HAWAI'I ACADEMIES

My Voice, My Choice, My Future

2021
HAWAIʻI ACADEMIES
My Choice, My Voice, My Future

VISION

Hawai‘i Academies are committed to engaging and preparing me for life beyond high school. Academies provide opportunities to explore real-life, hands-on experiences in and out of the classroom. My Academy is an ohana, where I am proud to own my education, follow my passions, build relevant skills, and develop deep connections in my community. Hawai`i Academies make my dreams a reality by empowering me, giving me a voice, choice, and confidence in my future!

MISSION

Hawai‘i Academies provide systematic support to meet the Hawai‘i Department of Education (HIDOE) vision and mission by expanding Smaller Learning Communities (SLCs) in Hawai‘i to prepare all students for college and careers

OBJECTIVES

• Support and maintain school level academies

• Network with school districts and national organizations that implement or support SLC structures to serve as “models” for HIDOE academies

• Monitor the progress of Hawai‘i Academy schools, using nationally recognized standards of practice, such as the National Career Academy Coalition (NCAC), National Academy Foundation (NAF), or Linked Learning framework

• Facilitate and expand relationships between Hawai‘i Academies with institutes of higher education and industry partners

• Maintain an advisory council comprised of relevant shareholders to support systemic change
HAWAIʻI ACADEMIES
My Voice, My Choice, My Future

Hawaiʻi Academies is a partnership between nineteen public high schools seeking to improve educational outcomes by implementing Smaller Learning Communities (SLCs). Current participating schools include,ʻAiea, Campbell, Castle, Farrington, Kailua, Kaimuki, Kapaa, Kapolei, Kauai, Kohala, Maui, McKinley, Molokai, Nanakuli, Pearl City, Waipahu, Waianae, Waimea, and Waiʻalea High Schools.

Member schools are in different stages of implementing Smaller Learning Communities, each school’s SLCs being structured to meet their unique educational setting. Hawaiʻi Academies schools are organized into a Consortium that provides a venue to support these efforts through sharing school experiences and outcomes, hearing from topic area experts and holding group discussions to elicit solutions and where needed, provide recommendations to appropriate agencies.

The Consortium normally meets monthly in Honolulu with occasional visits to member neighbor island schools. However, due to Covid-19 travel restrictions, these meetings were held virtually. These meetings and visits play a key role in providing contextual insight on SLC implementation and operation and allows for a broader exposure to school staff who are not regular participants in Consortium meetings to participate Consortium activities.

Information, discussions and best practices are archived and shared between member schools through a dedicated website maintained by the Consortium. School level data collected for Consortium associated sharing, analysis and discussions are archived in school specific data storage databases. Data in these databases, also maintained by the Consortium, are used for future longitudinal studies and for drafting reports to appropriate agencies.

ABOUT SMALLER LEARNING COMMUNITIES (SLCs)

SLCs are designed to ensure that in large high schools, every student’s academic needs, interest, and aspirations are addressed by teachers who are well acquainted with their students. Teams of teachers and students work together in SLCs organized by grade and/or academic or career interests. SLCs:

- Personalize education for all students
- Give equal opportunities to learn with rigorous and relevant curriculum
- Provide a support system of teachers and adults who advocate academic and personal success for all students
- Prepare students for a wide range of post-secondary options
- Are based on research findings that suggest high school students demonstrate higher degrees of success when they receive attention as part of smaller learning groups. Smaller school environments positively affect student achievement, including higher grades, test scores, attendance rates, graduation rates, reduction in drug and alcohol use, and overall improvement in school safety.

ACTIVITIES, ACCOMPLISHMENTS AND DIRECTIONS

Hawaiʻi Academies (HA) activities continued with two initiatives that were started in school year 2018-2019. These were:

- Each school will have at least one academy accredited by a recognized smaller learning community professional organization.
- Schools will establish a means to share their organization, operation and experiences with other interested educators. Schools identified specific small learning communities / academies that they plan to accredit. Information sharing workshops were conducted, the success of which provided an operational format for future workshops as schools seek accreditation for their academies.

The in person workshops were organized around like academies that allowed similar academies to share experiences, both successful and unsuccessful. These workshops provided a forum for collective problem solving and the generation of innovative ideas that these academies may adopt. Workshops focused around like academy small learning structures allows solutions that were successful within similar academy types but may not be as successful with a different academy type to be implemented.

The Covid-19 virus prevented this established practice of regular monthly meetings held at Pearl City High School with site visits to HA schools and instead were replaced with virtual meetings held at the same intervals. While these types of meetings limited the collaborations that were very successful in the past, it allowed a greater variety and number of participants to meet.

The year’s workshops were centered on a series of seminars organized by Dr. Jay Steele and Dr. Danielle Mezera consultants with specialties in the implementation smaller learning communities in schools. Topics covered ranged from organizational and operational strategies to examples of other schools and districts experiences in other parts of the country. Seminars included specialists and were conducted virtually when the Covid-19 virus prevented in person meetings.

Hawaiʻi Academies welcomed three new members – Kohala High School, Kailua High School, and Molokai High School. These schools are in different stages of implementing smaller learning communities. In addition, other schools have expressed interest in smaller learning communities and have been participating in the monthly workshops.

ABOUT THIS DOCUMENT

This document utilizes the terms SLCs and Academies interchangeably. As part of the Consortium’s effort to develop and implement SLC constructs, it will develop and standardize of SLC specific terminologies to minimize misunderstanding.

With the exception of standardized testing, student performance, enrollment and demographic data in school sections represent data collected for school year 2019-2020, the last complete year that all schools have data in common. This ensures that comparisons between schools are consistent. Descriptive information is current for the 2020–2021 school year. Performance data and a description of school status and improvement activities in the form of the school’s School Status and Improvement Report are found in a separate section.
HAWAI'I ACADEMIES
MEMBER SCHOOLS

ʻAiea High School
ʻAiea, ʻOahu

Kaimuki High School
Honolulu, ʻOahu

Maui High School
Kahului, Maui

Waiakea High School
Hilo, Hawai‘i

ʻAiea High School
ʻAiea, ʻOahu

Kapolei High School
Kapolei, ʻOahu

McKinley High School
Honolulu, ʻOahu

Waianae High School
Waianae, ʻOahu

James Campbell High School
ʻOahu

Kapaʻa High School
Kapaʻa, Kaua‘i

President William McKinley High School
Honolulu, ʻOahu

Waimea High School
Waimea, Kaua‘i

James B. Castle High School
Kāneʻohe, ʻOahu

Kaua‘i High School
Lēhuʻe, Kaua‘i

Molokai High School
Hoʻolehua, Moloka‘i

Waipahu High School
Waipahu, ʻOahu

Kailua High School
Kailua, ʻOahu

Kapolei High School
Kapolei, ʻOahu

Nānākuli High School
Waiʻanae, ʻOahu

Waipahu High School
Waipahu, ʻOahu

Governor Wallace Rider Farrington High School
Honolulu, ʻOahu

Kapolei High School
Kapolei, ʻOahu

President William McKinley High School
Honolulu, ʻOahu

Waimea High School
Waimea, Kaua‘i

Kailua High School
Kailua, ʻOahu

Kahului, Maui

Waianae, ʻOahu

Kapaa, ʻOahu

Lehuʻe, Kaua‘i

Honolulu, ʻOahu

Waianae, ʻOahu

Pearl City High School
Pearl City, ʻOahu

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Hawai‘i Academies SY 2020-2021
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PRINCIPAL  Mr. David Tanuvasa  david.tanuvasa@k12.hi.us

ACCREDITATION  Western Association of Schools and Colleges - 6 Years - Expires 2025

'Aiea High School ("AHS") was founded in 1961, overlooking the historic Pearl Harbor. Our student body is made up of many different cultures and backgrounds, which contributes to a socio-economically diverse population of students on our campus. As a Title I school, our goal is that all of our students will graduate from high school with the foundation they need to live a successful and happy life. We want our graduates to be college, career and life ready, financially literate, technology proficient, effective communicators and collaborators, while being confident and compassionate citizens.

'Aiea High School faculty members are dedicated individuals who possess an array of accolades that range from being educators who are National Board Certified, as well as MILKEN award recipients, to educators with various advanced degrees. The faculty and staff strive to work together in nurturing, inspiring and challenging our students to be the best they can; helping our students develop integrity, grit and a sense of ‘ohana are the core values of our school.

The Academies of 'Aiea High School are made up of our Freshman Academy and two career academies, which are known as the Academy of Aspiring Professionals and the Academy of Innovation. The pathways offered in the Academy of Aspiring Professionals are Health Sciences, Business, Culinary, Education and Hospitality. The Academy of Innovation offers the pathways of Automotive Repair, Building and Construction, Natural Resources and Graphic Design/Media.

Each of the pathways we offer has a specific program of study for our students to follow while they pursue their possible passion. This journey begins in their sophomore year after they have completed their first year in high school learning all about their interests, strengths and growth areas in their Freshman Seminar elective within the Freshman Academy. All of our students, regardless of the academy they may have selected, have access to a multitude of global courses in the arts, music, and world languages. We proudly offer a variety of Advanced Placement and Early College courses for our students who may want to get a jumpstart on their college education. Providing our students with experiences, opportunities and tools for their future is a priority at ‘Aiea High School so we can develop fine citizens who will thrive in this diverse and ever changing world.

STUDENT DEMOGRAPHICS

Fall Enrollment 1,000

SPECIAL INITIATIVES

- Aiea High School 8th Grade Orientation - promoting successful integration into the Freshman Academy Clusters
- Summer Enrichment - providing additional math process skills to support vertical alignment to the arithmetic sequences
- SY2018-19 Implementation of Early College Courses. Courses include Speech 150, English 100, Music 107. Students received and continue to receive transferable college credits.
James Campbell High School
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JAMES CAMPBELL HIGH SCHOOL
campbellhigh.org

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ACCREDITATION
Western Association of Schools and Colleges - 6 Years - Expires 2020

FACEBOOK
James Campbell High School
Hawaii

INSTAGRAM
@Campbell_Hawaii

TWITTER
@Campbell_Hawaii

VISION
James Campbell High School Graduates will realize their personal and professional goals with the drive to persevere through adversity. They are effective communicators and compassionate leaders who think critically, innovate, and contribute to our global society.

MISSION
James Campbell High School is a safe, positive place where life skills are learned and applied to meet the challenges of a changing society.

STUDENT DEMOGRAPHICS
Fall Enrollment 3,077

Edgenuity and DOE Eschool courses are available in all content areas and Twilight School is another option for those who elect for an early evening program. At JCHS, we also offer numerous world language courses such as Chinese, Hawaiian, Japanese, French and Spanish.

Admin Directed Time (ADT) is structured time within the instructional day to focus on staff development and collaboration. Teachers meet twice a week, where they will focus on standards-based instruction and assessment, single point rubrics, data team implementation, positive behavioral interventions and support, AVID strategies, problem-based learning, and other research based instructional strategies. The goal of this time is to build staff capacity that can in turn support students to become postsecondary and career prepared, a compassionate leader, innovative, and a global citizen.
James B. Castle High School is located in Kaneohe, on the Windward side of the island of Oahu. Established in 1951, it is considered a commuter community with 94.7 percent of the adult population working outside the area. Once considered rural, it is now a densely populated residential area (population of 50,000) with a mix of condominiums, single-family dwellings, acre estates, five small public housing complexes, commercial businesses, and some light industry.

With a student body of 1,100, James B. Castle High School serves a socio-economically diverse community from suburban Kaneohe to rural Kualoa. The high school is the largest of four in the Windward District. The Castle Complex consists of Castle High School, King Intermediate School and eight elementary feeder schools (Kaneohe, Pualoa, Kapunahala, Benjamin Parker, Heeia, Ahiimanu, Kahaluu and Waiahole). After 70 years, the Knight Pride of Castle is deeply ingrained in longtime Kaneohe residents. Clearly, Castle High School has a way of “keeping its people,” as many alumni have returned here to teach, work, or volunteer.

All students transition into the Freshman Academy and in 10th grade choose a college & career academy based on their career interest. There are eight different pathways: Automotive Maintenance and Light Repair, Culinary Arts, Engineering, Entrepreneurship, Food Systems, Nursing Services, Theater Arts, and Visual Arts. Students participate in various integrated projects and community partnerships to reinforce the connection between their education and the real world and what it takes to become successful in today’s society.

Students have the opportunity to take AP (Advanced Placement) courses and/or participate in the Dual Credit programs: Running Start, where students take college courses at a community college, and/or Early College courses at CHS, earning high school as well as college credits.

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Governor Wallace Rider Farrington High School is a four-year comprehensive public high school serving grades 9-12 accredited through 2023. FHS consistently has one of the largest student body and staff of all high schools in Hawai‘i. The community is comprised of middle-class, immigrant, lower socioeconomic families with diverse ethnic backgrounds. Farrington has proudly served the Kalihi community for over 80 years.

Today, Farrington’s school design is centered around a wall-to-wall academy school structure where academies function as schools within a school to prepare students for college and careers. Incoming freshmen choose to be a part of one career academies: Business, Creative Arts and Technology, Engineering, and Public Service (with Culinary and Teacher pathways). One vice principal, two counselors, and an academic lead and academic coach are assigned to each academy to provide personalized support. The principal has set a goal for all academies to be nationally certified by the National Career Academy Coalition (NCAC) by 2023. Last year our Health Academy became the first to achieve model status.

Farrington Creative Arts & Technology Academy (FCAT)

- 10th-12th Grade
- Farrington Creative Arts & Technology Academy (FCAT)
- CTE Courses:
  - Marketing
  - Management
  - Finance

Culinary Academy

- 10th-12th Grade
- CTE Courses:
  - Culinary Health
  - Nutrition
  - Capstone

Business Pathway Core

- 9th Grade
- CTE Courses:
  - Marketing
  - Management
  - Finance

Health Pathway Core

- 10th – 12th Grade Career and Technical Education (CTE)
- CTE Courses:
  - Health
  - Pathway Core

Public and Human Services Pathway Core

- 9th Grade
- CTE Courses:
  - Health
  - Nutrition
  - Pathway Core

10th – 12th Grade Career and Technical Education (CTE)

- CTE Courses:
  - Business Pathway Core
  - Health Pathway Core
  - Public and Human Services Pathway Core

Farrington High School students are prepared to enter the workforce, trade school, community college, 4-year universities or military service through our academies and career pathway systems.

**PRINCIPAL**
Mr. Alfredo Carganilla

**ACADEMY COORDINATOR**
Daryl Ishihara

Hawaiiana Academy
Glenda Lau 808.305.5067
Business Academy Nylen Takahashi 808.305.5191
Engineering Academy Jeremy Seitz 808.305.5169
Govs Public Service Academy Sandy Ramiscal 808.305.5050
Creative Arts & Technology Academy (FCAT) Erin Kamikawa 808.305.5187

**MISSION**
Promote rigorous learning through relevant instruction and supportive relationships to prepare students to be college and career ready.

**GOALS**
A) A learning culture of high achievement based on rigor, relevance and relationships.
B) Rich in best practices for increasing student growth and performance.
C) A school that continuously monitors progress and improves support systems.
D) All students are college and career ready.
E) A school website: Current information about all school programs and activities is regularly updated on the school website: www.farringtonhighschool.org
KAILUA
HIGH SCHOOL
kailuahighschool.com

PRINCIPAL  Ms. Stacey Oshiro  stacey.oshio@k12.hi.us
ACADEMIC COACH  Suzanne Cummings

ACREDITATION  Western Association of Schools and Colleges, 6 years - expires 2023

Kailua High and its School Community Council (SCC) promote an exciting learning environment to a diverse, multi-ethnic student body. The campus is located in the residential subdivision of Pohaku on Oahu’s Windward side and primarily serves students from the Kailua and Waimanalo communities.

Students develop college- and career-readiness with curricula framed by Career Pathways in Arts & Communications, Health Services, Natural Resources, and Public and Human Services. Our Community Quest Learning Center provides opportunities for experiences at the worksite. We also offer unique learning experiences through courses such as Advancement Via Individual Determination (AVID), Hawaiian Language, Ethnic Studies (required for freshmen since SY 07-08), Philosophy, Philosophical Inquiry, Marching Band, Air Force JROTC, and Hawaiian Dance. To provide our students an opportunity to experience the rigor of college courses, we offer five Advanced Placement courses. In addition, we partner with Windward Community College and offer a variety of Early College High School Running Starts courses on our campus for dual credit. Lastly, with our new Natural Resources Science Building, students are able to take courses in Microbiology and Natural Resources.

Faculty and staff make a concerted effort to focus on quality student support. We nurture students’ intellectual, social, emotional, and physical growth through an array of services to enhance learning and success. We also offer various co-curricular activities such as our Student Leadership, Math League and an extensive athletic program that fields 19 sports and 56 teams. Further, our Student Council has been the recipient of the National Gold Council of Excellence from 2016-2019.

All students are required to take a weekly Personal Transition Plan/Leadership (PTP/L) course during their four years in high school. All faculty and administrators serve as a mentor-teacher for their PTP/L class throughout the four years. The purposes of the course are to help students plan for post-high school pursuits and to assist them in tracking their individual progress towards attaining personal, career, and academic goals. Upon their graduation from high school, each student will have a self-made portfolio that reflects four years of goal-setting and skill-building for career and life skills.

Many of our students choose to attend two-year and four-year colleges upon graduating from high school. The students from the class of 2020 were awarded scholarships totaling over $4.9 million.

Smaller Learning Communities are currently under development.
Kaimuki High School Academies

Freshman Academy
9th Grade

Hospitality Academy
10th – 12th Grade
Pathways
Culinary
Hotel
Polynesian Music

STEM-PAC Academy
10th – 12th Grade
Pathways
Engineering
Health
Digital Media
Theater Craft

Bulldog Academy
9th – 12th Grade

SPECIAL Initiatives
- On Campus partnership with 'Ōlelo Community TV Studio
- Kaimuki High School Performing Arts Center
- Dual Credit courses taught by school personnel
- Agreement with UH College of Engineering
- Summer Bridge for incoming freshmen
- Kaimuki to College courses taught by KCC personnel
- Certifications:
  - Hawaii Pacific Health Nurse’s Aide
  - ServSafe Food Handler
  - OSHA 10
  - CPR & First Aid

SLC Based Honors and Recognitions
- Hospitality Academy - NCAC Model Academy 2019

Kaimuki High School

Mission:
Produce successful citizens.

Vision:
Strive for success together.
Meet students where they are and build on their strengths.
Embrace diversity.

Kaimuki High School is a WASC-accredited comprehensive co-educational public high school for grades 9 through 12. The campus is located in an urban area in eastern Honolulu. The school boundaries include the communities of Kaimuki, Kapahulu, Moiliili, McCully, Palolo Valley, St. Louis Heights, and Waikiki. The area is comprised of apartment buildings, high-rise condominiums, small businesses, older residential neighborhoods, and community parks.

The school campus occupies 35 acres and includes eight major classroom buildings, an administration and library building, an auditorium, and a cafeteria. Separate structures on campus include facilities for industrial arts, music, JROTC, and physical education. Athletic facilities include a 50-meter Olympic-size swimming pool, a gymnasium, basketball courts, tennis courts, and softball, soccer, baseball, football and track fields. Kaimuki High School is one of two high school Performing Arts Centers on Oahu.

Kaimuki High School provides a student-centered learning environment aimed at preparing students for college, career, and life through project based learning (PBL). PBL connects the learning to the outside world and allows the learner to know his or her own place in the knowledge advancement community.

In addition to PBL, two major features at KHS that support college, career, and life readiness are Academies and Early College. Academies are smaller learning communities where all students and teachers are grouped based on interest. Students within an academy see the same core (math, English, science, and social studies) teachers.

The second feature is Early College (EC). EC allows for high school students to earn college credits while still in high school. Our on-campus EC program, Kaimuki to College(K2C), provides all KHS students, particularly disadvantaged students, with equitable access to college courses. K2C students are provided the necessary supports to help ensure that they are successful in these EC courses. As KHS students mature, they have the option of taking EC courses off campus at Kapiolani Community College and the University of Hawaii at Manoa. KHS’s EC program boasts over 900 credits earned during one school year.

These two features on campus, along with PBL, create the foundation for the faculty and staff to create a student-centered learning environment that will prepare students with 21st Century skills for career, college, and life readiness.
Kapaa High School is located in the rural town of Kapaa on the windward side of the island of Kauai. Established in 1938, it has a current student enrollment of 1,050 and serves a socio-economically diverse community from Wailua to Haena.

The Kapaa Way is our foundation of educational practice based on the core principles of positive relationships, academic rigor, and real world relevance. We are a career academy high school where students have opportunities to explore college and career pathways based on their interest and aptitude. We envision all students being prepared with the academic, professional, and technical skills needed to succeed. We seek to offer academy pathway programs of study that will lead to high wage, high demand, and high skill careers for our students.

Students entering Kapaa start in the freshmen academy hui where they receive focused support in their transition to high school. A comprehensive freshman transition course provides opportunities for service learning, career exploration, character, and academic skill development. Kapaa High School is organized in five career academies (Health, Natural Resources, Arts & Communication, Public & Professional Services, and Industrial Engineering Technology) from grades 10-12. A data driven student support model is used to inform instructional practice and design effective interventions for all learners.

Kapaa High School has strong educational, business, and community partnerships which support and enhance its school wide goals, programs, and services. They include Gator Federal Credit Union, Mahelona Hospital, Waipā Foundation, Limahuli Gardens and others. We collaborate with the Kauai Economic Development Board and the Kauai Employer Advisory Council on the design and implementation of work-based learning experiences. Industry certifications, postsecondary certificates of study, and early college opportunities with Kauai Community College, the University of Hawaii at Manoa, and others expand opportunities for all students to be college and career ready.
KAPOLEI HIGH SCHOOL
kapoleihigh.org

VISION
Kapolei High School challenges and inspires students to fulfill their dreams with Caring, Dignity, and Integrity.

MISSION
Kapolei High School will create opportunities for students to meet and exceed The Common Core State Standards. In addition, students will learn to:
- Be responsible for their own learning
- Understand that it is essential for people to work together
- Be involved in complex thinking and problem solving
- Recognize and produce quality performance and quality products
- Be effective communicators
- Be effective and ethical users of technology
- Be global citizens who demonstrate caring, dignity and integrity

BELIEFS
Kapolei High School believes in Project-Based Learning (PBL) and that students who work together and individually to solve real-world problems and to exercise academic skills and knowledge in pursuit of their interests will always be successful.

STUDENT DEMOGRAPHICS
Fall Enrollment: 1,946

For more information about Kapolei High School, please visit:
- @kapoleihigh
- Kapolei High TV
- @KapoleiHigh
- www.kapoleihigh.org

KAPOLEI HIGH SCHOOL
Career Explorations | Health | Social Studies | Math | Science | English

Freshman Academy
Career Explorations | Health | Social Studies | Math | Science | English

PRINCIPAL
Mr. Wesley Shinkawa

ACADEMY DIRECTOR
Courtney T Suma

ACCREDITATION
Western Association of Schools and Colleges - 6 Years - Expires 2023

Kapolei High School (KHS) opened its doors in 2000 and currently serves students from Kapolei City, Barber’s Point (Kahului), Honokai Hale, Ho’opili, Ko’Olina, and Makakilo communities. The school’s student population maintains an enrollment of around 2,000 students. Students and staff members strive to live by the core values of Caring, Dignity and Integrity in their decisions and actions. Kapolei High School also believes in working as “One Team” to support our students to achieve their dreams.

Ninth graders are supported in the Freshman Academy by setting expectations and routines to build a foundation for them to navigate KHS. Learning for Freshmen students takes place in interdisciplinary teams which includes English, Social Studies, and Science. Students also take a Freshman seminar class which is a pathway exploration course that focuses on college and career interests. This facilitates a seamless transition to 10th grade and supports student success through the rest of their high school career.

Kapolei High School believes in preparing students for a life after graduation. Knowing there are many different paths students can take, the school provides the Academies of Arts and Communications, Business, Health, Public and Human Services, Ho’ola (Natural Resources), Building and Construction, and Engineering. Academies provide students innovative options that align with their choices to prepare them for colleges and/or careers of interests prior to graduating. KHS believes when students start to invest in their futures, they will be engaged in their education to achieve their post-high school dreams.

Through the Kapolei High School academies, partnerships with businesses and community members are built. Business partners believe students have an important role to play in keeping the community’s future productive and healthy. They are invested in helping the students meet their full potential by assisting teachers in designing student-led projects that are rigorous and relevant for post-secondary options. Students are assessed for content mastery, workplace skills, and real-world applications.

The school assures student success through project-based learning (PBL) and team interdisciplinary instruction as the foundation of a challenging academic curriculum. PBL integrates academic content with complex real-world issues that are relevant to students and the community. Key factors of team interdisciplinary teaching are: collective teacher efficacy, student engagement, building relationships, and rigorous expectations through content and industry standards. Technology paired with PBL helps students become technology literate, keeping pace with the changing demands of the 21st century.

Kapolei High School believes in building well-rounded individuals by providing a wide range of extra-curricular activities to explore and build new skills and talents. Options include culture and nationally-affiliated clubs, drama/music programs, and athletic teams. The athletic department is a member of the Oahu Interscholastic Association. Students interested in the military participate in the only State U.S. Marine Junior Reserve Officers’ Training Corps (Marine-JROTC).
Kaua‘i High School (KHS) is located in the main town of Lihue and serves an ethnically diverse student population of 1,100 students. Established in 1914, KHS is the oldest of the three high schools on Kauai and was last renovated in 2003.

The primary focus of the school is to prepare students to successfully pursue postsecondary education, careers and/or military. Our Vision is to create a culture to Educate, Engage, and Empower all to be successful. Our approach is to:

- Provide a learning experience to reach all students
- Furnish a challenging rigorous curriculum, scaffolded to reach all students
- Ensure all students learn 21st century skills; power skills
- Accelerate the literacy abilities of all students cross curricular
- Assure an atmosphere of caring and encouragement for all through building positive relationships with all stakeholders.

KHS continues to provide students with college and career opportunities through Early College, Running Start, AP Courses, CTE courses and community partnerships. With a 7-period day, students can now take Career and Technical Education (CTE) and foreign language courses beginning in 9th grade.

All freshmen are placed in interdisciplinary teams led by the same English, Social Studies, Science, and Math teachers. The required 9th grade Career & Academic Planning Elective course develops skills all freshmen need to be successful in school and students begin developing a “Personal Transition Plan” (PTP) which serves as a guide to their future with a 10 year post-secondary plan.

KHS offers students the opportunity to participate in six different career pathways: Arts & Communication, Business, Health, Industrial/Engineering/Technology, Natural Resources, and Public & Human Services. Students may enroll in specialized academies such as the Academy of Hospitality and Tourism and the Academy of Health. Advanced Placement courses or college-level classes (Early College and Running Start) are available.

Other programs to support student learning include Advancement Via Individual Determination (AVID) classes in grades 9-12, Credit Recovery, school-wide tutoring, and an RTI program (response to intervention) to support struggling learners in math and reading. Further assistance is provided through our ELL (English language learner) classes, Migrant Education monitoring/tutoring, and having the Credit Recovery classroom accessible after school. KHS also provides options like Mock Job Interviews in 11th grade, Capstone projects, internships, and the completion of a PTP to assist with career planning. KHS strives to create a culture where all students are Educated, Empowered, and Engaged to be successful in their post-high school endeavors.
At Kohala High School, our success is defined by the success of our students. We firmly believe in “all.” 100% means everyone gets the support and individualized learning opportunities they need to pursue their hopes and aspirations. 100%...No Less. 100% effort, persistence, resiliency, and commitment!

Kohala High School serves the North Kohala community on the island of Hawaii. The population of approximately 6,000 residents has remained steady through the past twenty years. Established in 1936, Kohala High began as a K-12 school and has since separated into three distinct schools that include an elementary, middle, and high school. The three schools are committed to solidifying a true pre-K-12 construct that will fully prepare our learners to excel and contribute to their communities.

Kohala High School’s motto, E Ala e Na Paniolo! —Rise to the Challenge, Cowboys!, signifies our deep commitment to provide a rigorous program for our students that will prepare them for successful entry into career and/or post-secondary education options. The school provides a strong academic core program and also offers a range of opportunities including onsite college classes in Biology, English and Hawaiian Studies as well as AP Computer Science. Project based learning and community service opportunities, including our Farm to School initiative, provide students with meaningful and relevant learning opportunities through our five Career Pathways(Natural Resources, Public and Human Services, Arts and Communication, Business, and Industrial Engineering Technology, fine arts and music.

Kohala High School enjoyed their first year in the new STEM complex comprised of two multi-purpose classrooms and three state of the art laboratory classrooms for physical science, biological science, and natural resources. This facility has opened up opportunities for students to deeply explore complex problems and creative solutions through inquiry and application-based learning experiences.

Presently, students can extend their learning through online classes provided through the Hawaii Virtual Learning Network, Myron B. Thompson Academy, and Acellus. On-line courses have helped support greater access to AP courses and elective courses not offered on-site. The school continues to offer a range of college-level courses during the school year and summer.

Kohala provides an extracurricular program that includes athletics, clubs, and activities that support student growth beyond the classroom including the Student Credit Union, Leo Club, National Honor Society, and Student Council. This year we are looking forward to the return of FFA and the inception of student initiated clubs to expand on students’ learning and real world experiences. Kohala High School is forging ahead on building a Community School Model within the complex based on the four pillars of support: academics, expanded learning, health and wellness, and leadership. We believe that with a concerted effort of shared responsibility within our community, the students of Kohala will find happiness and success in whatever path they choose.
MAUI HIGH SCHOOL
mauihs.org/

PRINCIPAL  Mr. Jamie Yap  principal@mauihigh.org

ACADEMY DIRECTOR T‘ia Joaquin

ACCREDITATION Western Association of Schools and Colleges - 6 Years - Expires 2023

Maui High School in Kahului, Maui serves the central and southeastern districts of the island. The central district is an established, working class, suburban community of residences, small business, and light industry. The south eastern district is a generally transient and newly built community surrounded by large resorts and hotels. We have an ethnically and socioeconomically diverse student population.

Maui High School opened in 1913 in the community of Hamakuapoko, on the north shore. It was the first academic high school on the island and had an initial enrollment of sixteen students. In 1972, the current Maui High School campus opened in the heart of central Maui. We now serve approximately 2000 students.

Maui High is a comprehensive high school, offering extensive academic programs for students in grades 9-12. Our school is driven by pathways where students select and complete a course of study within the school curriculum. Career and Technical Education offerings include Arts and Communication, Health Services, Industrial Engineering Technology, Business Management and Technology, Public and Human Services and Natural Resources. Additional pathways include Visual and Performing Arts, and World Languages.

Maui High is an AVID (Advancement Via Individual Determinism) Certified School and many of our teachers are AVID trained. We offer open enrollment for our numerous Advanced Placement courses and are growing our Dual Enrolment course selection, which affords students the chance to earn both high school and college credit, simultaneously. Our 9th grade core teachers have formed a Transition Team with the primary objective of making the transition from middle-school to high-school smoother for our freshmen. Each 12th grader participates in a Senior Project. This experience allows students to use their knowledge and skills in a real-world application and helps prepare them for college and careers.

In addition to our numerous academic programs and opportunities Maui High offers a vast array of extracurricular activities. These include our award-winning Saber athletic teams and our service-oriented student clubs.

In 2017, the Western Association of Schools and Colleges (WASC) accredited Maui High School for a full six-year term. Our self-study was thorough and enlightening and can be found on our website at www.mauihigh.org.

MAUI HIGH SCHOOL
GRADE 12
CULMINATING ACTIVITIES
Senior Project, PTP, CTE Capstone

GRADE 10-12
SPECIAL PROGRAMS
Early College, Dual Credit, Advanced Placement, Honors

GRADE 9
GRADE 9 FRESHMEN TRANSITION TEAM
ELA, Math, World History, Physical Science, Physical Education, 2 Electives

FOCUS ON FRESHMEN
Character Building, Technology, Service Learning, Career Success, Goal Setting, Leadership

CAREER AND TECHNICAL EDUCATION
Arts and Communication
Business
Health Services
Industrial Arts, Engineering, Technology
Public and Human Services
Natural Resources

ELECTIVES
Music
World Languages
Fine Arts

SCHOOL WIDE INITIATIVES
English Language Learners
Special Education Inclusion
& Workplace Readiness
AVID Strategies

SPECIAL INITIATIVES
AVID in grades 9-12
Accelerated Learning Opportunities: AP, Running Start, Early College
Senior Projects required of all Seniors participating in Commencement
8th grade Transition Orientation
Heterogeneous grouping for all students
Maui High STEAM Learning Center
History Day
Robotics
PBS Hawaii - Hiki No
PBS (national) - Student Reporting Labs
Tobacco Free Hawaii - working with them to produce PSA’s, posters
Pele Awards
Student Television Network
School based enterprises
Saber store
Partnership with Maui Economic Development Board
Hawaii STEM conference
Skills USA
Panasonic Kid Witness News

STUDENT DEMOGRAPHICS
Fall Enrollment 2,082

Hawai‘i Academies SY 2020-2021
Hawai‘i Academies SY 2020-2021

ETHNIC BACKGROUND

STUDENT DEMOGRAPHICS
Fall Enrollment 2,082
President William McKinley High School was first established in 1865 by Reverend Maurice B. Beckwith and was known as the Fort Street Day School. At that time, it was the only public high school in Hawaii and was to undergo numerous changes. There were name changes (Fort Street Day School, Honolulu High School, and McKinley High School) and there were changes in campus location (corner of Fort and School Streets; Ruth Keelikolani’s home, the site of present-day Central Middle School; a Victoria Street campus; and the King Street location in 1907). Today, President William McKinley High School is at the center of Honolulu’s political, economic, and cultural centers in urban Oahu on the edge of downtown Honolulu.

The school’s attendance area is roughly bounded by Kokea Street to the west, Kalakaua Avenue to the east, the H-1 Freeway to the north, and the Pacific Ocean to the south. Also included are small pockets beyond these streets and thoroughfares in Nuuanu, Liliha and Alewa Heights. These define a geographic area of great diversity: single-family residences and apartment buildings; high-rise buildings of luxury condominiums and business offices; public housing projects; downtown Honolulu and Chinatown. The wide variety of neighborhoods is reflected in the diversity of students who attend McKinley High School.

The school’s geographic location and its long list of alumni (among who are prominent community members) parallel the high degree of community support and business-education partnerships the school enjoys. Students in a number of the school’s programs, especially in vocational areas, work with representatives in business and industry. Relationships with post-secondary institutions provide McKinley High School students with opportunities to attend college classes while still in high school. Two alumni organizations, the McKinley Alumni Association and the McKinley High School Foundation, support school efforts and provide additional links to the community for the school.

Students participate in numerous types of co-curricular activities: student athletes on 57 teams compete in 20 Oahu Interscholastic Association sports; students can pursue a variety of interest areas through chartered clubs; members of the JROTC drill team, the Math team, and the Robotics teams have distinguished themselves in competition. Scholastic areas such as Science, Social Studies, World Languages, and Music also provide avenues for co-curricular activities. Student leaders are active in both formal and informal leadership positions.

President William McKinley High School is accredited by the Western Association of Schools and Colleges (WASC). The school’s School Community Council forms part of its governance structure.
Molokai High School (MHS) is the only public high school on the island of Molokai and is located on a 27-acre expanse in the Hawaiian Homestead community of Hoʻolehua. MHS was recently awarded a six-year accreditation by the Western Association of Schools and Colleges. We are a Title I school that services a population of approximately 350 students in grades 9 through 12. The Molokai Complex is part of the Federal Community Eligibility Program providing free meals and transportation to all students. Our school population is a reflection of the greater Molokai community. Our community is an integral focus of our driving mission and vision revised in 2012.

Our instructional staff is composed of 32 classroom teachers with 81% or more of them having been at the school for 5 years or more. In addition to core subjects and electives, MHS offers Hawaiian Language Immersion, English Learners, Advanced Placement, Honors, Alternative Learning, Advisory, and Special Education programs. MHS has also reestablished its Agriculture and our award-winning Future Farmers of America program, which provides hands-on experiences in a myriad of farming technologies. Our students also engage in the Science Fair and the HĀ Summit.

We are also in our seventh year of Early College High School, which allows students an opportunity to accrue concurrent credits toward high school and college graduation on campus. Co-curricular activities provide opportunities for participation in several clubs and 24 award-winning, competitive, varsity athletic teams. We also have Molokai Kakou, a 21st Century Community Learning Center, which is a program that provides students with academic support after school and during breaks.

Since July 2005, MHS has operated under the advisement of its School Community Council (SCC), which enables shared decision-making among its administration, faculty, staff, parents, students, and community members to improve student achievement. Along with the school’s Steering Committee, the SCC closely monitors the school’s Academic and Financial Plan and provides recommendations. MHS also interacts with its stakeholders through Ohana Nights, community visits, special presentations, athletics and student activities like May Day, Homecoming and Graduation. MHS faculty also have a Data Team period in their schedule to allow for meetings within the school day to engage in rigorous discussions to improve the school.
Established in 1967, Nānākuli High and Intermediate School (NHIS) is the only school in the Leeward District with both an Intermediate and High School under one administration. The campus sits on 60 acres of Hawaiian Home Lands in the heart of Nanakuli Valley. The school population is diverse; however, it is predominantly made up of Hawaiian or Part-Hawaiian students.

NHIS focuses on fostering positive and caring relationships, providing a stimulating and rigorous curriculum, and making learning relevant for all students. Based on the school motto, Kulia I Ka Nuʻu ("we seek the highest"), NHIS explores and provides an exciting and enriching learning environment that will prepare our students to be college and career ready for life after high school.

NHIS will continue to provide an environment that will focus on literacy as the basis in ensuring our students are able to read, write, and think. NHIS has 1:1 computers for each student in every class. Professional development was provided to teachers on various applications that can be used to enhance their curriculum to make learning more engaging for students. The school continues to work on the implementation of the schoolwide argumentative writing process. The school has also focused on schoolwide implementation of the Multi-Tiered Systems of Support to improve relationships and classroom environment for students.

All content areas support literacy to ensure that our students are able to read, write, speak, listen, and think critically (College and Career Readiness and Life Skills). NHIS provides a variety of programs and courses to address the academic, social and emotional needs and interests of its students. NHIS provides support for students to be prepared for college/career by offering a number of AP courses as well as dual credit college courses.

Health concerns of our students have been addressed with our partnership with Waianae Coast Comprehensive Center. This is a leap to continue to change the outcomes for our students. NHIS is also excited about joining the National Career Academy Coalition in the 2020-2021 SY. NHIS embraced the academy model and will continue to involve all stakeholders as they are continually committed to making meaningful and lifelong learning experiences for all students.

NHIS will continue to make a concerted effort to involve the parents and community in the success of the students and the school. Teachers in various content areas involve community and business partners to help engage students and to bring relevance to content being taught in these courses.
Hawaiʻi Academies SY 2020-2021

PEARL CITY HIGH SCHOOL

pcs.k12.hi.us

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ACCREDITATION

Western Association of Schools and Colleges - 6 Years - Expires 2025

DEMOGRAPHICS

Fall Enrollment
1,591

STUDENT DEMOGRAPHICS

Fall Enrollment
1,591

ACADEMY OF CULINARY ARTS, HEALTH SCIENCES AND LEADERSHIP

FRESHMAN SEMINAR

CULINARY 1
HEALTH SERVICES
CORE
HOSPITALITY &
TOURISM
EXPLORATIONS IN
EDUCATION
INDUSTRY
CERTIFICATIONS
CPL, GOOGLE
EDUATION SUITE,
MEDICAL ASSIST,
OSHA 10, SERVSAFE

CULINARY 2
CLINICAL HEALTH
HOSPITALITY CAREER &
CUSTOMER SERV.
EDUCATION (SECONDARY OR
ELEMENTARY)

CULINARY CAPSTONE
HEALTH SCIENCES
CAPSTONE
HOSPITALITY &
TOURISM CAPSTONE
EDUCATION CAPSTONE

MAHALO TO OUR INDUSTRY PARTNERS

CENTER FOR TOMORROW'S LEADERS
HAWAII PACIFIC HEALTH
HAWAII STATE TEACHERS ASSOCIATION
LEIWARD COMMUNITY COLLEGE
DUNRIDGE HOTEL AND RESORTS
RITZ-CARLTON HOTELS
WAIKIKI BEACH MARKET & SPA

ACADEMY OF INTERNATIONAL BUSINESS AND DESIGN

FRESHMAN SEMINAR

BUSINESS CORE
ARTS & COMMUNICATION CORE
INDUSTRY
CERTIFICATIONS
ADOBE ILLUSTRATOR,
ADOBE PREMIER,
GOOGLE,
MICROSOFT

MARKETING
ACCOUNTING
DIGITAL MEDIA 1
FASHION DESIGN 1
GRAPHIC TECH 1

ENTREPRENEURSHIP / CAPSTONE
DIGITAL MEDIA 2 / CAPSTONE
FASHION DESIGN 2 / CAPSTONE
GRAPHIC TECH 2 / CAPSTONE

MAHALO TO OUR INDUSTRY PARTNERS

AMERICAN PRIVATE FINANCIAL SERVICES
FIRST HAWAIIAN BANK
HAWAIIAN TELECOM
HONOLULU COMMUNITY COLLEGE
WAJIRI MEDICAL CENTER - WEST
DANU

ACADEMY OF TECHNOLOGY AND DESIGN

FRESHMAN SEMINAR

BUILDING & CONSTRUCTION 1
IET CORE
NATURAL RES.
CORE
NETWORK &
LAN
INDUSTRY
CERTIFICATIONS
AUTOCAD ASSOCIATE,
AUTODESK INVENTOR,
COMPITA, OSHA 10

BUILDING & CONSTRUCTION 2
DESIGN TECH
ENGINEERING 1
ENVIR.
RESOURCES
MGMT.
CYBER SECURITY

BUILDING & CONSTRUCTION CAPSTONE
DESIGN TECH 2 / CAPSTONE
ENGINEERING 2 / CAPSTONE
NATURAL RESOURCES
CAPSTONE
CYBER SECURITY
CAPSTONE

MAHALO TO OUR INDUSTRY PARTNERS

HAWAII CARPENTERS UNION
HAWAII TECH SUPPORT
HI-TECH RAIL
LEIWARD COMMUNITY COLLEGE
STRUCTURAL HAWAI'I

COLLEGE & CAREER ACADEMIES OF PEARL CITY HIGH SCHOOL

Academies of Pearl City High School

School Brand Promise:

At PCHS, we take pride in the endless opportunities promised to us. We trust that our voices are heard and our passions explored. Our collaboration provides innovative, relevant, and real-life experiences. We are confident that we are prepared for our future.

— WRITTEN BY PCHS STUDENTS

VISION

Pearl City High School graduates have the knowledge, skills, and attitudes to compete and thrive in the 21st Century.

MISSION

At Pearl City High School, we provide rigorous and authentic learning experiences, differentiated instruction, and collaborative use data to increase student achievement through academies that honor an individual's college and career interests, choices, and goals.

BRAND PROMISE

At PCHS, we take pride in the endless opportunities promised to us. We trust that our voices are heard and our passions explored. Our collaboration provides innovative, relevant, and real-life experiences. We are confident that we are prepared for our future.

The Athletic Department provides opportunities for students to compete in over twenty different interscholastic sports. PCHS students have won and continue to win a number of league, state, and individual championships. The goal of these opportunities is to develop teamwork, humility, leadership skills, self-confidence, respect, self-discipline, and perseverance.

PCHS provides parents and the community with opportunities for regular engagement with the school including Open House, various grade-level parent nights, the school website, and Infinite Campus. The School Community Council(SCC), Parent Teacher Student Association (PTSA) and advisory boards are important groups that provide opportunities for parents, students, community members, and school personnel to collaborate to support students and the school.

PROFLE OF A PCHS GRADUATE

1) Earn a certification and/or complete the Career Continuum
2) ACT composite score of 21 or higher and/or SAT score of 990 or higher and/or complete the College Continuum.
3) Capstone completion (C or better) and/or create a 10-year plan.
4) Complete at least 20 hours of community service and/or no Class A or Class B Chapter 19 offenses.

At Pearl City High School, we take pride in the endless opportunities promised to us. We trust that our voices are heard and our passions explored. Our collaboration provides innovative, relevant, and real-life experiences. We are confident that we are prepared for our future.

— WRITTEN BY PCHS STUDENTS

At Pearl City High School, we provide rigorous and authentic learning experiences, differentiated instruction, and collaborative use data to increase student achievement through academies that honor an individual's college and career interests, choices, and goals.
WAIĀKEA
HIGH SCHOOL
waiakeahigh.k12.hi.us

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Public Services Academy
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Business, Engineering, Sciences & Technology Academy
Nathan Waters
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Sustaining Traditions, Arts & Recreation Academy
Heather Tagawa
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ACCREDITATION
Western Association of Schools and Colleges - 6 Years - Expires 2024

VISION
"LEARN FOR LIFE!" Waiākea High School prepares and empowers the whole student with 21st century skills for success in high school and beyond.

MISSION
The mission of Waiākea High School is to graduate students with the essential skills of critical thinking, problem solving, communication and collaboration for success in today’s world. Our mission is achieved through an environment of Smaller Learning Communities (SLC).

155 W. Kawili Street
Hilo, HI, 96720
(808) 974-4880
(808) 974-4888

FACEBOOK
Waiākea High School
@WaiakeaHigh
TWITTER
@WaiakeaHigh

Waiākea High is a fully accredited school serving approximately 1250 students who come from varied ethnic, cultural and socio-economic backgrounds. The school is built on forty-three acres of land adjacent to Waiākea Elementary and Waiākea Intermediate schools and is part of the Waiākea Schools Complex which also includes Waiākea waena Elementary School. It is located directly across from the University of Hawaii-Hilo campus.

College and career preparation is Waiākea’s most important priority. A solid mix of core classes and elective courses should challenge every student to discover who they are, what they are passionate about and what they would like to pursue as possible career choices.

Waiākea High belongs to the Hawaii Academies, a consortium of public high schools in the State of Hawaii that supports the Smaller Learning Communities (SLC) design of the school. The school is organized into five SLC academies. SLCs allow teachers and other adults within the school to know individual student’s needs, interests, and aspirations and to provide the necessary academic supports to facilitate learning.

All students are enrolled in the Freshman Academy in the 9th grade and then choose one of four career academies in the 10th grade year. These academies are Health Services, Public Services, Business Engineering Sciences & Technology (BEST), and Sustaining Traditions Through Arts & Recreation (STAR). In 2019, the National Career Academy Coalition granted model status to both the Health Services Academy and the Public Services Academy. In 2020, BEST academy was granted model status and STAR academy was certified.

Waiākea High offers a number of student support systems such as a resource room for tutoring. A wide variety of chartered clubs that are related to curriculum, service or special interest are active on campus and there are also 18 different types of inter scholastic sports offered at the school.

For the first semester of 2020-21, Waiākea High continued with its regular bell schedule while students learned from home. Teachers primarily used Google Meets to run synchronous virtual classes. Laptops and hotspot devices were distributed to students who needed them. Vulnerable student populations were invited to attend a learning hub on campus to support their academic needs.

HONORS AND RECOGNITIONS
- NCAC Model Academy – Health Services Academy
- NCAC Model Academy – Public Services Academy
- NCAC Model Academy - Business, Engineering, Sciences and Technology
- NCAC Certified Academy - Sustaining Traditions, Arts & Recreation

SPECIAL INITIATIVES
- Nationally recognized wall-to-wall academy structure for every student and every staff
- Academy specific advisory classes for all students
- Student Ambassadors trained in each academy
- Project-based learning in every academy
- Collaborative structures instructional strategies incorporated in each academy
- Daily tutoring services offered to all students
- Accelerated learning opportunities - Advanced Placement, Running Start, Early College
- Senior project or showcase required in every career academy
- Weekly academy meetings

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Hawai‘i Academies SY 2020-2021

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Hawai‘i Academies SY 2020-2021

ETHNIC BACKGROUND

STUDENT DEMOGRAPHICS
Fall Enrollment
1,282

Hawai‘i Academies SY 2020-2021
WAIʻANAE
HIGH SCHOOL
whs.nwcomplex.org

PRINCIPAL (Interim)  Mr. Ryan Oshita
ACADEMIES COORDINATOR  Lei Aken
Camille Hampton

ACCREDITATION  Western Association of Schools and Colleges - 6 Years - Expires 2024

VISION
We, as Seariders of Waiʻanae High School, envision a 21st century community of learners empowered to succeed in a global society.

MISSION
Our mission is to build a collaborative learning environment and culture that emphasizes responsibility, innovation, complex thinking, effective communication and excellence.

Waiʻanae High School is located on the Leeward Coast of Oʻahu, 35 miles from Honolulu. From the rural communities of Māʻili, Makaha, Waiʻanae come 1,800 students in grades 9-12, 63% of which are of Native Hawaiian descent.

Waiʻanae High School is on a 4x4 block schedule that provides each student an opportunity to earn eight (8) credits during the school year. Upper grade levels focus on academic elective choices tailored to a career and technical education or fine arts pathway. Pathways include: Arts and Communications; Business; Health Services; Industrial and Engineering Technology; Natural Resources; Public and Human Services; Band and Choir; and Art.

Students focus their academic elective choices around a major area of interest in the pathways. Students enroll in a sequence of CTE and academic courses based on their pathway selection. Pathways employ a project-based learning approach to engage students in relevant and rigorous programs of study.

Searider Productions students have earned multiple local and national awards, including an Emmy. The Natural Resources Pathway, Hawaiian Studies Program students engage in community activism through place-based projects, legislative participation, and ʻāina advocacy. Waiʻanae High School is also home to the Marine Science Learning Center.

SLC STRUCTURES
• Ninth Grade
• Sophomore Grade
• Upper Grade Level Pathways
  o Arts and Communication
  o Business
  o Health Services
  o Industrial and Engineering Technology
  o Natural Resources
  o Public and Human Services

SPECIAL INITIATIVES
• Advanced Courses: AP, Early College
• AVID grades 9-12
• Health Pathway Partnerships (HPU, Tripler Army Medical Center, WCCHC)
• Hawaiian Studies Partnerships (Waiʻanae Watershed, Mālama Learning Center, Kaʻala Farms, PALS/PLACES)
• Marine Science Learning Center

HONORS AND RECOGNITIONS
• Searider Productions - multiple local and national awards; Emmy Award
In SY 2020-21, Waimea High School continued its transition from a traditional, comprehensive high school to a wall to wall career academy school, focusing on pathways, activities, and experiences that will lead to high wage, high demand, and high skills careers for our students. We are also focused on providing opportunities for students to experience real life/authentic learning with our educational, community, and business partners by collaborating with the Kauai Economic Development Board. Through generous grants from the Hawaii Community and Castle Foundations, our students were able to earn industry-valued certifications such as OSHA, First Aid/CPR, and CERT this year.

Our Freshmen Academy received national recognition by the National Career Academy Coalition, earning Model Academy status in November at the NCAC conference in Philadelphia. Our Freshman Academy team members are only the second high school in the country to receive this honor and the first in Hawaii.

Our two upper academies continue to work together and with our consultants to put processes in place so they too can earn Model Academy status within 3-5 years.

WHS will continue its block bell schedule with a built-in advisory/study hall period 4x/week, providing students with additional academic help and support from their teachers. Special programs include Early College free tuition courses in English, Math, and the Humanities; computer science classes; Academy Ambassador and Advisory Representative student programs; JROTC; Cyber security national competition through JROTC; Summer Bridge transition classes for incoming 9th,evening tutoring 2x/week; Hookipa work training for GAP special education students; and online Credit Recovery Programs. During the COVID-19 school closures, our teachers received specialized professional development in effective online teaching to ensure they as well as students, were supported in this new way of delivering and receiving instruction.

WHS enjoys strong parent, alumni and community support and serves as the center of community life and attention on the Westside. Organizations such as the Parent-Teacher-Student Association (PTSA), Menehune Booster Club (athletics), Band Boosters, Waimea Alumni and Friends Foundation (WAff), and Project Graduation provide ongoing support for student activities, facility renewal, student recognition, and school improvement. For the fourth time in the last five years, Waimea HS was awarded the HMSA Kaimana Award, which recognizes the school not only for athletic achievement but also for its academic achievements, sportsmanship, and contribution to the community. WHS’ Parent-Community Networking Center sponsors a variety of activities to involve parents, families and the community in the school’s mission, beliefs, practices, and prepping for high-school success. Waimea HS received a $6000 grant from Scholastic to improve parent and community communication; our staff and parent group have been working diligently to implement the recommendations that their site visits and survey results are directing us to do.
WAIPAHU HIGH SCHOOL
waipahuhigh.org

PRINCIPAL
Mr. Keith Hayashi

CAREER ACADEMY EXECUTIVE DIRECTOR
Gail Izumigawa
gail.izumigawa@k12.hi.us

MISSION
Waipahu High School prepares students for success in the 21st century by engaging them in rigorous and relevant learning opportunities that promote academic, physical, and emotional growth.

VOCATION
Waipahu High School serves families living in a six square mile region bounded by Kamehameha Highway, West Loch, Kunia Road, Village Park Subdivision, and the H-1 Neighbors include Waipahu, Waikele, Robinson Heights, Royal Kunia, and Village Park. The economic level of families ranges from low to moderately high income. The student population is primarily Filipino followed by Native Hawaiian, Samoan, Micronesian, and other ethnicities. In Spring 2018, WHS received a Western Association of Schools and Colleges (WASC) Six-Year Accreditation Term with a Mid-Cycle Progress Report.

As a college and nationally recognized wall-to-wall model career high school, we are committed to developing caring, committed, and resilient students who are prepared for Hawai‘i’s high skill, high wage, in-demand, and future-focused workforce. Together with our industry, post-secondary, and community partners, we’re focusing on providing successful and seamless transitions between Waipahu High School, college, and successful careers through an array of dual-credit, industry-recognized credentialing, and work-based learning opportunities. Our student-centered motto is: My Voice · My Choice · My Future.

Students at Waipahu High School enroll in one of six nationally certified model academies or model academies with distinction: Arts & Communication, Health, Sciences, Industrial & Engineering Technology, Natural Resources, Ohana of Excellence and Professional & Engineering Technology. Students at Waipahu High School have the opportunity to participate in the Tagnawa Early College Learning Center and also benefit from the early college program through the Waipahu High School Design program.

Academy Theme Design • Innovation

College and Career Options
Community College
Military
Specialty School
University / College
Work

Academy Theme Design • Innovation

MISSION
Waipahu High School is an exciting and innovative happening at Waipahu High School. Leadership & Support in each Academy

SLC STRUCTURES
Wall to Wall Academies
Grade 9 Academy Core
Grade 10-12 Academy Pathway
Leadership & Support in each Academy
Academy Principal
Academy Director
House Lead Teacher(s)
Academy Counselor(s)
School Improvement Resource Teacher(s)
Advisory Board
Business Partners

SPECIAL INITIATIVES
WHS Career Academy orientation for 8th graders prior to high school academy course registration
Summer Bridge Program for incoming 9th graders
College Readiness Academic Success Hawaii (CRASH) for students and parents
Advanced Placement Program with 14 AP courses offered
Over 600 students enroll in our Early College program aligned with our career academies
Early College students may pursue the “Olympian” status, with the goal of earning an Associate’s Degree before graduating from high school. Recent graduates have earned their Associates in Arts, Applied Science, Pre-Engineering, Natural Science and Science in Teaching.
Early College students who meet the academic requirement join Waipahu High’s nationally recognized Beta Chi Omega Chapter (BXX) of the collegiate Phi Theta Kappa Honor Society. BXX is the only official Phi Theta Kappa chapter on a high school campus in the United States and is recognized as a distinguished chapter in the Pacific Region and is also ranked in the Top 100 of all PTK Chapters internationally.
The Tagnawa Early College Learning Center consists of WHS Alumni who are currently attending college and serve as tutors and mentors to our Early College Students for their Early College courses.
An array of industry certifications and credentials are available for all academy students.

HONORS AND RECOGNITIONS
- Academy of Arts & Communication – NCAC National Model Academy
- Academy of Health & Sciences – NCAC Model National Academy
- Academy of Industrial & Engineering Technology – NCAC National Model Academy with Distinction
- Academy of Natural Resources – NCAC National Model Academy
- Ohana of Excellence Academy – NCAC National Model Academy
- Academy of Professional and Public Services – NCAC National Model Academy with Distinction

TECHNOLOGY
Academy of Arts & Communication
Academy of Natural Resources
Academy of Industrial & Engineering Technology
Academy of Professional and Public Services

1999 – 2022 WHS Career Academy Orientation for Future Students

DEMOGRAPHICS
Fall Enrollment
2,777

Hawai‘i Academies SY 2020-2021
Hawai‘i Academies SY 2020-2021

STUDENT DEMOGRAPHICS
Fall Enrollment
2,777
School Community Characteristics and School Complex Performance

High school student performance is often reflective of its community and schools that share students from the community. The composition of each school community presents unique challenges for schools that service the community. The Hawaiʻi Department of Education organizes primary and secondary schools into school complexes centered around the high school servicing the community. These high school complexes provide curriculum, instruction and operational alignment opportunities for students moving through the complex. It should be noted however, that due to geographical boundary differences for individual schools in the complex, not all students attending complex schools attend the schools in the same complex.

This section provides an overview of the school community’s characteristics that impact student performance and how students in the complex performed as a complex based on student performance in indicator grade level schools in the complex.
School Student Characteristics

Hawaiʻi Academies
My Voice, My Choice, My Future

Hawaiʻi Academies SY 2020-2021

CAMPBELL HIGH SCHOOL
Fall Enrollment - 3,077

WAIPAHU HIGH SCHOOL
Fall Enrollment - 2,777

FARRINGTON HIGH SCHOOL
Fall Enrollment - 2,396

MAUI HIGH SCHOOL
Fall Enrollment - 2,082

KAPOLEI HIGH SCHOOL
Fall Enrollment - 1,946

WAʻIANAE HIGH SCHOOL
Fall Enrollment - 1,762

MCKINLEY HIGH SCHOOL
Fall Enrollment - 1,683

School Community Characteristics

Hawaiʻi Academies
My Voice, My Choice, My Future

Hawaiʻi Academies SY 2020-2021

CAMPBELL SCHOOL- COMMUNITY
Population - 62,735
Community Type - Town
Household Income - $70,223
Post Secondary Education - 60.5%

WAIPAHU SCHOOL- COMMUNITY
Population - 60,305
Community Type - Town
Household Income - $75,980
Post Secondary Education - 51.3%

FARRINGTON SCHOOL- COMMUNITY
Population - 49,872
Community Type - Urban
Household Income - $64,206
Post Secondary Education - 40.1%

MAUI SCHOOL- COMMUNITY
Population - 51,920
Community Type - Town
Household Income - $81,804
Post Secondary Education - 41.2%

KAPOLEI SCHOOL- COMMUNITY
Population - 38,818
Community Type - Town
Household Income - $81,804
Post Secondary Education - 56.6%

WAʻIANAE SCHOOL- COMMUNITY
Population - 36,404
Community Type - Town
Household Income - $65,683
Post Secondary Education - 41.2%

MCKINLEY SCHOOL- COMMUNITY
Population - 76,909
Community Type - Urban
Household Income - $55,683
Post Secondary Education - 54.7%
School Student Characteristics

PEARL CITY HIGH SCHOOL
Fall Enrollment - 1,219

WAIʻAKEA HIGH SCHOOL
Fall Enrollment - 1,282

KAʻUʻAʻI HIGH SCHOOL
Fall Enrollment - 1,168

CASTLE HIGH SCHOOL
Fall Enrollment - 1,107

NĀNAKULI HIGH AND INTERMEDIATE SCHOOL
Fall Enrollment - 1,043 (Gr.7-12)

KAPAʻA HIGH SCHOOL
Fall Enrollment - 1,042

ʻAIEA HIGH SCHOOL
Fall Enrollment - 1,000

School Community Characteristics

PEARL CITY SCHOOL- COMMUNITY
Population - 51,078
Community Type - Suburban
Household Income - $77,316
Post Secondary Education - 61.0%

WAIʻAKEA SCHOOL- COMMUNITY
Population - 22,351
Community Type - Suburban
Household Income - $58,258
Post Secondary Education - 63.0%

KAʻUʻAʻI SCHOOL- COMMUNITY
Population - 26,343
Community Type - Town
Household Income - $67,033
Post Secondary Education - 58.2%

CASTLE SCHOOL- COMMUNITY
Population - 51,945
Community Type - Suburban
Household Income - $83,141
Post Secondary Education - 63.0%

NĀNAKULI SCHOOL- COMMUNITY
Population - 12,144
Community Type - Town
Household Income - n/a
Post Secondary Education - n/a

KAPAʻA SCHOOL- COMMUNITY
Population - 28,821
Community Type - Town
Household Income - $57,660
Post Secondary Education - 66.0%

ʻAIEA SCHOOL- COMMUNITY
Population - 40,883
Community Type - Suburban
Household Income - $80,712
Post Secondary Education - 66.0%

School Complex Test Performance

PEARL CITY COMPLEX
ELA Proficiency (2020-21)
Grade 4: 70.0%
Grade 8: 62.7%
Grade 11: 64.3%

Math Proficiency (2020-21)
Grade 4: 61.0%
Grade 8: 61.0%
Grade 11: 61.0%

Science Proficiency (2020-21)
Grade 4: 66.0%
Grade 8: 60.0%
Grade 11: 60.0%

WAIʻAKEA COMPLEX
ELA Proficiency (2020-21)
Grade 4: 64.8%
Grade 8: 64.8%
Grade 11: 66.0%

Math Proficiency (2020-21)
Grade 4: 64.8%
Grade 8: 64.8%
Grade 11: 64.8%

Science Proficiency (2020-21)
Grade 4: 65.6%
Grade 8: 65.6%
Grade 11: 65.6%

KAʻUʻAʻI COMPLEX
ELA Proficiency (2020-21)
Grade 4: 58.2%
Grade 8: 58.2%
Grade 11: 58.2%

Math Proficiency (2020-21)
Grade 4: 58.2%
Grade 8: 58.2%
Grade 11: 58.2%

Science Proficiency (2020-21)
Grade 4: 58.2%
Grade 8: 58.2%
Grade 11: 58.2%

CASTLE COMPLEX
ELA Proficiency (2020-21)
Grade 4: 66.0%
Grade 8: 66.0%
Grade 11: 66.0%

Math Proficiency (2020-21)
Grade 4: 66.0%
Grade 8: 66.0%
Grade 11: 66.0%

Science Proficiency (2020-21)
Grade 4: 66.0%
Grade 8: 66.0%
Grade 11: 66.0%

NĀNAKULI COMPLEX
ELA Proficiency (2020-21)
Grade 4: 60.0%
Grade 8: 60.0%
Grade 11: 60.0%

Math Proficiency (2020-21)
Grade 4: 60.0%
Grade 8: 60.0%
Grade 11: 60.0%

Science Proficiency (2020-21)
Grade 4: 60.0%
Grade 8: 60.0%
Grade 11: 60.0%

KAPAʻA COMPLEX
ELA Proficiency (2020-21)
Grade 4: 68.2%
Grade 8: 68.2%
Grade 11: 68.2%

Math Proficiency (2020-21)
Grade 4: 68.2%
Grade 8: 68.2%
Grade 11: 68.2%

Science Proficiency (2020-21)
Grade 4: 68.2%
Grade 8: 68.2%
Grade 11: 68.2%

ʻAIEA COMPLEX
ELA Proficiency (2020-21)
Grade 4: 64.8%
Grade 8: 64.8%
Grade 11: 64.8%

Math Proficiency (2020-21)
Grade 4: 64.8%
Grade 8: 64.8%
Grade 11: 64.8%

Science Proficiency (2020-21)
Grade 4: 64.8%
Grade 8: 64.8%
Grade 11: 64.8%
School Student Characteristics

KAILUA HIGH SCHOOL
Fall Enrollment - 802

KAIMUKI HIGH SCHOOL
Fall Enrollment - 688

WAIMEA HIGH SCHOOL
Fall Enrollment - 675

MOLOKAI HIGH SCHOOL
Fall Enrollment - 322

KOHALA HIGH SCHOOL
Fall Enrollment - 266

School Community Characteristics

Hawaiʻi Academies SY 2020-2021

KAILUA SCHOOL- COMMUNITY
Population - 28,776
Community Type - Town
Household Income - $92,347
Post Secondary Education - 62.9%

KAIMUKI SCHOOL- COMMUNITY
Population - 84,204
Community Type - Suburban
Household Income - $55,311
Post Secondary Education - 66.5%

WAIMEA SCHOOL- COMMUNITY
Population - 7,258
Community Type - Rural
Household Income - $49,391
Post Secondary Education - 49.6%

MOLOKAI SCHOOL- COMMUNITY
Population - 6,276
Community Type - Rural
Household Income - $53,360
Post Secondary Education - n/a

KOHALA SCHOOL- COMMUNITY
Population - 7,258
Community Type - Rural
Household Income - $53,360
Post Secondary Education - n/a

School Complex Test Performance

KAILUA COMPLEX
ELA Proficiency (2014-2020)
Grade 4: 87.6%
Grade 7: 60.3%
Grade 11: 61.0%

KAIMUKI COMPLEX
ELA Proficiency (2014-2020)
Grade 4: 55.2%
Grade 7: 55.2%
Grade 11: n/a

WAIMEA COMPLEX
ELA Proficiency (2014-2020)
Grade 4: 55.4%
Grade 7: 55.6%
Grade 11: 55.9%

MOLOKAI COMPLEX
ELA Proficiency (2014-2020)
Grade 4: 55.4%
Grade 7: 55.6%
Grade 11: 55.9%

KOHALA COMPLEX
ELA Proficiency (2014-2020)
Grade 4: 55.4%
Grade 7: 55.6%
Grade 11: 55.9%

Math Proficiency (2014-2020)
Grade 4: 55.4%
Grade 7: 55.6%
Grade 11: 55.9%

Science Proficiency (2014-2020)
Grade 4: 55.4%
Grade 7: 55.6%
Grade 11: 55.9%
School Improvement Progress and Performance

All Hawai‘i Department of Education schools undergo continuous improvement. Formal improvement efforts are described in part in an Academic Plan and budgeted in a Financial Plan which are created by key stakeholders in the education process, represented in part by the school’s School Community Council. In addition, there are other improvement initiatives that are not formally catalogued in these documents. The smaller learning community / academy structure allows additional opportunities to devise unique solutions for education implementation.

This section describes both these formal and informal efforts and results.
Aiea High School has implemented changes to increase student achievement on standardized tests. In SY 2018-19, all math teachers were invited to attend the annual meeting of the National Council of Teachers of Mathematics to encourage reflection on equity and access in mathematics, to add to the arsenal of instructional strategies that engage students, and to generate conversations on decreasing our gap rate in mathematics. The STAR universal screen is being used to gather data in both English Language Arts and Mathematics classes. Science teachers have been provided access to the Stem scopes curriculum to transition to designing lessons that align with the Next Generation Science Standards (NGSS). In SY 2019-20, all science courses will be aligned with the NGSS.

Increasing student achievement is also being supported through the Data Team Process. Course-alike teachers were provided with weekly meeting times to collaborate on aligning curricula, engaging in conversations on effective instructional strategies, and designing common assessments. Common curriculum maps and pacing guides were developed to improve the horizontal alignment of common courses. This work will continue in SY 2019-20 and will be used to inform changes to instruction based on an analysis of data obtained from student work. Our teachers are becoming more adept at strategically determining specific data points to evaluate.

Aiea High School has begun its transformation into a school that provides students with College and Career Opportunities through the structure of Career Academies. The initial implementation began in SY2018-19 with the freshmen class. The teachers within the freshmen academies were given a common prep period to collaborate on integrated lessons, student-focused goals, and the implementation of strategies to support student promotion to the 10th grade. The progression of the Career Academy Structure will incorporate the freshmen and sophomore classes in SY 2019-20.

Advisory boards are being formed in conjunction with industry leaders while the pathway structures are leveraging student needs with the needs of the community.

Early college was introduced to our campus in conjunction with Leeward Community College. Students were offered the option of earning credits in Speech in SY 2018-19 and the course offerings will increase as we move forward. In the summer prior to SY 2019-20, students are given the opportunity to enroll in a class to attain their certification in a Pharmacy Technician program with Leeward Community College, CVS, and Walgreens. We are also looking for ways to partner with Kapi’olani Community College to offer other certification programs to our students.

Academies servicing the ground floor.

The James Campbell High School Academic Plan is aligned to the Complex Area Plan which also supports the school’s vision that our students are compassionate leaders, effective communicators and critical innovators, with a drive to contribute to our global society. Twice a month, course-alike teachers work collaboratively in instructional data teams to improve student academic achievement, while once a month, career-alike academies work collaboratively to improve 21st century skills and career readiness. With wall-to-wall academies now in place, teachers meet with their respective academies to consolidate academy model practices, such as Project Based Learning and work collaboratively to provide opportunities for students to participate in internships. Leads for all role groups (Academies, Departments, Programs, Course-Alikes) collaborate on strategies to discuss progress and refine next steps.

The Freshman Success Academy has adapted the Talent Development Model to meet the unique needs of our students. This model utilizes a team of teachers with common students to help build a system of support academically and behaviorally through collaboration. Teams are conveniently housed next to each other with the exception of elective courses. Common planning time allows the team to recognize students who may be struggling in a content area or managing their behavior so that interventions can be discussed and implemented immediately. Team planning also allows our ninth grade students to successfully transition to high school by identifying with team and building relationships between the students, parents, teachers, counselors, and administrators. The academy works together in planning activities school and district wide in some cases inviting business partners into the school to work with our students to expand their learning beyond the fences of our school. Academy activities include Report Card Conferencing, Career Expo, Mock Job Interviews, End of School Year Awards/Recognition Assembly. Retention rates for freshmen have been reduced and teaming has provided a much needed safety net for at promise students. The Freshman Success Academy resides in one building, D building, with the support staff made of Counselors, Student Support Specialist, and Administrators located on the ground floor.

We opened this school year with five distinct Career Academies servicing students in Grades 10-12:

1. Academy of Public & Human Services (APHIS);
2. Academy of Creative Media (ACM);
3. Academy of Science, Technology, Engineering, Arts and Math (STEAM);
4. Academy of Health Sciences (AHS); and

To meet the needs of the students’ interests, each of the career academies was designated an Academy Principal, Counselor and teachers. During the school year, academy planning time was provided for teachers to work on their curriculum, instruction and assessments to support the student success within the academy structure. In addition, each of the career academies have been reaching out to local businesses and community members to establish partnerships with the focus on job shadowing, internships and possible employment opportunities. Within these career academies, students will still have the opportunity to take Advanced Placement (AP) and Early College options which can earn a student both high school and college credit simultaneously.

The JCHS AVID (Advancement Via Individual Determination) and IB (International Baccalaureate) programs continue to distinguish James Campbell High School from others. AVID focuses on developing skills that can be used across content areas and in post high school pursuits. These students have been selected to be speakers at the Summer Institute in which they are able to share their story of inspiration and accomplishment to hundreds of educators. This past school year our AVID program was once again reaffirmed with the honor of being named a National Demonstration Site. JCHS continually provide striving to our own staff as well as other educators across the state and nation. The International Baccalaureate program provides students with a global perspective and an intensely rigorous academic experience that is looked upon favorably by prestigious colleges and universities. JCHS encourages the IB students to be internationally-minded, within a complex and hyper-connected world.
Castle High School was accredited by WASC (Western Association of Schools and Colleges) in April 2017. There were many identified strengths, such as:

1. The roll out of a full inclusion model beginning in grade 9.
2. A high level of engagement with students participating in academies that offer creative and performance opportunities.
3. A wide range of business, educational and community partnerships, such as Pacific American Foundation, Windward Community College, the Castle Foundation, and Hawaii Institute of Marine Biology.
4. 9th Grade House teams to ease transition for incoming 8th graders.
5. The implementation of Google Apps for Education.
6. Expanded opportunities to excel academically, such as Early College classes, open enrollment for AP classes, and Running Start.

Providing all students greater opportunity to be successful post-high school was one critical area to improve on. To address this, Castle has shifted to wall to wall college and career academies.

Within the academies there is an intentional focus on rigorous aligned to high demand, high wage, high skill jobs in Hawaii. Castle has also aligned its academic standards and strengthening employability skills that are highly desired in a global society. Castle has also aligned its college and career pathways with post-secondary certifications and degrees within the UH System. In addition, the school has increased its number of Advanced Placement courses and partnered with Windward Community College (WCC) to provide our students dual credit courses where students earn college and high school credits during the school year. This year Castle will be offering 23 college courses on campus taught by WCC instructors. Castle continues to work with community partners who directly support nine career pathways.

In order to improve achievement in all areas, the school is continuing to work on the following:

1. Leveraging reading, math, and science proficiency through direct application of skills within the academy setting.
2. Increase graduation rate. Castle’s Freshman Academy works diligently to reinforce on time promotion of 9th graders. All academies meet weekly in academy meetings to monitor student progress. Counselors work with academy teachers to document student progress on the 10 year transition plan beginning in 9th grade Freshman Seminar.
3. Increase career exploration and strengthen employability skills through authentic learning experiences within the college and career academies.
4. Increase college-going rate. The recently purchased Naviance program is geared toward college and scholarship searches as well as career exploration.

The school has been working with a consultant from the International Center for Leadership and Education (ICLE) for the past four years to bring consistency to rigorous and student engagement across the curriculum. Departments and academies have been working on creating Quad D high rigor and relevant lessons.

Farrington was recently named a Rapidly Growing Model School by ICLE for the 3rd year in a row and presented at the national Model Schools Conference in the summer of 2017 in Nashville, Tennessee, summer of 2018 in Orlando, Florida and summer of 2019 in Washington D.C. The topic of the presentation focused around our teacher driven professional development and the focus on trust, empowerment and collaboration.

The motto of TLC is Teacher Empowering Teachers. A team of teachers plan weekly professional development for all teachers. Last year, the focus was on Project Based Learning. This year, the focus was on differentiation and inspired teachers to collaborate and share their lessons. The TLC has had a positive impact on the school culture.

In the spring of 2017, Farrington received six-year term with a two-day mid-term visit of accreditation by the Western Association of Schools and Colleges. The visiting committee commended the school for its improvements in the college-going culture by offering a variety of different courses, such as Advanced Placement and AVID (Advancement Via Individual Determination) classes, to provide a rigorous curriculum for our students and the collaboration with Honolulu Community College to offer college level courses on the Farrington campus. In addition, they praised the academy structure to provide students with a variety of career and internship options and collaboration with respective academy boards that guide curriculum decisions. All five academies are working toward national certification.

Farrington offers the following AP courses: Literature, Language and Composition, Biology, US History, Calculus, Statistics, and Human Geography, Psychology and Environmental Science.

There has been an increase in the number of students taking AP courses over the years, from 11 in 2011 to as much as 327 this past year.

The Early College High School grant has also played a role in boosting the college-going culture. Farrington along with Honolulu Community College was able to offer English 100, Psychology 100, Sociology 100, Hawaiian Studies 107, Hawaiian Studies 281, History 151, History 152, Early Childhood Development (ECED) 131, Welding 19 and Speech 151 to all students for free.
Kailua High School

Kailua High is committed to providing a rich environment for learning. Our purpose and educational commitment is to student success and well-being, achieved through development of four major areas:

- Creating systems of support and feedback in various programs and services to create a collaborative school culture where the involvement of students, parents, community organizations, faculty and staff is encouraged;
- Using student-centered approaches that acknowledge diversity in values, beliefs, prior experiences, thinking, examining, problem-solving, decision-making and reflection;
- Building relationships and establishing a culture of learning and safety that fosters community, connectedness, caring, building self-esteem and confidence;
- Implementing curriculum, instruction and assessment that provides equity in success; literacy; and college, career and life-readiness.

Our programs, approaches and strategies include: infusing into our school culture the 16 Habits of Mind, philosophical inquiry, philosophy/children (p4c), Ethnic Studies and teaching tolerance; and, differentiated instruction in all areas to best meet the needs of all students.

The Smarter Balanced Assessment (SBA) was administered for the first time in SY 14-15 to all 11th graders. SBA test scores for SY 15-16 showed 37% proficient in Language Arts and 23% proficient in Math and for SY 17-18, proficiency rates were 54% and 22%, respectively. In order to improve the academic performance of our students, teachers monitor student performance and create timely interventions to best meet the learner’s needs. For SY 2018-19, we offer a block/semester schedule for most courses which align to college/university semesters and provide daily contact with teachers.

In an effort to improve literacy across disciplines, KHS implemented the School-Wide Argumentative Writing Process (SWAWP) in SY 15-16. Students read and annotate a text, participate in an inquiry, organize ideas, write, and edit an argumentative essay. We are currently developing plans to expand literacy across disciplines to include various types of writing in each content area. In addition, English class incorporates Reading Plus, an online reading program, into the curriculum to provide a Tier 1 reading intervention.

The graduating class of 2019 produced 48 seniors with 311 college credits through the Early College High School/Running Start Program. Eight seniors acquired at least a semester’s worth of college credits and ten graduates earned a Certificate of Competence in Plant Food Technology and Production.

The graduating class of 2019 produced 50 seniors with 347 college credits through the Early College High School and Running Start program. Eight seniors acquired at least a semester’s worth of college credits and ten graduates earned a Certificate of Competence in Plant Food Technology and Production.

Dr. Jay Steele from the National Career Academy Coalition (NCAC) continues to facilitate the refinement of our academies on campus. We are proud to announce that our Hospitality Academy is now nationally recognized as a Model Academy by the NCAC as measured by the National Standards of Practice (NSOP). NSOP provides the framework for KHS to transform into a high school of excellence. Certifying our academies is important, because the process involves the entire school community in the development and refinement of our academies. Dr. Steele’s focus on using data to improve student achievement will further help to prepare KHS students for career, college and life. In school year 2018-2019, Dr. Steele will help with the certification of our STEM Academy. Kaimuki to College (K2C) continues to expand and include more students. K2C is KHS’s early college program.
This past senior class data showed the following outcomes:

- For the recent graduating Class of 2019, all 238 students demonstrate continued progress addressing student growth.

- Class of 2015 to the Class of 2019. School-wide data continues to have been able to track five graduating classes beginning with the Kapaa High School's Hui/Academy Structure is in its 9th year and...

- Class of 2019 earned 1.8 million dollars in scholarships.

- Academics: 193 students (81%)
- Joining the military: 8 students (3%)
- Going directly to the workforce: 34 students (14%)
- Attending 2 and/or 4 year college: 116 students (48%)
- Retention Rate: 0%
- D's & F's: 17%
- Referral Rate (Chapter 19): 0.18%
- Attendance: 95%

Student Achievement
- 9th Grade Retention
- Dropout Rate
- On-time Graduation

Student Completions
- CTE Completers
- College Enrollment

School Quality Survey Results
- Teachers
- Students

Student Behavior
- Standardized Test Proficiency
- ELA Test Proficiency
- Math Test Proficiency
- Science Test Proficiency

School Improvement Summary of Progress
School Year 2019 - 2020
Kapa‘a High School

Kapolei High School works to ensure that all students have access to a quality education and are prepared for enrollment in post-secondary institutions, military service, or employment upon graduation. To provide this experience and to improve all areas of academic achievement, Kapolei High School has engaged in targeted work around the three high impact strategies: School Design, Student Voice, and Teacher Collaboration.

School Design - The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment and in powerful applied learning practices aligned to college and careers.

To address School Design, Kapolei High School has initiated changes to improve the overall school structure. The most significant change came in the form of an enhanced bell schedule. During this school year, Kapolei High School moved from a seven to an eight period schedule. This switch allowed students the opportunity to take additional courses of their interest. Furthermore, the new bell schedule increased the amount of instructional time by pushing the end of the school day back from 1:38 pm to 2:55 pm. This additional class time provided teachers and students more instructional minutes together and was one of the factors that led to increased academic achievement.

Student Voice - Students’ perspectives and aspirations are highly valued in the classroom, school, and community, and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders’ decisions are informed by student input.

To address Student Voice, student forums were held over the course of the school year to garner student input on various topics related to their experience at Kapolei High School. Student opinions about the enhanced bell schedule, course offerings, and school design were gathered during student forums and were used by the school's leadership team to help guide decisions regarding the upcoming school year.

Teacher Collaboration - Teachers continuously collaborate to design learning objectives, discuss student progress, identify community opportunities, and to mitigate challenges through change processes focused on highly effective, student-centered practices that improve the school and raise student achievement.

To address Teacher Collaboration, Kapolei High School’s enhanced bell schedule provided increased opportunities for teachers to collaborate and integrate curriculum across content areas. The creation of common prep periods for teachers also led to the formation of Team Support Meetings. These weekly meetings allowed teachers, school counselors, and administrators to collaborate on individual student needs related to academics, attendance, and behavior.

In addition, Kapolei High School continues to use Project-Based Learning as the foundation of an academically rigorous curriculum. Teachers not only collaborate with each other across curriculums, but also with local businesses and organizations in order to integrate rigorous academic content with complex real world issues that are relevant to students and community members. The curriculum builds community through partnerships that support learning, engagement and collaboration.
**Hawaiʻi Academies SY 2020-2021**

**Kauaʻi High School**

**Transition out of Kauaʻi High School:**
- Build community and business partnerships to increase internship opportunities based on student interests and goals.
- Expand Early College classes to align to earn community college certificates and college credits.
- Begin the collaborative work toward developing Academies and pathways based on student and community needs.

**Progression through Kauaʻi High School:**
1. transitional periods: ensuring each student was graduating career, college and attendance.
2. Redesign of 9th Grade Orientation Process
3. Focus on 21st Century Learning Skills through the Personal Transition Plan
4. Redesign of Advisory through our PBIS, Aloha Way, and utilizing student voice
5. Professional Learning Communities for 9th grade teams focused on AVID and Literacy strategies

**Transition into Kauaʻi High School:**
- Relook at current bell schedule for the school year 2020-2021
- Comprehensive PBIS
- Integrate Aloha Way and Na Hopena A'o as one comprehensive PBIS
- Increase career and college planning to align to student interests and goals.
- Increase the integration of digital tools and learning in the classroom
- Increase reading comprehension by departments chosen literacy strategies
- Increase the integration of digital tools and learning in the classroom
- Monitor student progress such as attendance, grades, and behavior through core meetings
- Increase career and college planning to align to student interests and goals
- Integrate Aloha Way and Na Hopena A'o as one comprehensive PBIS
- Retlook at current bell schedule for the school year 2020-2021

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**Kohala High School**

The school’s Instructional Leadership Team (ILT) plays an integral role in implementing school-wide achievement goals. Department PLCs are scheduled to allow for teacher collaboration on instruction and assessment in alignment to the ILT goals. Grade level data teams have been effectively embedded into the weekly schedule to help staff make informed decisions about instruction and ensure that each student is receiving supports and enrichment to encourage high levels of performance.

The school has expanded course offerings through online and Early College venues. The opportunity to experience college level instruction while in high school has been valuable to our students both in breadth and depth of learning. Through a School Design Innovation Grant, we have redesigned our freshmen experience to include supports for their transition to high school, an integration of the use of technology in instruction, and STEM focused, project-based learning opportunities within five career pathways. We value collegial dialogue, parental involvement, and active student participation as integral components of the school improvement process. Opportunities to engage with parents include newsletters, school website, meetings, conferences, and performances. The School Community Council has provided valuable input on the school’s Comprehensive Needs Assessment and the Academic Plan. We continue to pursue standards-based grading as our focus in our school improvement efforts. Our commitment as a staff is to provide an engaging instructional program that is standards-based and fosters critical thinkers and enthusiastic learners.

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**School Improvement Summary of Progress**

**School Year 2019 - 2020**

**Kohala High School**

**School Quality Survey Results**

**Student Achievement**
- 9th Grade Retention
- Dropout Rate
- Graduation Rate

**Student Behavior**
- Suspension Rate
- Suspension Severity

**School Quality Survey Results**

**Standardized Test Proficiency**
- ELA Test Proficiency
- Math Test Proficiency
- Science Test Proficiency

**Student Completions**
- CTE Completion
- College Enrollment

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**School Improvement Summary of Progress**

**School Year 2019 - 2020**

**Kauaʻi High School**

**School Quality Survey Results**

**Student Achievement**
- 9th Grade Retention
- Dropout Rate
- Graduation Rate

**Student Behavior**
- Suspension Rate
- Suspension Severity

**School Quality Survey Results**

**Standardized Test Proficiency**
- ELA Test Proficiency
- Math Test Proficiency
- Science Test Proficiency

**Student Completions**
- CTE Completion
- College Enrollment

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Hawaiʻi Academies SY 2020-2021

AVID, Advanced Placement and Early College programs support authentic learning experiences and community partnerships. Our CTE, Fine Arts and World Language students benefit from and influence both school culture and academic achievement.

content data teams and departments. Biology EOC Exam Core standards, student work and instructional strategies within and can be attributed, in part, to closer examination of Common content data teams and departments. Biology EOC Exam Core standards, student work and instructional strategies within and can be attributed, in part, to closer examination of Common content data teams and departments. Biology EOC Exam Core standards, student work and instructional strategies within and can be attributed, in part, to closer examination of Common content data teams and departments. Biology EOC Exam Core standards, student work and instructional strategies within and can be attributed, in part, to closer examination of Common content data teams and departments. Biology EOC Exam Core standards, student work and instructional strategies within and can be attributed, in part, to closer examination of Common content data teams and departments. Biology EOC Exam

Positive School Culture
In an effort to beauty and update our campus, Principal Yap ran a successful campaign for donations from our community which were used to fund these updates. Student voice has led to these and other school improvements such as increased will access in common areas, aesthetic and functional updates to our cafeterias and library and our newly centralized Saber Center that supports all students. Students, staff and visitors agree that these improvements help to increase the positive culture of Maui High School. In addition, our School-Community Relations Coordinator has done an exceptional job of communicating with our parents and community in new and effective ways. There has been a significant boost to traffic on our website and among all our social media platforms.

Academic Achievement
Proficiency of Literacy and Math has increased over last year and can be attributed, in part, to closer examination of Common Core standards, student work and instructional strategies within content data teams and departments. Biology EOC Exam scores were affected positively by professional development sessions and curriculum alignment. Our Career and Technical Education program continues to be the strongest in our district and influences both school culture and academic achievement. Our CTE, Fine Arts and World Language students benefit from authentic learning experiences and community partnerships. AVID, Advanced Placement and Early College programs support many students in their quest to attend college while making it a bit easier to do so. Our English Language Learners and our Special Education students are supported through differentiation in the regular education setting, as well as in smaller settings in our resources classes. These initiatives and programs contribute greatly to the academic success of all our students.

Transition to High-School
With the goal of supporting our Freshmen students, our Transition Team, made up of 9th grade core teachers, worked tirelessly this school year to implement common strategies and procedures. They successfully increased attendance, positive behavior and the promotion rate.

New Teacher Support
We have seen a great increase in the number of quality mentors on campus this year. That, paired with a decrease in teacher turnover has created a Mentoring Program that is strong and effective for all. This year, all of our new teachers, as well as some just new to Maui High, had a veteran teacher as a mentor. Informal surveys indicate that most new teachers find having a mentor extremely helpful to their new teaching career.

Technology
We are getting closer to our goal of one set of Chromebooks per classroom. At the end of the 18-19 school year we will have approximately 85% of classrooms supplied with Chromebooks. We continue to support teachers’ tech needs by offering a “Techposium” each year so that they can learn all things Google. In addition, we encourage departments to find and purchase tech-based curriculum and resources so that our students receive well rounded instruction.

9th Grade Retention

Dropout Rate

On Time Graduation

CTE Completers

College Enrollments

Student Achievement

Student Completions

Student Behavior

Standardized Test Proficiency

School Quality Survey Results

Hawaii Academies SY 2020-2021

President William McKinley High School

President William McKinley High School’s vision is to “Graduate a Successful Person.” How McKinley has addressed its vision is through a focus on argumentative writing. Smaller Learning Communities (SLC’s), and data teams with a focus on student achievement. With the school designed using the SLC and academy model McKinley promotes the skills and knowledge that are needed to succeed in high school and beyond. The school uses argumentative writing to promote communication and complex thinking. Being able to look at an issue from different angles, taking a stance, and supporting that stance in a clear concise way - is not only needed across content but is a life skill as well. The SLC’s also use data teams to identify and address the needs of students, and the school has implemented a new 20/20 period this year which provides students with needed time for reading and study and will in the future support McKinley’s data team process.

McKinley’s approach to improving argumentative writing this school year included teacher professional development during extended school days, during which teachers engaged in conversations about the elements of argumentative writing, as well as the common strategies that were to be used across the school. Data on student writing was collected by having all students complete a common prompt during 20/20 which was organized by grade level so the faculty could understand the various needs areas for the different grades. Over the school year student data was collected three times, one in the beginning of the year, once in the middle, and at the end of the school year. Data from these writing samples were scored in departments or individually and shared out at faculty meetings. As the school continues to improve on this process, we will have a better understanding of what strategies will best support our students in becoming stronger writers.

Smaller Learning Communities have been developing and improving since the last school year. Today the school has three ninth grade houses, and three career houses for tenth through twelfth grade: Business, Arts & Communication, Health, Human & Public Services, and Industrial, Engineering & Technology. In the 9th grade house, teams meet weekly within their content areas to look at student work and develop strategies to support student achievement. Each career house has a collaboration period embedded in the school day to discuss curriculum, teaching strategies, student concerns, interventions, and plan various activities. To continue improvement of its smaller learning communities, McKinley has been sending teams of teachers to view model academies within the Academies of Nashville school system, to see what other strategies we can consider using to improve our own academies.

This school year McKinley also implemented a new program called 20/20 to replace TIGER Time, a tutorial period. 20/20 is a period scheduled every day after the first period. Students have 20 minutes to read and 20 minutes to work on assignments. The time is also used for Advisory, freshmen mentorship, and argumentative writing. In the future 20/20 will be used for enrichment or interventions as developed through the data team process.

Student Quality Survey results

Student Completions

School Year 2019 - 2020

President William McKinley High School
After a school self-study and multi-day visit by a committee from the Western Association of Schools and Colleges (WASC) in the Spring of 2018, Molokai High School was awarded a six-year accreditation term. This recognition is due in large part to the structures for school improvement embedded within the school day including CCR, SWAT and IDT. First, the College and Career Readiness period (CCR – renamed Molokai Advisory Program Period in 2019) was created in 2015 and is available to students four times per week during the school day. The program provides multiple opportunities for students to pursue interests that range from receiving academic support in specific content areas, or enrolling in Early College High School courses, to participating in internships with local businesses, and seeking part-time employment.

The other two improvement structures, are through two types of groups that meet within the school day, the School Wide Accreditation Team (SWAT) and the Instructional Data Teams (IDT). The SWAT teams review data for their specific area of focus and determine a plan of action to facilitate improvement. The SWAT areas of focus are Learning Environment, Family & Community Support, Student Support, Leadership, College & Career Preparation, and Curriculum & Pedagogy/Assessment for Learning, which is also our Instructional Leadership Team (ILT). With time built into the bell schedule, they have one to three opportunities to meet each week to focus on their school improvement area.

These teams also provide venues to address the strategic plan or other initiatives initiated by the Hawaii Department of Education or State Superintendent. One example is the introduction of Na Hopena A’s (expressions of Hawaiian values or characteristics within the DOE system). Once these concepts were introduced to our school, we were able to implement them at our school because of the SWAT structure already in place.

The second type of group that is the improvement structure of the school, are the Instructional Data Teams (IDT), which are comprised of content departments that meet at least weekly within the school day to review student achievement data to improve academic content areas. Through the work of these teams, our English Language Arts scores on the Smarter Balanced Assessments have increased for three consecutive years. This is chiefly due to the efforts of the Instructional Leadership Team (ILT) who guided the campus’s work on their targeted Instructional area of reading comprehension. Efforts included guiding the instructional Cycle of Professional Learning around Close Reading strategies and the use of Achieve3000 to supplement student reading skills by other content areas.

Our challenge continues to be student achievement in Math, which has shown marginal, if any, improvement over time. To address this concern, in the 2018-19 school year, the ILT moved its focus to math comprehension to support math across all content areas.

We are also refining our data analysis in school teams to better target areas of need, which aligns with one of the four the recommendations from WASC and our school academic plan. The CCR, SWAT and IDT structures have not only impacted academics, our Student Support (SWAT) team, with the support of the vice principal, worked with Diana Browning Wright to create a series of behavior intervention strategies for the classroom and improve the school climate. This is evidenced by the steady and significant decline in discipline referrals over the last four years. This has set the stage for our educational environment to thrive.

This year we plan to capitalize on this opportunity by honing in on the needs identified in our academic plan and WASC self-study and by coupling data-driven with student-centered education. This means focusing on providing a purpose-driven education for every student so their learning experiences are not only meaningful, but purposefully planned to support their immediate academic achievement. Facilitate the growth of “soft-skills” and increased preparation for their individual post-secondary plans. Some of the school-wide plans for 2019-20 are 1 to 1 devices for every student during the school day and Project Based Learning (multi-disciplinary, place-based, culture-based instruction).

In 2018-19, Nānākuli High and Intermediate School (NHIS) continued the ongoing process of identifying, collecting, and analyzing data to assess its academic performance and growth in planning the next steps to address the need areas.

NHIS has been identified as a Comprehensive Support and Improvement (CSI) School to support academic achievement. Through the comprehensive needs process, NHIS applied and received CSI funds to improve areas in Math, English Language Learner (ELL) and English Language Arts (ELA) proficiency. NHIS continues to work with a variety of consultants to systematize and build-in the with developing departments with comprehensive data-driven instructional cycle (DDIC) plans. Along with the DDIC plan, NHIS continues to implement research based strategies such as, Design Thinking process and Literacy Across All Content Areas and continues to work on strengthening their Professional Learning Communities (PLCs).

NHIS uses multiple measures to assess student achievement throughout the year. Formative and Summative data are used to drive instructional next steps. Other site- based data points such as attendance rate, number of suspensions, ELL, SPED, grade point average, ACT and SAT scores, AP scores, and Dual Credit rates are also analyzed.

We continue to have a heavy emphasis on instructional rigor and Project-Based Learning (PBL). NHIS conducts classroom walkthroughs by collect data to calibrate current initiatives and current needs. NHIS is addressing student engagement, motivation and instructional practices to strengthen student achievement. NHIS will be working closely with external consultants to support teachers and students with rigor and relevant learning.

NHIS continues to re-evaluate their Multi-Tiered System of Support (MTSS) and has developed a MTS Steamin specifically to embrace the “whole child”. This team will lead the school with school wide initiatives and expectations to ensure that all students’ social and emotional needs are met. Fostering and building strong relationships with all students is a priority. The school will be implementing the “Chose Love” curriculum which focuses on evidence-based social and emotional learning (SEL) classroom program teaching children how to choose love in any circumstance.

In closing, NHIS, along with Nanakapono and Nānākuli Elementary, continues the PreK-12 alignment process through articulation and meaningful collaboration. This collaborative process allows for schools to review data on attendance, transience, behavior, and academics and shared strategies on how to address the needs for all of the students. Through this, all three schools focus on college, career and citizenship
It has been a busy, productive, and very productive school year at Pearl City High School! The school’s academic plan has been instrumental in keeping the school focused on two priority initiatives: 1) Establishing well-to-wall college and career academies and 2) Continuing the implementation of the Data-Driven Instructional Cycle (DDIC) to impact student achievement. In addition to these two priorities, the school completed a WASC Accreditation Full Visit in February 2019.

College and Career Academies

This was the first year all PCHS students belonged to one of three college and career academies of their choice: Culinary Arts, Health Sciences, and Leadership: International Business and Design; or Technology and Design. The former Freshman Academy transitioned into Freshman teams; each team is aligned with one of the three academies.

All teachers now belong to one of three academies and are physically located in classrooms according to academies to foster the supportive structure of smaller learning communities and encourage integrated project based learning activities. To prepare teachers for academy collaboration, teachers received professional development on highly effective teaming at the start of the school year. Academy teachers meet weekly to solidify the academy vision and mission, identify, and pathways of study. Career Technical Education, Special Education, Social Studies, Science, English Language Arts, Health and Physical Education, and Visual Arts teachers also received Project Based Learning (PBL) 101 training as an institutional approach to an integrated standards-based curriculum that is rigorous, relevant, and real world.

Advisory boards for each meet quarterly to engage in academy development. Board members provide industry advice on the professional skills, knowledge, and certifications students need in order to be ready for college or career after high school. This year, two advisory board members accompanied an academy school visit with a PCHS team to Texas to better understand the goals and possibilities of academy schools and how businesses fit into the academy structure.

PCHS is committed to ensuring students have opportunities to complete industry certifications to jumpstart their careers immediately after graduation. This year, forty-four Health Sciences students successfully completed the nurse aide certification training course taught by RN instructor provided by business partner Hawaii Pacific Health (HPH). These students are now eligible to work as clinical assistants at HPH and qualify to sit for the certification test at 18 years old. With the nurse aide certification, students may be employed as a nurse aide in care homes. In addition to the Nurse Aide certification, four Medical Assistant students are participating in a summer externship until August when they will sit for their certification test. These four Class of 2019 graduates may be hired through their externships and may consider furthering their education in medical assistance.

Data-Driven Instructional Cycle (DDIC)

Throughout the school year, teachers continued to implement the DDIC in their professional learning communities (PLCs) by refining their standards-based unit plans and curriculum pacing calendars. PLCs continued to create common formative assessments and revise student success criteria as needed. Teachers uploaded student work as evidence of the success criteria and data from quarterly classroom walkthroughs was used to measure the impact of success criteria in the classroom. Analysis of walkthrough data was used to determine teacher supports needed to impact effectiveness of teacher clarity and the use of success criteria.

Student Achievement

Student Completions

School Quality Survey Results

Student Behavior

Standardized Test Proficiency

In School Year 2017-18, the school focused on the Western Association of Schools & Colleges (WASC) accreditation process culminating in the full visit in February 2018. In School Year 2018-19, the school focused on the National Career Academy Coalition (NCAC) certification process. In March 2019, both academies received Model Status. Our self-study for both the WASC and NCAC reflected the following strength areas:

- Smaller Learning Communities (SLC): The SLC design provides opportunities for both career and college readiness with inclusion opportunities available for all SpEd and ELL students. Career academies provide real-world opportunities through project-based learning, capstone and senior projects.
- Strong administrative team that has built a culture focused on academic achievement and student success.
- Average SBA test scores in Mathematics and Language Arts continue to be above state achievement levels.
- Strong evidence of vertical articulation is present within academies.
- Senior Showcase Nights reflect public audiences with authentic feedback for all seniors.
- Seniors in several career academies complete at least 40 hours of community service related to their academy.

Focus on school improvement is categorized in the following areas:

- Accountability: Consistent implementation, monitoring and evaluation of school initiatives and programs; use National Standards of Practice (NSOP) to assess effectiveness of the academies.
- Communication: Improve communication for all school stakeholders as well as incorporate student voice and feedback to improve instructional practices.
- Professional development: Continue to support school initiatives and programs by relevant professional development which would facilitate student achievement of the GLOs and academic standards with an emphasis on Project-Based Learning (PBL).
- Differentiated Instruction and Co-Teaching: Differentiation paired with co-teacher models allows for successful SpEd, ELL, and PSSAS inclusion in core classes.
- College, Career and Community Focus: Through accelerated learning opportunities, students are encouraged to enroll in AP, Running Start and Early College for dual credit options. Advancement Via Individual Determination (AVID) elective classes help to support college-bound students.
- Advisory Period and Student Supports: There is a weekly advisory period (20 minutes) for all students. In school year 2016-2017, a Transition to High School course was implemented for all 9th graders. In addition, there are student support programs available such as (1) Resource Program with advisors and tutors, (2) Resource Room lab, (3) math and language labs, (4) after school credit recovery opportunities (PLC, AVID), and (5) Summer Bridge Enrichment Program for incoming grade students.
- Title 1 status: In School Year 2017-18 the school did not qualify for Title I funds. The Title I Program has played a major role in providing supplemental academic supports for the success of Waiākea High School’s students. However, Waiākea High School continues to refine and extend its programs and supports to meet students’ diverse academic needs despite the lack of this funding. In SY2018-19, the school did qualify for the Title I funding.
- WASC awarded the school a six-year term of accreditation based upon the February 2018 visit.
### School Improvement Summary of Progress

**School Year 2019 - 2020**

**Waianae High School**

**Goal #1: Assure All Students Graduate College and Career-Ready through Effective Use of Standards-Based Education**
- Continued implementation of the Ninth Grade Success Academy (NGSA), Sophomore Academy (SA), and Upper Academy (UA) structures which provide a team-approach, student support system and academic personalization based on student career interests. Students are grouped in core teams in the NGSA and Sophomore Academy, and grouped by majors (student area of academic interest) in the Upper Academy.
- 92% of 9th graders earned credits to be promoted to the 10th grade, a key indicator of success.
- Full implementation of a comprehensive MTSS (Multi-Tiered System of Support) set of strategies designed to meet the social-emotional needs of all students, especially those at risk.

**Goal #2: Ensure and Sustain a Rich Environment and Culture for Life-Long Learners.**
- Implementation of the Educator Effectiveness System (EES) and the Danielson Observation Model to provide feedback to improve classroom environment and instruction.
- Provided teachers with support from a team of seven coaches to expand their repertoire of strategies that enhance instruction.
- Continued the practice of identifying and targeting students who would benefit from additional literacy supports and then providing them with targeted instruction and progress monitoring.
- Implementation of a 1:1 device environment in which students and teachers collaboratively demonstrate and track learning using apps, programs, and the Seaird GAPEF platform.
- Increased course offerings: Band, Chorus, Ukulele, Art, Fashion Design, Food Science.
- Implementation of a comprehensive MTSS (Multi-Tiered System of Support) set of strategies designed to meet the social-emotional needs of all students, especially those at risk.

**Goal #3: Continuously Improve the Effectiveness, Efficiency, and Responsiveness of the Educational System.**
- With support from Title 1 and leveraged community resources, a team of seven teacher-coaches provided support to teachers. The core elements included the development of common course-allele curriculum maps, pacing guides, formative assessments; up to 360 minutes per week (during the non-teaching period) of course-allele meeting time for lesson planning, data analysis, and professional development; and, identification of students needing intervention, differentiation curricula and strategies, and tracking of those students’ progress. Three Student Success Mentors were added to address the counseling needs of at-risk students.

**In SY 2018-19, Waimea High School made great progress towards our goal of becoming a wall to wall career academy. Our resources were directed heavily towards this end – professional development for teachers and staff, dedicated work time and contracted services with the National Career Academy Coalition and other schools in the Hawaiʻi Academies work group.**
- We further developed our profile of a Waimea graduate to be college and career ready, resilient and purposeful, technologically proficient, and finally culturally and community-minded and began aligning our courses and classroom expectations towards this end.
- We created Programs of Study for each pathway to include a four year sequence of English, SS, math, science, CTE, and Early College coursework.
- We purchased an extra counselor and VP position to ensure that each of our three academies has a dedicated counselor and administrator to work with closely.
- We finalized our Waimea HS College and Career Continuum to detail specific activities and goals that need to be met at specific times/dates with the support of specific staff members.

Teachers worked collaboratively to establish common policies and procedures for our academies that all could support. After seven weeks of meeting together, teachers voted to support common expectations for standards based grading, late work, school wear, cell phones, and bathroom policies.

Waimea High School continued to write grant proposals to help bridge the funding gap that a small school experiences. This past year they would benefit from additional literacy supports and then providing them with targeted instruction and progress monitoring.

### School Year 2019 - 2020

**Waimea High School**

**Instructionally, Waimea High continues to work with our consultants:**
- Wes Yoo, math. Mr. Yoo has helped math teachers refine classroom routines as well as the scope and sequence of math classes. Students uniformly take and use their Cornell Notes to help them be more successful in class and on assessments. Mr. Yoo also worked with teachers to develop criteria for what an “exceeds” problem looks like and how to integrate more into classes.
- AVID. AVID lead teachers attend district and state training to increase school efficacy in using WICOR strategies. AVID walk-through forms this year were based upon AVID WICOR criteria.
- Scholastic. This year we contracted with Scholastic to increase parent involvement. They did a baseline Family Engagement Assessment of our campus and stakeholders, doing a physical inventory and survey of our campus and pointing out areas that needed attention. They also surveyed teachers, students, parents, and admin about specific areas/ beliefs regarding parent and family engagement. In January 2019, Scholastic did a whole staff professional development training day on this topic.
- Hawaii Academies. Principal and Academy Director attended monthly meetings in Oahu with other HA high schools. NCAC and District Director, Dr. Jay Steele leads these monthly work sessions.
- Dr. Jay Steele, NCAC and Dave Holden, ASIS. We have contracted multiple professional development days with both men to ensure that we are on track with following the national standards of practice with the goal of becoming a model academy.

**Student Achievement**
- **9th Grade Retention**: 92%
- **Dropout Rate**: 4%

**Student Behavior**
- **Suspension**: 0%
- **Suspending Suspensions**: 0%

**Standardized Test Scores**
- **ELA Test Performance (2019 - 2020)**: Available
- **Math Test Performance (2019 - 2020)**: Available

**School Quality Survey Results**
- **Satisfaction**: Teachers 96%, Students 92%

**School Improvement Summary of Progress**

**School Year 2019 - 2020**

**Waianae High School**

**Student Achievement**
- **9th Grade Retention**: 92%
- **Dropout Rate**: 4%

**Student Completions**
- **CTE Completions**: 55%
- **College Enrollment**: 65%

**Student Behavior**
- **Suspension**: 0%
- **Suspending Suspensions**: 0%

**Standardized Test Scores**
- **ELA Test Performance (2019 - 2020)**: Available
- **Math Test Performance (2019 - 2020)**: Available

**School Quality Survey Results**
- **Satisfaction**: Teachers 96%, Students 92%
During SY 2018-2019, Waipahu High School’s (WHS) efforts to prepare students for college and careers centered on Career Academies, a Teaching and Learning System, and a Data Driven Instructional Cycle.

Career Academy teams worked on alignment to the National Career Academy Coalition’s National Standards of Practice. Academies collaborated with advisory boards to ensure pathway courses were aligned to industry standards, implemented common grade level career/student learning expectations and experiences, planned project based learning units, and continued to expand student certification offerings. As a result of certification training, students received the following industry certifications and certificates of achievement or competence: Autodesk Revit, SolidWorks CSWA, CareerSafe, ServSafe Food Handler, CPR/AED, OSHA 10, Pharmacy Technician, and Medical Assistants.

College Readiness and Academic Success Hawaii (CRASH) evening sessions informed 300-400 grade 9-12 parents and students about college and career preparedness. Early College at WHS in partnership with Leeward Community College and University of Hawaii West Oahu continued with 75 summer/fall/spring course offerings. Early College 2.0 courses were aligned to Career Academies. During the fall/spring semesters, 648 unduplicated students enrolled, resulting in a duplicated enrollment of 1,237 students (students taking more than one course). Among the graduates, 171 out of 571 were Early College Students. Of the 171 Early College Students, 10 were Early College Olympians earning their Associate’s Degree before receiving their high school diploma. In fall of 2018, WHS became the first high school in the United States to establish a Phi Theta Kappa Honor Society chapter on a high school campus. And, on November 8, 2018, 81 Early College Students were inducted.

Other notable student achievements included 46 students who received the Seal of Biliteracy and senior, Ian Acosta, who was the first WHS student to receive the prestigious U.S. Presidential Scholars Award.

Academy and Early College experiences combined with Teaching and Learning training provided teachers with learning strategies for students and a common language for reflective dialogue in the school’s Danielson Observation system. Teaching and Learning System sessions focused on helping faculty incorporate Skills for Thinking, Comprehension Model experiences, and relationship building into their lessons and classroom culture. Mr. Manny Scott, original Freedom Writer and motivational speaker, held sessions for all students, teachers and parents to reinforce the importance of relationships and reaching out to help others. Mr. Scott’s message inspired both faculty and students to help promote positive relationships, seek help if you were in need of assistance, and reach out to anyone that might need support.

WHS’ Data Driven Instructional Cycle informed instructional and assessment practices to help meet Student Learning Objectives. Professional Learning Communities (PLCs) made up of content area teachers collaborated to identify priority standards, determine success criteria, create assessments, analyze student progress, and select appropriate teaching/learning strategies for instruction. Language Arts, Math, Science, Social Studies, and World Languages PLCs focused on content standards, while Fine Arts and Industrial Engineering and Technology PLCs focused on writing skills. Design Thinking was incorporated into some courses/programs/academies as a vehicle for rigorous and relevant learning to address content standards, literacy, numeracy, and the General Learner Outcomes.

Waipahu High School continues to seek opportunities for students and faculty to learn and apply new knowledge, skills and talents to solve real-world problems and positively impact their community.

Student Achievement

Dropout Rate

Graduation Rate

On-Time Graduation

School Quality Survey Results

Hawai‘i Academies SY 2020-2021

Student Completions

CTE Completers

College Enrollees

ELA Test Proficiency

Math Test Proficiency

Science Test Proficiency

Standardized Test Proficiency

WAIS-IV

School Improvement Summary of Progress

School Year 2019 - 2020

Waipahu High School