

2020 Academic Plan, School Year 2020-21



School: **McKinley Community School For Adults**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

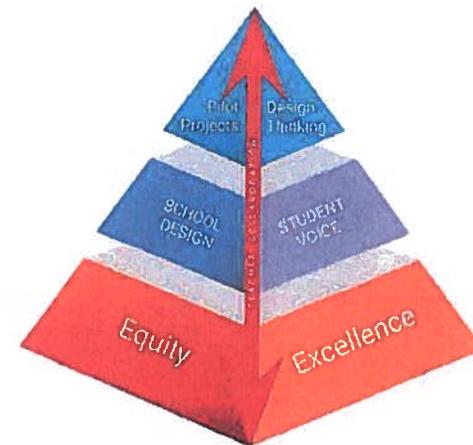
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 9).

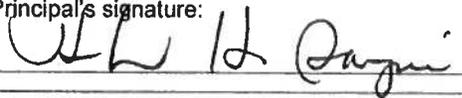
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 4-8).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2-3).



Principal (print): Helen Sanpei	
Principal's signature: 	Date: 5-22-20
Complex Area Superintendent (print): Linell Dilwith	
Complex Area Superintendent's signature: 	Date: 5/28/2020



McKinley CSA Academic Plan, School Year 2020-21

McKinley Community School for Adults

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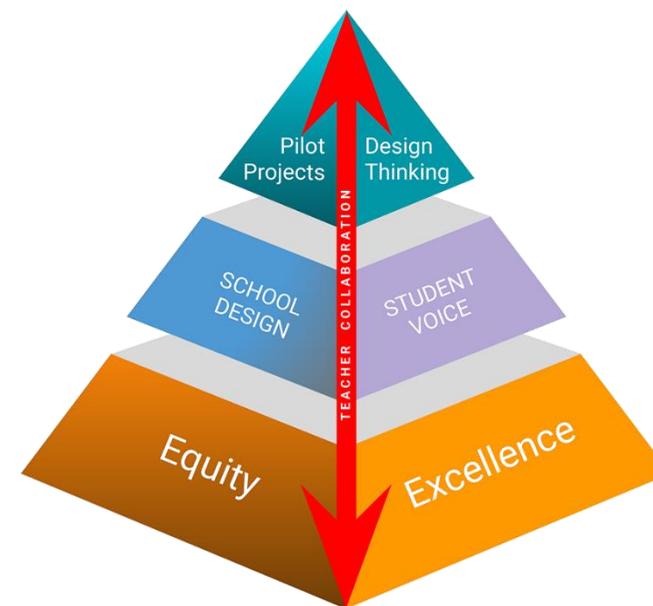
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

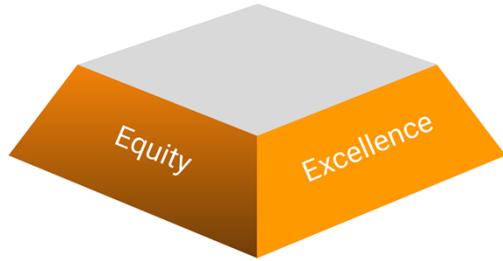
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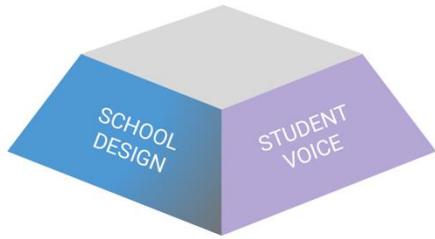


Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <ol style="list-style-type: none"> 1. <i>The administrators of each campus and teachers will work collaboratively to develop and implement strategies to promote the recently introduced Workforce Development Diploma (WDD) Program.</i> 2. <i>The administrators of each campus and teachers will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education (ASE) program to better meet the school's goals and objectives.</i> 3. <i>There is a need to continue providing professional development and training to improve delivery of effective instruction.</i> 4. <i>There exists a need to continue identifying and addressing student needs through the effective use of data.</i> 5. <i>All students will have access to rigorous, relevant curriculum to meet their individuals needs as well as career goals.</i> 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 1. <i>The design and implementation of the workforce curriculum through the Workforce Development Diploma (WDD) program which will encourage academic growth within the workforce curriculum and address the requirements of the Workforce Innovation and Opportunities Act</i> 2. <i>Administrators and teachers from all campuses will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education (ASE) program to increase the student enrollment in the GED and HiSET programs.</i> 3. <i>The Leadership team will provide staff with professional development and training opportunities to improve delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement.</i> 4. <i>Data gathering and analysis will be expanded, documented, and applied in order to clearly identify and meet student needs.</i> 5. <i>MCSA will continue to address student retention to enable all students to achieve their individual learning goals.</i> 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p><i>The school leadership and instructional staff will use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community.</i></p> <p><i>Implementation of the Common Core Standards (CCS) to include College and Career Readiness Standards for adult education will provide teachers with staff development and in-service activities to support teachers throughout 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</i></p> <p><i>Continue to develop strategies to improve the achievement gap is as follows:</i></p> <ol style="list-style-type: none"> a. <i>Lobby and receive permanent Legislation and funding to program innovation</i> b. <i>Ongoing professional development training to inform MCSA administrators, teachers, staff and students</i>

		<ul style="list-style-type: none">c. <i>Utilizing the Program Specialist to oversee curriculum implementation of the WIOA programs</i>d. <i>Continue to implement the McKinley Community School for Adults Student Pathways.</i>e. <i>Infuse the College and Career Readiness Standards (CCRS) and subsets of the Common Core State Standards into the curriculum</i>f. <i>Continue to provide teachers with staff development opportunities to support students through research based strategies.</i>g. <i>Encourage students enrolled in adult education courses to complete a transitional goal to include: gaining employment, obtaining a workforce certification, or continuing in an institution of higher learning</i>h. <i>To enable the special population without a high school diploma to be able to enter the workforce through the completion of the Workforce Development Diploma Program</i>i. <i>Continue to utilize available data for informed decision-making and curriculum and instruction improvement..</i>
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Innovation in Support of the Core: School Design and Student Voice

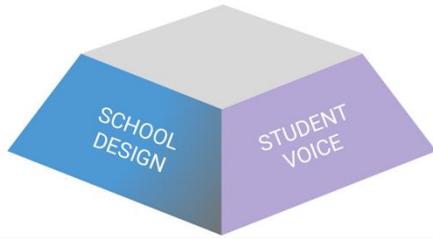
Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Increase the Workforce Development Diploma student completers by 3% 2. Increase the number HiSET and GED graduates by 3% 3. Professional Development training will be offered to all part time teachers with 70% participation in the training 4. Utilize the National Reporting System data, CASAS competencies, TABE data, schoolwide data on successful completers and student-teacher surveys to be included in the gathering and analysis to prepare 80% of the student population for success in education or employment. 5. Increase the number of Adult Secondary Education students transitioning to the community colleges or university by 2%. 6. Increase the number of students transitioning from MCSA to the workplace by 2%. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Increase the Workforce Development Diploma student completers by 4% 2. Increase the number of HiSET and GED graduates by 4% 3. Professional Development training will be offered to all part time teachers with 75% participation in the training 4. Utilize the National Reporting System data, CASAS competencies, TABE data, schoolwide data on successful completers and student-teacher surveys to be included in the gathering and analysis to prepare 85% of the student population for success in education or employment. 5. Increase the number of Adult Secondary Education students transitioning to the community colleges or university by 3%. 6. Increase the number of students transitioning from MCSA to the workplace by 3%. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Increase the Workforce Development Diploma student completers by 5% 2. Increase the number of HiSET and GED graduates by 5% 3. Professional Development training will be offered to all part time teachers with 80% participation in the training 4. Utilize the National Reporting System data, CASAS competencies, TABE data, schoolwide data on successful completers and student-teacher surveys to be included in the gathering and analysis to prepare 90% of the student population for success in education or employment. 5. Increase the number of Adult Secondary Education students transitioning to the community colleges or university by 4%. 6. Increase the number of students transitioning from MCSA to the workplace by 4%

<p><i>Why you are implementing them?</i> <i>The quality of adult education instruction is a critical factor in improving student outcomes. The school realizes that the continuous improvement in teaching depends on the availability of high-quality of professional development opportunities.</i></p> <p><i>Improving the quality of instruction in adult education programs ultimately involves continually strengthening the knowledge, skills, and abilities of instructors, administrators, and other adult education staff.</i></p> <p><i>The Workforce Investment and Opportunities Act (WIOA) is groundbreaking Federal legislation that has provided opportunities for adult education to reinvigorate the public workforce system through strong cross-programs and federal-state-local partnerships working collaboratively to develop innovative strategies that provide American workers with the quality education and training opportunities needed for the high-skill jobs of the future. As the educational partner of WIOA, MCSA is working collaboratively with the Department of Labor and Department of Health to provide the educational component that will prepare our students for the workforce or college.</i></p>	<p><i>Why you are implementing them?</i> <i>The quality of adult education instruction is a critical factor in improving student outcomes. The school realizes that the continuous improvement in teaching depends on the availability of high-quality of professional development opportunities.</i></p> <p><i>Improving the quality of instruction in adult education programs ultimately involves continually strengthening the knowledge, skills, and abilities of instructors, administrators, and other adult education staff.</i></p> <p><i>The Workforce Investment and Opportunities Act (WIOA) is groundbreaking Federal legislation that has provided opportunities for adult education to reinvigorate the public workforce system through strong cross-programs and federal-state-local partnerships working collaboratively to develop innovative strategies that provide American workers with the quality education and training opportunities needed for the high-skill jobs of the future. As the educational partner of WIOA, MCSA is working collaboratively with the Department of Labor and Department of Health to provide the educational component that will prepare our students for the workforce or college.</i></p>	<p><i>Why you are implementing them?</i> <i>The quality of adult education instruction is a critical factor in improving student outcomes. The school realizes that the continuous improvement in teaching depends on the availability of high-quality of professional development opportunities.</i></p> <p><i>Improving the quality of instruction in adult education programs ultimately involves continually strengthening the knowledge, skills, and abilities of instructors, administrators, and other adult education staff.</i></p> <p><i>The Workforce Investment and Opportunities Act (WIOA) is groundbreaking Federal legislation that has provided opportunities for adult education to reinvigorate the public workforce system through strong cross-programs and federal-state-local partnerships working collaboratively to develop innovative strategies that provide American workers with the quality education and training opportunities needed for the high-skill jobs of the future. As the educational partner of WIOA, MCSA is working collaboratively with the Department of Labor and Department of Health to provide the educational component that will prepare our students for the workforce or college.</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p><i>An analysis of the NRS, CASAS, TABE, schoolwide data, and student/teacher surveys will show an increase in student achievement and student and teacher program offerings.</i></p> <p><i>Adult Education programs will be sought after by the Department of Labor, Division of Vocational Rehabilitation, Corrections, Department of Education and other partners.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>An analysis of the NRS, CASAS, TABE, schoolwide data, and student/teacher surveys will show an increase in student achievement and student and teacher program offerings.</i></p> <p><i>Adult Education programs will be sought after by the Department of Labor, Division of Vocational Rehabilitation, Corrections, Department of Education and other partners.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>An analysis of the NRS, CASAS, TABE, schoolwide data, and student/teacher surveys will show an increase in student achievement and student and teacher program offerings.</i></p> <p><i>Adult Education programs will be sought after by the Department of Labor, Division of Vocational Rehabilitation, Corrections, Department of Education and other partners.</i></p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here.</p> <ol style="list-style-type: none"> NRS Table 4B Level ABE 5 (ASE) 45.2% Periods of Participation-POPs Form 50 HiSET & GED completers 198 students Sign in sheet for PD attendance 42 teacher participants Enrollment data NRS Table 4B ABE 5 (ASE) 230 students NRS Table 5 Core Follow-up Outcome Achievement 54 students 	<p>Add throughout the year measurements here.</p> <p>Only NRS annual data is available for Community School for Adults.</p>	<ol style="list-style-type: none"> NRS Table 4B Level ABE 5 45.2% Form 50 HiSET & GED completers 198 students Sign in sheet for PD attendance 42 teacher participants Student enrollment data NRS Table 4B ABE 5 230 students NRS Table 5 Core Follow-up Outcome Achievement 54 students

Student Outcomes (SY 2020-21)

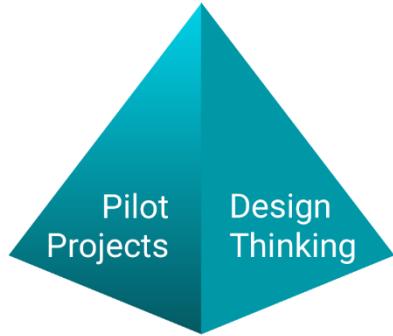
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Increase in the Workforce Development Diploma student completers by 3%	<p>Continue to develop strategies to improve the achievement gap is as follows:</p> <ol style="list-style-type: none"> Lobby and receive permanent Legislation and funding to support the WDD program innovation Ongoing training to inform MCSA administrators, teachers, staff and students Utilizing the Program Specialist to oversee curriculum implementation of the WIOA programs Enable the special education and non-traditional student population 	Yearlong	AEFLA Federal Funds: 46951 46952 46954 46975	NRS data, attendance sheet, Form 50	Annual	Semester

	<p><i>without a high school diploma the ability to enter the workforce through the completion of the Workforce Development Diploma Program</i></p> <p><i>e. Encourage students enrolled in adult education courses to complete a transitional goal to include: gaining employment, obtaining a workforce certification, or continuing in an institution of higher learning</i></p>					
2. <i>Increase in the HiSET and GED graduates by 3%</i>	<p><i>a. Continue to implement the McKinley Community School Student Pathways.</i></p> <p><i>b. Infuse the College and Career Readiness Standards (CCRS) and subsets of the Common Core State Standards into the curriculum</i></p> <p><i>c. Continue to provide teachers with staff development opportunities to support students through research based strategies.</i></p>	Yearlong	<p>AEFLA Federal Funds:</p> <p>46951 46952 46954 46975</p>	NRS data, attendance sheet, Form 50	Annual	Semester
3. <i>Professional Development training will be offered to all part time teachers with 70% participation in the training</i>	<p><i>a. Continue to implement the McKinley Community School Student Pathways.</i></p> <p><i>b. Infuse the College and Career Readiness Standards (CCRS) and subsets of the Common Core State Standards into the curriculum</i></p> <p><i>c. Continue to provide teachers with staff development opportunities to support students through research based strategies.</i></p>	Yearlong	<p>AEFLA Federal Funds:</p> <p>46951 46952 46954 46975</p>	NRS data, attendance sheet, Form 50	Annual	Semester
4. <i>An annual increase of 2% of the students enrolled in Adult Secondary Education will be transitioning to the community colleges or university.</i>	<p><i>a. Continue to implement the McKinley Community School Student Pathways.</i></p> <p><i>b. Infuse the College and Career Readiness Standards (CCRS) and</i></p>	Yearlong	<p>AEFLA Federal Funds:</p> <p>46951 46952 46954</p>	NRS data, attendance sheet, Form 50	Annual	Semester

	<p><i>subsets of the Common Core State Standards into the curriculum</i></p> <p><i>c. Continue to provide teachers with staff development opportunities to support students through research based strategies.</i></p>		46975			
5. <i>An annual increase of 2% of students will transition from school to the workplace</i>	<p><i>a. Continue to implement the McKinley Community School Student Pathways.</i></p> <p><i>b. Infuse the College and Career Readiness Standards (CCRS) and subsets of the Common Core State Standards into the curriculum</i></p> <p><i>c. Continue to provide teachers with staff development opportunities to support students through research based strategies.</i></p>	Yearlong	<p>AEFLA Federal Funds:</p> <p>46951</p> <p>46952</p> <p>46954</p> <p>46975</p>	NRS data, attendance sheet, Form 50	Annual	Semester

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. <i>Professional Development training will be offered to all part time teachers with 70% participation in the training</i>	<p><i>a. Continue to implement the McKinley Community School Student Pathways.</i></p> <p><i>b. Infuse the College and Career Readiness Standards (CCRS) and subsets of the Common Core State Standards into the curriculum</i></p> <p><i>c. Continue to provide teachers with staff development opportunities to support students through research based strategies.</i></p>	Yearlong	<p>AEFLA Federal Funds</p> <p>46951</p> <p>46952</p>	Sign in sheet	Semester	Semester



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <ol style="list-style-type: none"> Family Literacy (Comprehensive Literacy State Development Grant) support for the Hawaii Department of Education K-12 schools with the implementation of Family Literacy Centers. This effort is in collaboration with the University Hawaii Family Literacy Center. Currently the project has been initiated with the Kauai Complex. Kapolei High School 3 Year Transition Plan for all SPED students. A partnership with Kapolei High School’s special education department to prepare students for the workplace through the work readiness program. This program targets students in need of jobs that do not require a high school diploma as an entry requirement. In addition, those students with potential to achieve the GED or HiSET will be counseled towards the appropriate programming to be able to do so. Department of Labor (Unemployment Insurance Division) and McKinley Community School for Adults will be engaged in the sharing of data to allow for timely identification of students who are currently unemployed, in need of a job or job preparation programs to assist them in securing employment. P-20 Student data sharing with the Community School for Adults has very recently been initiated and the procedures and protocol have not been established. 	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none"> <i>Increase in the number of schools qualifying for the grant and implementation of the centers throughout the Hawaii DOE.</i> <i>Special Education students successfully completing the Workforce Development Diploma curriculum and being able to secure a job.</i> <i>P-20 data sharing will allow agencies to access school and work information collaboratively</i> <i>Department of Labor (Unemployment Insurance Division), Division of Vocational Rehabilitation, and the Community Colleges will be able to cross reference and share student data for efficient program and career planning. This project is in the initial stage.</i>