effectively they work with students individually or in smaller groups thus assuring the probability of the student learning.

Rationale/Root cause(s):

3A: Teachers will include instruction's utilizing blended learning, web-based instruction, Essential Education, all-inclusive individual learning modules/academics to meet the needs of ASE students.

3B: Increase completion rate by 5%.



In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

- 1** **Targeted Subgroup:** Economically Disadvantaged (ESL, ABE, ASE, GED)

Identified Student Need(s): Continue with the development of the Workforce Development Certificate (WDC) and Career Foundations Certificate programs to expand curriculum options for students afforded through the MCSA student pathways.
- 2** **Targeted Subgroup:** English Language Learners (ELA and ABE)

Identified Student Need(s): Continue to assess student data and needs to modify and adjust curriculum offerings.
- 3** **Targeted Subgroup:** Adult Basic Education Students (ABE, ASE, Workforce Development Certificate, Career Foundations Certificate)

Identified Student Need(s): Continue with the development of the WDC and Career Foundations Certificate programs to expand the curriculum for students through the MCSA student pathways.
- 4** **Targeted Subgroup:** Students with Disabilities (ELA, ABE, ASE)

Identified Student Need(s): Continue with the development of the WDC and Career Foundations Certificate program and expand curriculum as an option for students that is afforded through the MCSA student pathways.
- 5** **Targeted Subgroup:** Incarcerated individuals (ABE, ASE, GED, Workforce Development Certificate, Career Foundations Certificate)

Identified Student Need(s): Continue with the development of the WDC and Career Foundations Certificate program and expand curriculum as an option for students that is afforded through the MCSA student pathways.

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- 6 **Targeted Subgroup:** Adult Secondary Education students lacking a basic education or high school equivalency credential.
- Identified Student Need(s):** Continue with the development of the WDC and Career Foundations Certificate program and expand curriculum as an option for students that is afforded through the MCSA student pathways.
- 7 **Targeted Subgroup:** Special Education (SPED), students in need of workforce preparation programs (WDC and Career Foundations)
- Identified Student Need(s):** Continue with the development of the WDC and Career Foundations Certificate program and expand curriculum as an option for students that is afforded through the MCSA student pathways.



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.

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current proficiency rates and school targets.</p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.1.1. Increase the ESL, ASE, and ABE student retention rate by 5%</p>	<p>Student enrollment and retention. A. MCSA is dependent upon the number of students who enroll in all programs. B. MCSA has reverted to face-to-face instruction and is experiencing a slow increase in student enrollment. C. MCSA will continue to monitor the NRS data to ensure a variety of opportunities are provided to our students.</p>	<p>Monitor attendance records, NRS, CASAS, TABE and schoolwide data to measure student retention rate.</p> <p>Utilize advertising as a means of communication to inform students and the community of program offerings.</p> <p>Meet with labor unions and business partners to share program offerings.</p> <p><i>Vice Principals, Registrars, and Transition Counselors</i></p>	<p>Progress will be monitored by the Vice Principals, registrars, and teachers utilizing attendance records and post-secondary data and appropriate data relating to desired outcome</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$15,000 Other: ____, \$</p>



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<p>1.1.2. 90% of the students enrolled in the Workforce Development Certificate Program without a high school diploma will receive a WD Certificate.</p>	<p>The Workforce Development Certificate Program emphasizes integrated education and training that (a) provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities, and workforce training for a specific occupation or occupational cluster, (b) is for the purpose of educational and career advancement. Upon successful completion of the educational and training component, a student will earn a Workforce Development Certificate.</p>	<p>Workforce Development Certificate (ABE Low/Inter/Level 3) will receive the necessary basic education and access to job training programs to qualify them to receive a Workforce Development Certificate.</p> <p>Joint agency training programs along with Career Foundations, Dreamcatcher (Maui) is provided for each student.</p> <p><i>Vice Principals</i></p>	<p>Progress will also be monitored by the Vice Principals through the informal and formal walk-throughs and classroom visitations.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$20,000 Other: ___, \$</p>
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<p>1.1.3. Increase the number of Adult Secondary Education students transitioning to the community colleges or university by 3%.</p>	<p>The Career Foundations Program is a “Career Ready” program with a framework built on soft skills. These soft skills are standards based and were designed by members of the Workforce and the Department of Education. Soft skill lessons are incorporated into a Project Based Lesson which is the Career Project and/or Individual Development Plan which documents the Career Skills. These acquired skills translate to self-confidence, lead to successful job interviews, and impact career advancement.</p>	<p>Monitor NRS, CASAS, TABE, and schoolwide data that provides the transition rate of students from Adult Secondary Education (ASE) to the community colleges or university.</p> <p>Revisit the curriculum being offered to students to determine if realignment is necessary to improve student learning & completion rate.</p> <p><i>Vice Principals, Registrars, Transition Counselors</i></p>	<p>Progress will be monitored by the Vice Principals, registrars, and teachers utilizing attendance records and post-secondary data.</p> <p>Teachers and administrators will work collaboratively to ensure the curriculum being offered to the students prepares them for transitioning to the community colleges or university.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$50,000 Other: __, \$</p>
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- ABE* *Adult Basic Education*
- ASE* *Adult Secondary Education*
- ELA* *English Language Acquisition*
- WDC* *Workforce Development Certificate*
- CCRS* *College & Career Readiness Standards*
- WIOA* *Workforce Innovation and Opportunity Act*



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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current school data and set targets.</p>	<p>Enabling Activities and Name of Accountable Lead(s) "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. Increase student enrollment attendance by 5%.</p>	<p>Student attendance at MCSA is based upon student priority for the day. A. MCSA is dependent upon the number of students who enroll in all programs. B. MCSA will continue to monitor the NRS data to ensure a variety of opportunities are provided to our students.</p>	<p>Monitor NRS records and schoolwide data to measure student attendance rate.</p> <p>Monitor classroom attendance records.</p> <p>Teachers to follow-up with students not attending class.</p> <p><i>Vice Principals, Registrars</i></p>	<p>National Reporting System</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ___, \$</p>



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>MCSA embraces the Nā Hopena A'o framework that provides employees and students the skills, behaviors and dispositions that are reminiscent of Hawaii's uniqueness and to honor the qualities and values of the indigenous language and culture of Hawaii.</p>	<p>Teachers will include a strengthened sense of Belonging: Responsibility: Excellence: Aloha: Total Well-being and Hawa`ii into their curriculum</p> <p>Teachers will reinforce positive student behaviors that reflect the values of the indigenous language and culture of Hawaii, as well as honor the qualities.</p> <p><i>Vice Principals</i></p>	<p>Teacher observations. Student to student interactions. Student to teacher interactions. Student to office staff interactions.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ___, \$</p>
<p>1.2.3. 95% of teachers will attend Nā Hopena A'o training.</p>	<p>MCSA's student population strives to expand their knowledge and improve their skills as parents, workers, citizens, and participating members of communities.</p>	<p>Provide Nā Hopena A'o training for all teachers.</p> <p>Teachers will include the strengthened sense of Belonging: Responsibility: Excellence: Aloha: Total Well-being and Hawa`ii into their curriculum</p> <p><i>Vice Principals</i></p>	<p>Teachers will be required to sign in at each meeting. Teachers will summarize how they incorporate HA into their lessons.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ___, \$</p>

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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p>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?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. Ensure that all ASE students receive the standards-based education that is aligned to the CCRS.</p> <p>Students will also receive direct instruction in small groups to address areas of growth.</p>	<p>The ASE classes are designed for students whose skill levels in English, math, reading, and writing are beyond the eighth-grade level to obtain a community school diploma.</p>	<p>Teachers will include blended learning and web-based instructional opportunities such as Essential Education that provides an all-inclusive menu that individualizes learning modules and academies to meet the need of the ASE student.</p> <p>MCSA teachers will utilize specific strategies and activities that are aligned to the CCRS to monitor successful student integration of what is being taught and student application to real-world situations.</p> <p>MCAS teachers, plan, instruct and assess student work and provide valuable evidence to support student learning and progress. The planning process includes the review of the mapping and pacing guides which are an integral part of lesson planning.</p> <p><i>Vice Principals</i></p>	<p>Comprehensive Adult Student Assessment System (CASAS).</p> <p>National Reporting System (NRS)</p> <p>Test of Adult Basic Education (TABE)</p> <p>Progress will also be monitored by the Vice Principals through the informal and formal walk-throughs and classroom visitations.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$100,000 Other: __, \$</p>



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<p>1.3.2. Increase by 10% the number of students utilizing the Essential Education's access that allows for an engaging experience that is aligned with the CCRS and WIOA standards.</p>	<p>The ASE, ABE, and WDC students have the opportunity to engage in web-based opportunities which are aligned with the CCRS and WIOA standards.</p>	<p>Teachers will include blended learning and web-based instructional opportunities such as Essential Education that provides an all-inclusive menu that individualizes learning modules and academies to meet the needs of the ASE student.</p> <p><i>Vice Principals</i></p>	<p>Comprehensive Adult Student Assessment System (CASAS).</p> <p>National Reporting System (NRS)</p> <p>Test of Adult Basic Education (TABE)</p> <p>Progress will also be monitored by the Vice Principals through the informal and formal walk-throughs and classroom visitations.</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>Homeless, \$</p> <p>Grant: AEFLA, \$75,000</p> <p>Other: __, \$</p>
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- ABE *Adult Basic Education*
- ASE *Adult Secondary Education*
- ELA *English Language Acquisition*
- WDC *Workforce Development Certificate*
- CCRS *College & Career Readiness Standards*
- WIOA *Workforce Innovation and Opportunity Act*



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 <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>2.1.1. 100% of the teachers will participate in the examination of student work and discuss strategies needed to support an increase in student achievement.</p>	<p>Provide teachers with staff development and in-service activities to support them through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team</p>	<p>Time for teachers to collaborate and examine student work and make decisions on strategies to be implemented that will support student achievement.</p> <p>Teachers will use the competency and content data to make informative decisions regarding individual/class achievement.</p> <p><i>Vice Principals</i></p>	<p>75% of teachers will be required to sign-in at each meeting. A log of participants will be kept by the Vice Principals. The attendance record (sign-in) will serve as evidence of the teachers' participation.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ____, \$</p>

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	<p>teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need.</p>			
<p>2.1.2. 100% of the teachers will participate in the professional development training offered on instructional strategies and utilization of assessment data.</p>	<p>Provide teachers with staff development and in-service activities to support them through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working</p>	<p>Time for teachers to collaborate and examine student work and make decisions on strategies to be implemented that will support student achievement.</p> <p>Vice Principals will schedule professional training for teachers on instructional strategies and utilization of assessment data.</p> <p><i>Vice Principals</i></p>	<p>75% of teachers will be required to sign-in at each meeting. A log of participants will be kept by the Vice Principals. The attendance record (sign-in) will serve as evidence of the teachers' participation.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ____, \$</p>



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	<p>with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need.</p>			
<p>2.1.3. Provide 100% of teachers with staff development training on the use of assessment data to improve instruction.</p>	<p>Provide teachers with staff development and in-service activities to support them through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need.</p>	<p>Teachers will participate in staff development training which includes: analysis of data, modification of instructions, and testing. All students are pre- and post-tested upon enrollment and each semester while in attendance.</p> <p><i>Vice Principals</i></p>	<p>75% of teachers will be required to sign-in at each meeting. A log of participants will be kept by the Vice Principals. The attendance record (sign-in) will serve as evidence of the teachers' participation.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$50,000 Other: ____, \$</p>



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<p>2.1.4. All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>Provide support staff with professional development and in-service activities to service the diverse student population.</p>	<p>Staff development training provided will include strengthened sense of: Belonging, Responsibility, Excellence, Aloha and/or Total Well-Being.</p> <p><i>Vice Principals</i></p>	<p>75% of the support staff will be required to sign-in at each meeting. A log of participants will be kept by the Vice Principals.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ____, \$</p>
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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 <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>80% of SCC positions are currently filled. The remaining 20% of positions will be filled by Nov 2024. Collaborative meetings focused on school culture and school improvement will be held every month.</p>	<p>Principal will message the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities.</p> <p>Elections will be held on Nov 1, 2024.</p> <p>Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.</p> <p><i>Cary Miyashiro</i></p>	<p>Meeting minutes.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: AEFLA, \$5,000 Other: ___, \$</p>



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.2. To work with families or individuals who desire a General Education Diploma (GED).</p>	<p>To provide the opportunity for those obtaining a GED for self-worth, workforce requirement, or improved work skills.</p>	<p>Transition Counselors will meet and support all those students who are interested in obtaining a GED. A Personal Transition Plan will be created to guide students with their current and future goals, track their CASAS scores and GED or HiSET scores.</p> <p>Transition Counselors will help students with their college and financial aid applications or connections to work.</p> <p><i>Transition Counselor</i></p>	<p>Number of people who make an appointment with the transition counselor. Number of people who earn their HSE.</p>	<p>Grant: AEFLA \$20,000</p>

- CASAS *Comprehensive Adult Student Assessment*
- GED *General Education Diploma*
- HiSET *High School Equivalency Test*
- HSE *High School Equivalency*



★ **Optional - Other Systems of Support**

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?"</p>	<p>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?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.3. To increase MCSA student pathways by including opportunities to support student future workforce needs.</p>	<p>Adult Community Schools can offer a viable and affordable educational program to any student wanting to pursue careers/work opportunities to enhance the person's life/goals</p>	<p>Hire personnel to meet the expansion of career pathway programs to include the newly designed Entrepreneurship and Travel Guide curriculum.</p> <p><i>Vice Principals, Program Specialist</i></p>	<p>To be determined upon approval of career pathway</p>	<p>To be determined.</p>



One-Year Academic Plan SY 2024-2025

Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include **one thousand eighty student hours for both elementary and secondary school grades.**

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 McKinley Community School for Adults 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 <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	N/A
Did your school submit a SCC Waiver Request Form? Please explain.	Community School for Adults
Bell Schedule: N/A	