

HAWAII ACADEMIES

VISION

Hawaii Academies will give students a voice, a choice, and a future.

MISSION

Hawaii Academies provide systematic support to meet the Hawaii Department of Education (HIDOE) vision and mission by expanding Smaller Learning Communities (SLCs) in Hawaii 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 Hawaii 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 Hawaii Academies with institutes of higher education and industry partners
- Maintain an advisory council comprised of relevant shareholders to support systemic change

HAWAII ACADEMIES MEMBER SCHOOLS



‘AIEA HIGH SCHOOL
‘Aiea, O‘ahu



JAMES CAMPBELL HIGH SCHOOL
Ewa Beach, O‘ahu



MAUI HIGH SCHOOL
Kahului, Maui



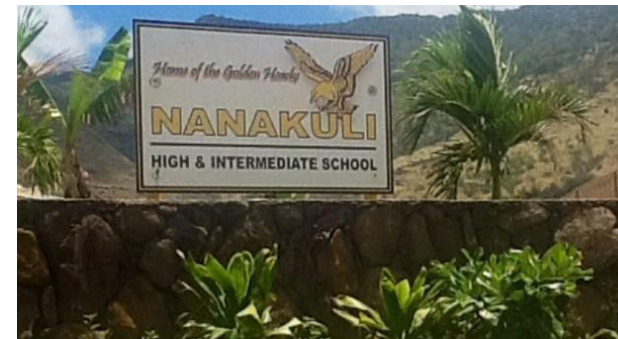
**PRESIDENT WILLIAM
McKINLEY HIGH SCHOOL**
Honolulu, O‘ahu



JAMES B. CASTLE HIGH SCHOOL
Kāne‘ohe, O‘ahu



**GOVERNOR WALLACE RIDER
FARRINGTON HIGH SCHOOL**
Honolulu, O‘ahu



NĀNĀKULI HIGH SCHOOL
Wai‘anae, O‘ahu



PEARL CITY HIGH SCHOOL
Pearl City, O‘ahu



KAIMUKI HIGH SCHOOL
Kaimuki, O‘ahu



KAPA‘A HIGH SCHOOL
Kapa‘a, Kaua‘i



WAIĀKEA HIGH SCHOOL
Hilo, Hawai‘i Island



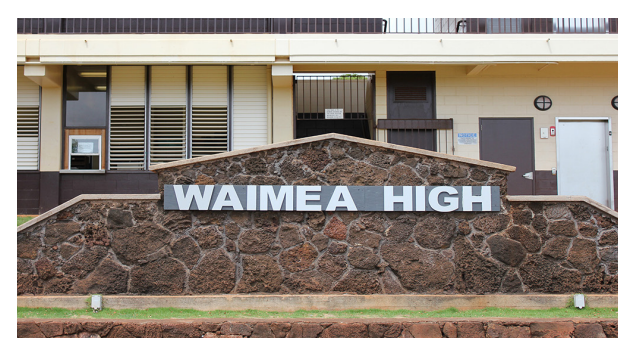
WAI‘ANAE HIGH SCHOOL
Wai‘anae, O‘ahu



KAPOLEI HIGH SCHOOL
Kapolei, O‘ahu



KAUA‘I HIGH SCHOOL
Līhu‘e, Kaua‘i



WAI MEA HIGH SCHOOL
Waimea, Kaua‘i



WAI PAHU HIGH SCHOOL
Waipahu, O‘ahu



98-1276 Ulune Street
'Aiea, HI 96701

☎: 808.305.6500
☎: 808.483.7303

VISION
Learning today to enlighten tomorrow.

MISSION
It is our mission to develop fine citizens in a diverse and ever-changing world.

'AIEA
HIGH SCHOOL
www.aieahs.org

PRINCIPAL Mr. David Tanuvasa david.tanuvasa@k12.hi.us
ACADEMY DIRECTOR Patricia Young patricia.young@k12.hi.us

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

“‘Aiea High School takes pride in our tradition of excellence. We challenge, inspire and nurture the minds and the dreams of our students, assisting each individual to develop integrity, respect and a sense of responsibility.”

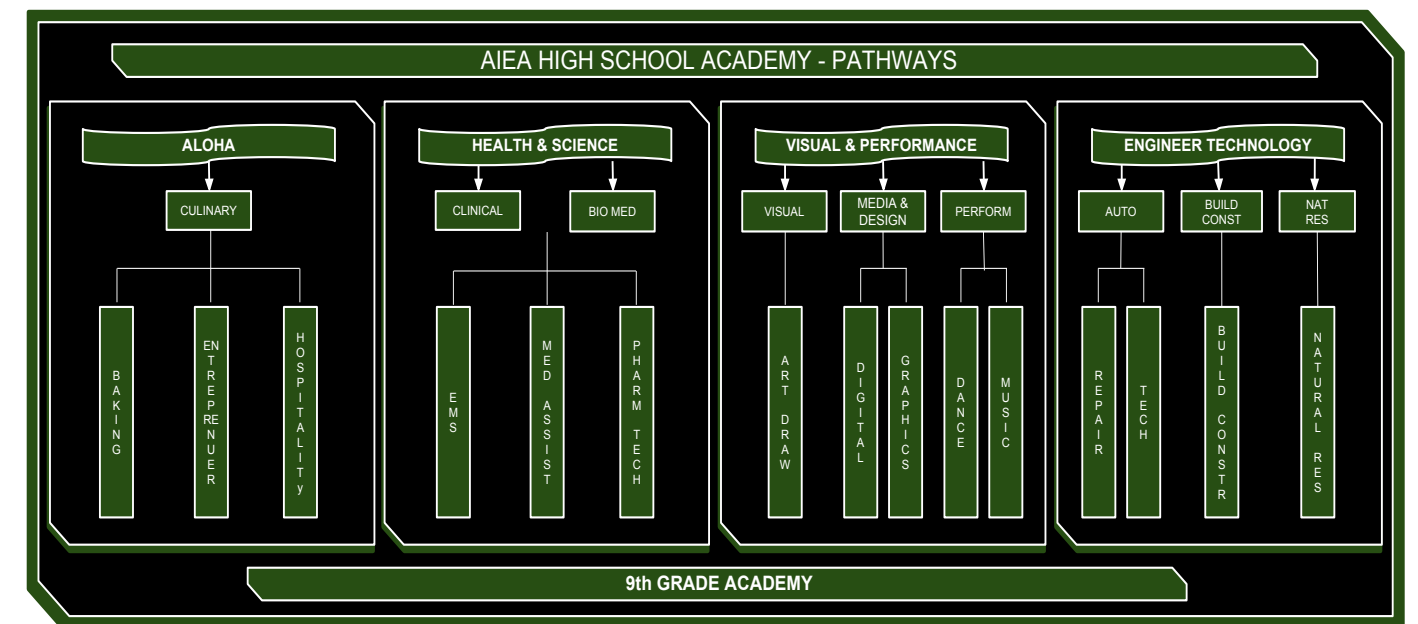
In 1961, ‘Aiea High School opened its doors embracing the culture and community that embodied the city of ‘Aiea. A diverse set of ethnicities and cultures define the student population here at ‘Aiea High. However, although there are diversities in the makeup of the student population the goals and aspirations for each individual student remains the same. Present an education system and structure that develops successes in all of our students. Whether the success be in Career Development, College Readiness or Citizenship Awareness each student will be in an education system that creates attainment of their goals.

As the culture and community here at ‘Aiea evolves, and to continue to establish a means for student success, the education systems and structures continue to grow as well. Although, considered a small high

school, ‘Aiea High provides all of the following CTE pathways for our students:

- (1) Arts and Communication,
- (2) Industrial Arts, Engineering and Technology,
- (3) Business,
- (4) Natural Resource,
- (5) Health Services and
- (6) Public Human Services.

There is an understanding that the pathways can provide the real-world applications which will and can lead to successes in any Career and/ or College environment. To reinforce the alignment of the pathways with Careers essential partnerships have been developed. Partnerships include Pali Momi, aligned with our Health Services Pathway, and Honolulu Community College, which is aligned with our Building and Construction Pathway. Experiences and activities which includes visitations, internships and in-school instruction all have combined to create an education system that promotes individual goals and aspirations.



SLC STRUCTURES

- **9th Grade Academy**
- **Professional and Public Service (ALOHA)**
 - Culinary
 - Baking
 - Entrepreneur
 - Hospitality
- **Health & Science**
 - Clinical
 - Bio Medical
 - EMS
 - Med Assist
 - Pharm Tech
- **Visual Performance**
 - Visual
 - Art Drawing
 - Media & Design
 - Digital
 - Graphics
 - Performance
 - Dance
 - Music
- **Engineer Technology**
 - Automotive
 - Repair
 - Tech
 - Building & Construction
 - Natural Resources

SLC IMPLEMENTATION

- **9th GRADE ACADEMY**
 - To develop a successful transition into high school
 - To strengthen skills needed to be successful in high school
 - Creating an exploration of career pathways
 - To support the PTP graduation requirements starting in their Freshmen year
- **TWO ACADEMY HOUSES (Lōkahi, 'Imiloa)-** Focusing on Collaboration Communication & Curriculum, and BREATH - Nā Hopena A'o
- SY 2018–19 - Initial implementation
- SY2019–20 - Second Year of Implementation
- SY2020–21 - Freshman Seminar - Required Elective Course for all incoming Freshmen

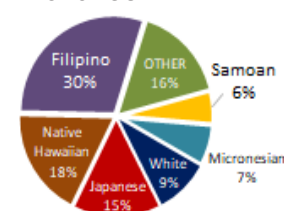
SPECIAL INITIATIVES

- ‘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
- SY2018–2019 Implementation of Early College Courses. Courses include Speech 150, English 100, Music 107. Students received and continue to receive transferable college credits.

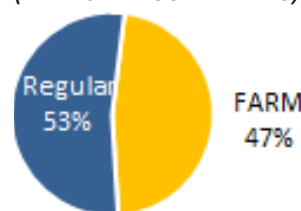
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 971

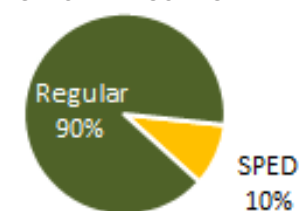
ETHNIC BACKGROUND



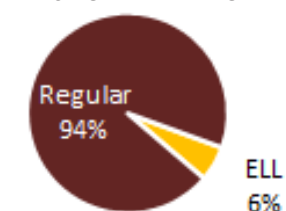
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS





91-980 North Road
Ewa Beach, HI 96706
t: 808.305.3600
f: 808.689.1242

James Campbell High School - Hawaii
@Campbell_Hawaii
@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 diversity.

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.

JAMES CAMPBELL

HIGH SCHOOL

www.campbellhigh.org

PRINCIPAL Mr. Jon Henry Lee jonhenry.lee@k12.hi.us
ACADEMY COORDINATOR Geraldine Valencia geraldine.valencia@k12.hi.us
CURRICULUM COORDINATOR Marites Galamgam marites.galamgam@k12.hi.us

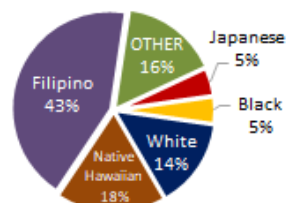
ACCREDITATION Western Association of Schools and Colleges - 6 Years - Expires 2020

The Academies of James Campbell High School provide smaller learning environments and are based on the guiding principle that students will thrive when they are supported by a cohesive team of educators, community leaders and business partners. Through cohorting of students in detailed programs of study they will embark on clear pathways to achieve their post-secondary ambitions. Our school design allows a large comprehensive high school to have a small school feel while providing for a wide array of programs and services. Each academy has its own dedicated building(s) on campus as well as dedicated staff (Academy Principal, Academy Counselor and Academy Teachers). All students take fine arts and world language classes to ensure a well-rounded experience.

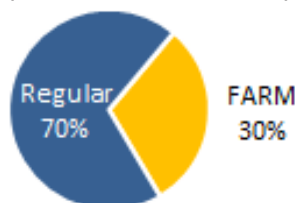
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 3,095

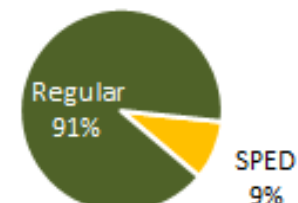
ETHNIC BACKGROUND



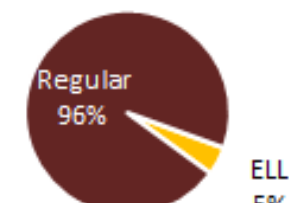
DISADVANTAGED (FREE & REDUCED MEALS)



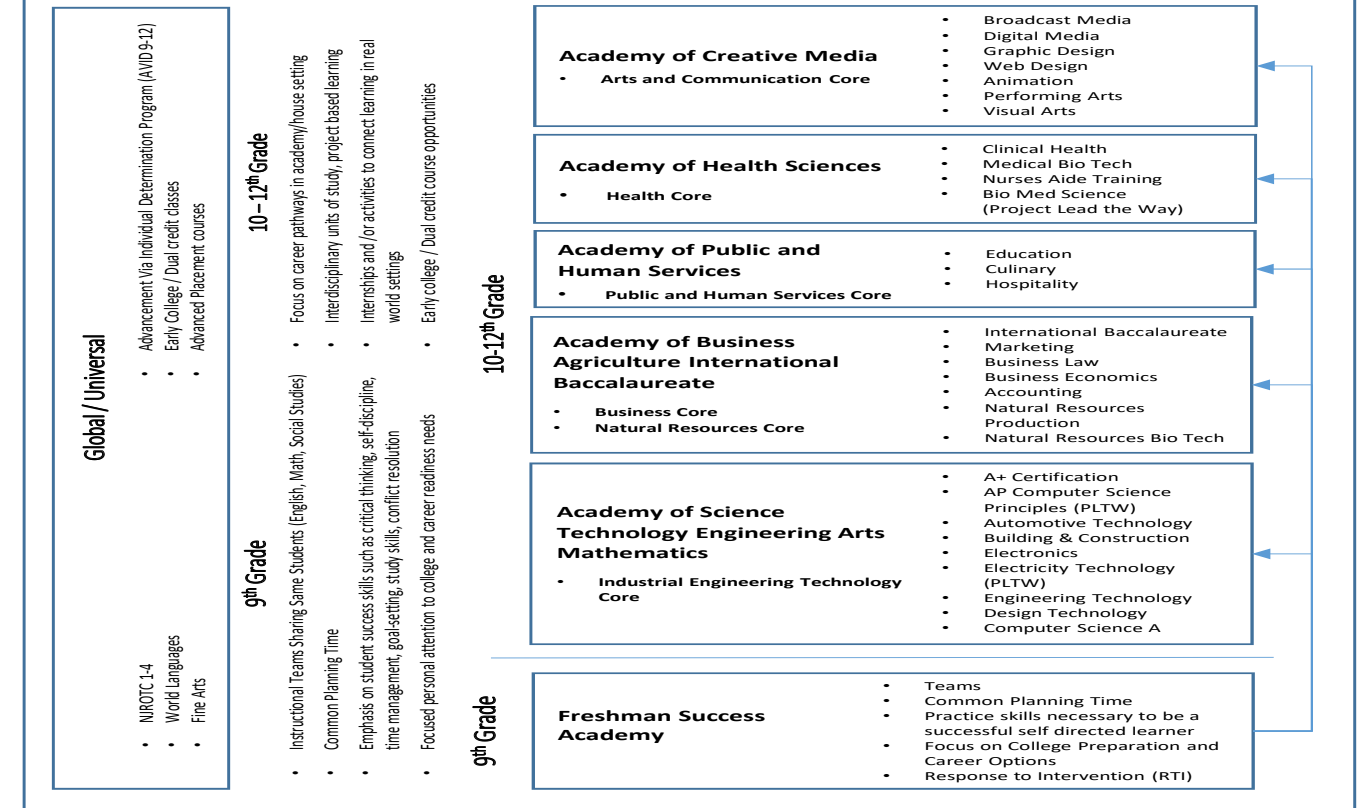
SPECIAL EDUCATION



ENGLISH LEARNERS



Academies of James Campbell High School



SLC STRUCTURES

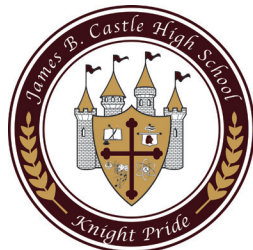
- Freshman Success Academy**
 - Business Core
 - Natural Resources Core
 - Arts & Communication Core
 - Health Core
 - Public & Human Services Core
 - Industrial Engineering Technology Core
 - Intro to Computer Science (PLTW)
- Academy of Business, Agricultural Sciences, and International Baccalaureate**
 - Marketing
 - Entrepreneurship
 - Accounting
 - Natural Resources
- Academy of Creative Media**
 - Animation
 - Broadcast Media
 - Graphic Technology
 - Web Design

- Academy of Health Sciences**
 - Clinical Health
 - Nurse's Aide Training
 - Biomedical Science (PLTW)
- Academy of Public Human Services**
 - Culinary
 - Explorations in Education
 - Early Childhood Education
 - Elementary Education
 - Secondary Education
 - Travel & Tourism
- Academy of Science, Technology, Engineering, Arts, and Mathematics**
 - A+ Certification
 - Automotive Technology
 - Building & Construction
 - Computer Science (PLTW)
 - Cyber Security
 - Design Technology
 - Network+ Certification
 - Principles of Engineering (PLTW)

SPECIAL INITIATIVES

- Project Lead The Way - STEM
- Advanced Placement Courses

- International Baccalaureate - Diploma Programme
- NJROTC



45-386 Kāneʻohe Bay Drive
Kāneʻohe, HI 96744
☎: 808.305.0700
☎: 808.233.5623

VISION

We are developing global citizens who positively contribute to society.

MISSION

Build Character, Strive for Competence, Instill Commitment.

CASTLE HIGH SCHOOL

castlehs.k12.hi.us

PRINCIPAL Dr. Bernadette Tyrell bernadette.tyrell@k12.hi.us

ACADEMY DIRECTOR Regina Yoshimori regina.yoshimori@k12.hi.us

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

James B. Castle High School is located in Kāneʻohe, on the Windward side of the island of Oʻahu. 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 1,129, James B. Castle High School serves a socio-economically diverse community from suburban Kāneʻohe 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 (Kāneʻohe, Pūʻōhala, Kapunahala, Benjamin Parker, Heʻeia, ʻĀhuimanu, Kahaluʻu and Waiāhole). After 67 years, the Knight Pride of Castle is deeply ingrained in longtime Kāneʻohe 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

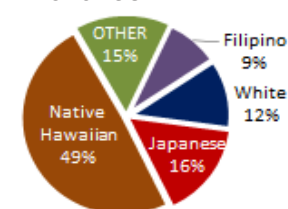
Freshman Academy and in 10th grade choose a college and career academy based on their career interest. There are nine different pathways: Auto Technology, Building & Construction, Business, Culinary, Engineering, Visual Arts, Medical, Natural Resources and Performing Arts. Students participate in various integrated projects and community partnerships to see 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. This year, our Early College program offers 23 courses in partnership with Windward Community College: Art 101/113, Chemistry 161/161L/162/162L, Dance 131, English 100, Hawaiian Language 101/102, Hawaiian Studies 107/135/140/196, Health 125, History 151/152/284, Intro to College 103/105B, Math 103, Pacific Island Studies 108, Sociology 100, Speech 151, and Theatre 131/231/223.

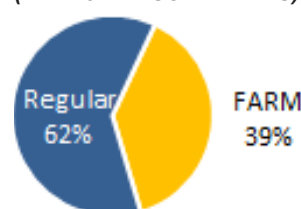
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,129

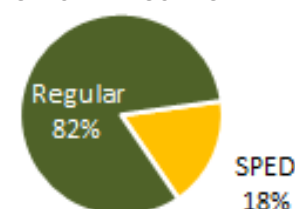
ETHNIC BACKGROUND



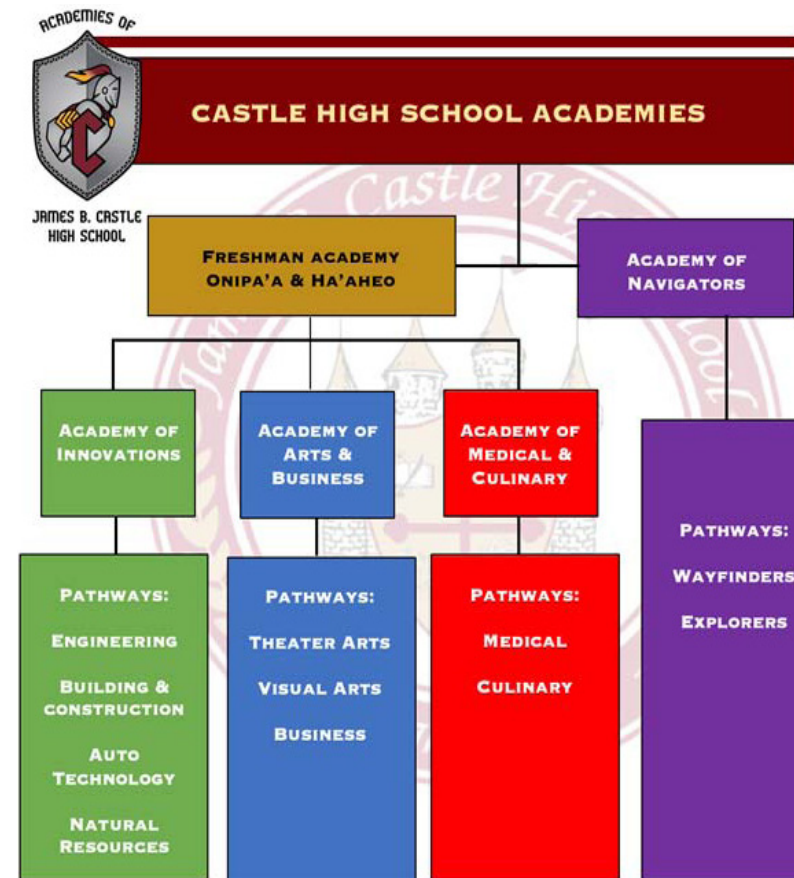
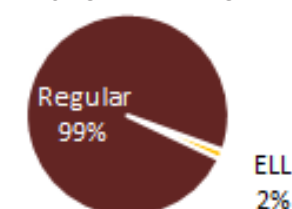
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



SPECIAL INITIATIVES

- **Engineering Technology**
 - Coding - Altino Cars
 - Community Partnerships: Oceanit, Pacific American Foundation, University of Hawai'i - College of Engineering
 - Problem Based Learning
 - Project Lead the Way (PLTW)
- **Building & Construction**
 - HCC Partnership
 - Geometry in Construction integrated math course
- **Auto Technology**
 - ASE Student Certification
 - ASE Education Foundation (in the future)
- **Natural Resources**
 - Cafeteria Waste Management/Compost
 - Worksite Partnerships with Papahana Kuaola, Paepae o Heʻeia, Key Project, Waikalua Loko Iʻa, Luluku Farms, Kākoʻo ʻŌiwi
 - Lā Kūʻokoʻa: Hawaiian Independence Participation
 - Hula Plant Cultivation
 - Crop Sales: Corn, Eggplant, Avocado
 - Papa & Pōhaku Kuʻiʻai: Making Paʻiʻai
 - ʻUhau Humu Pōhaku: Hawaiian Rock Wall Dry Stacking (through community partnerships)

- Loʻi: Growing Kalo & Crop Management, Building Loʻi & ʻAuwai, Irrigation Management
- FFA Competitions & Student Projects
- **Theatre**
 - The Castle Performing Arts Learning Center
 - Curricular Classes in Acting, Dance and Theatre Crafts
 - KidStart: Performing Arts for Grades 5-8
 - EDTA Theatre Honor Society
 - Saturday Non-Credit Performing Arts Classes
 - Castle Dance Ensemble
 - Thespian Troupe #566
 - Full Stage Musicals
 - International & State Festival Performances
 - Technical Theatre Training
- **Visual Arts**
 - Scholastic Art
 - National Art Society
 - Mele Murals
 - WCC, Gallery ʻIolani, Ceramics
 - Windward Artist Guild
 - Hawaiʻi State Museum Art Show
- **Business**
 - DECA
- **Arts & Communication Core Pathway**
New Program of Study

- **Medical**
 - CPR Certification
 - First Aid Certification
 - HIPPA Certification
 - HOSA
 - Kāneʻohe Elementary Wellness Lesson/Activity
 - Mental Health First Aid Certification
 - Project Lead the Way (PLTW) - Principles of Biomedical Science
 - Pohai Nani Internship
 - Problem Based Lessons (JABSOM)
 - WCC Health 125 - Medical Terminology
 - 5R's Community Fair
- **Culinary**
 - Community Partnerships: CHS Cafeteria, First Hawaiian Bank, Foodland - Keoni Chang, Corporate Chef
 - Directed Study Projects (Sweet Toots, Okazuya, Carnival Eats, Food Truck Grinds)
 - Internships
 - Knight's Café
 - ProStart Curriculum and Certifications
 - School Catering Functions
 - ServSafe Certification

SLC STRUCTURES

- **Freshman Academy**
 - 2 Houses
 - Haʻaheo
 - ʻOnipaʻa
- **Academy of Navigators**
 - FSC - Certified Track
 - FSC - Diploma Track
- **Academy of Arts & Business**
 - Arts & Communications
 - Business
 - Theatre
 - Visual Arts
- **Academy of Innovation**
 - Automotive Technology
 - Building & Construction
 - Engineering
 - Natural Resources Production
- **Academy of Medical & Culinary**
 - Culinary
 - Medical



1564 North King Street
Honolulu, HI 96817
☎: 808.305.5000
☎: 808.832.3587

VISION

*Success for all
students exemplifying
The Farrington Way.*

MISSION

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

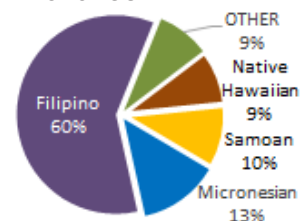
GOALS

- A learning culture of high achievement based on rigor, relevance and relationships
- Rich in best practices for increasing student growth and performance
- A school that continuously monitors progress and improves support systems
- All students are college and career ready

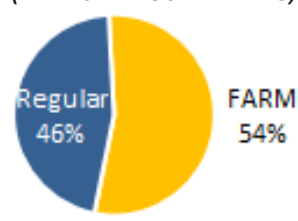
THE FARRINGTON WAY

- As a student of Farrington High School:
- I believe in attaining high scholarship and good sportsmanship.
 - I believe in striving for good citizenship.
 - I believe in respecting my fellow men.
 - I believe in being morally upright and spiritually sound.
 - Thus making me a credit to my school.
 - Learning and living THE FARRINGTON WAY!

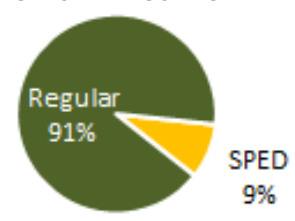
ETHNIC BACKGROUND



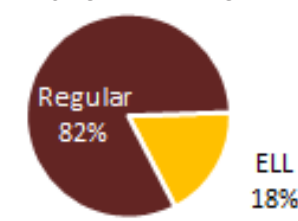
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



FARRINGTON

HIGH SCHOOL

farringtonhighschool.org

GOVERNOR WALLACE RIDER

PRINCIPAL Mr. Alfredo Carganilla

ACADEMY COORDINATOR Daryl Ishihara

ACADEMY LEADS	Health 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)	Lisa Man	808.305.5176

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

Governor Wallace Rider Farrington High School first opened its doors in September 1936 to 738 sophomores and 25 teachers. Today, it is a four year comprehensive public high school with one of the largest student bodies and staff populations of any high school in Hawai'i. Farrington has proudly served the Kalihi community for over 80 years.

Recent facilities improvements have been a source of pride for the school and community. Edward Skipka' Diaz Stadium at Kusunoki Field finally opened up last fall after a few years of excitement and anticipation. We were able to host our first ever Varsity Football home game. In the spring, soccer, and track and field made use of the beautiful stadium. The renovated Joseph Rider Farrington auditorium resulted in our first student written live musical and our first ever production of GREASE. It also was the home of outstanding performances from our band, chorus, and orchestra.

Farrington High School administration, faculty, and staff strive to support all students' learning experiences in several smaller learning communities. Students entering Farrington start in hale, or houses, in the ninth grade to ease their transition to high school. Then, students can choose to join one of five career academies: Business, Creative Arts and Technology, Engineering, Health, Public Service. These personalized learning experiences provide the rigorous and relevant instruction needed to prepare students for careers and college. For School Year 2018–2019, we will be starting our new wall to wall Academies where all our students 9–12 will be in Academies.

Farrington's college going culture is thriving with a growing Advanced Placement (AP) and Early College programs. Students can select from nine (9) AP classes or take entry-level college courses taught by instructors from neighboring Honolulu Community College. In addition, the Advancement Via Individual Determination (AVID) program supports students "in the middle" by sharpening their college-readiness skills. Alternative programs are also available for students who are not ready academically and socially for high school. The system of support includes 10 grade-level counselors, one college-and-career counselor, and one outreach counselor, plus an Alternative Learning Coordinator, two social workers, a public health nurse, and a strong community partnership base. In addition, the school offers a plethora of co-curricular and extra-curricular clubs and sports teams to meet students' diverse abilities and needs.

Farrington has an active School Community Council and a supportive alumni group, the Farrington Alumni and Community Foundation, which is organized as a non-profit foundation. Current information about all school programs and activities is regularly updated on the school website: www.farringtonhighschool.org

STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 2,315

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.



SLC STRUCTURES

• 5 Career Academies

• Farrington Creative Arts & Technology Academy (FCAT)

- 9th Grade
 - Arts & Communication Pathway Core
- 10th–12th Grade Career & Technical (CTE) Courses
 - Graphic Arts
 - Digital Media
 - Broadcast Media

• Business Academy

- 9th Grade
 - Business Pathway Core
- 10th–12th Grade CTE Courses
 - Marketing
 - Entrepreneurship
 - Hospitality Career & Customer Service Skills
 - Introduction to Hospitality & Tourism Services
 - Finance

• Health Academy

- 9th Grade
 - Health Pathway Core
- 10th–12th Grade CTE Courses
 - Clinical Health
 - Cooperation Education Health
 - Health & Nutrition

• Culinary Academy/Teacher Academy

- 9th Grade
 - Public & Human Services Pathway Core
- 10th–12th Grade CTE Courses - Culinary Pathway
 - Culinary I
 - Culinary II
- 10th–12th Grade CTE Courses - Education Pathway
 - Explorations in Education
 - Elementary Education

• Early Childhood Education

- **Engineering Academy**
 - 9th Grade
 - Engineering Technology Pathway Core
 - 10th–12th Grade CTE Courses
 - Building & Construction
 - Metals & Welding
 - Design Technology

SPECIAL INITIATIVES

- Advisory for All Students
- CTE Pathway Based Partnerships & Internships



2705 Kaimuki Avenue
Honolulu, HI 96816
☎: 808.733.4900
☎: 808.733.4929

Principal's Twitter
@dela808

MISSION
Produce successful citizens.

VISION
*Strive for success together.
Meet students where they are and build on their strengths.*

KAIMUKI

HIGH SCHOOL

kaimukihs.org

PRINCIPAL Mr. Jamie Dela Cruz

ACADEMY COORDINATOR Lisa Shimokawa lisa.shimokawa@k12.hi.us

ACADEMY VICE PRINCIPALS

Freshman Academy	M. Sugano
Hospitality Academy	K. Agcaoili
Entertainment Academy	J. Taguchi

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

Kaimuki High School is located in an older neighborhood. We service approximately 630 students with 60% of them receiving free or reduced meals. We are currently in our 7th year of having wall to wall academies. Kaimuki High School has five academies, Freshmen, Entertainment: Digital Media, Polynesian Music and Theatre Craft pathways, Hospitality: Culinary and Hotel pathway, STEAM: Engineering and Health pathway and the Bulldogs.

Kaimuki is a member of NCAC (National Career Academies Coalition) and we also follow the 10 National Standards of Practice. Our Hospitality Academy was reviewed and received "Model Academy" status in school year 2018–19.

The Academies of Kaimuki High School features student centered learning that is supported by student voice, teacher collaboration and business and community partnerships. This structure allows for students to be taught by the same teachers for three years.

Curriculum is integrated among the core classes with the pathway classes while incorporating current technology and 21st Century Skills, and includes authentic project-based learning.

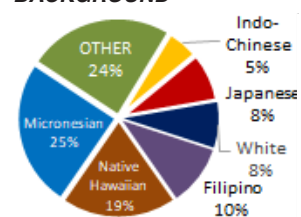
Teachers and students alike develop relationships and rapport with each other. As the relationships strengthen, our partnerships with industry and the community flourish. These partnerships allow for relevant and authentic learning experiences through student internships and teacher externships.

Kaimuki offers options for post-secondary credit in the form of Early College which we call K2C (Kaimuki 2 College) with partnership with Kapi'olani Community College and Dual Credit for Hotel students with Kapi'olani Community College Hospitality.

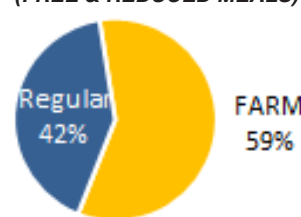
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 702

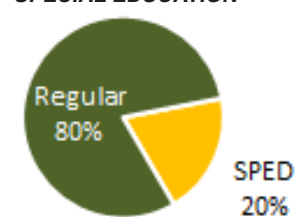
ETHNIC BACKGROUND



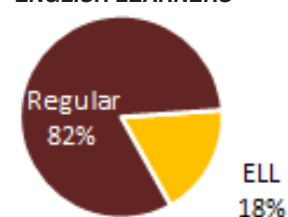
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



Academies of Kaimuki			
Freshmen Academy 9th grade			
Entertainment Academy 10th–12th grade Pathways: Digital Media Theatre Craft Polynesian Music	Hospitality NCAC MODEL Academy 10th-12th grade Pathways: Culinary and Hotel	STEAM Academy 10th-12th grade Pathways: Engineering and Health	Bulldog Academy 9th-12th grade CBI SPED

SLC STRUCTURES

- **Freshman Academy**
 - 9th Grade
- **Entertainment Academy**
 - 10th–12th Grade
 - Pathways
 - Digital Media
 - Theatre Craft
 - Polynesian Music
- **Hospitality Academy**
 - 10th–12th Grade
 - Pathways
 - Culinary
 - Hotel
- **STEAM (Science, Technology, Engineering, Arts, Math) Academy**
 - 10th–12th Grade
 - Pathways
 - Engineering
 - Health
- **Bulldog Academy**
 - 9th–12th Grade
 - CBI
 - SPED

SLC BASED HONORS & RECOGNITIONS

- NCAC Model Academy 2019 - Hospitality Academy

SPECIAL INITIATIVES

- On Campus partnership with 'Ōlelo Community Television 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
 - ServSafe Food Handler
 - OSHA 10
 - CPR & First Aid



4695 Mailihuna Road
Kapa'a, HI 96746
☎: 808.821.4400
📠: 808.821.4420

KAPA'A

HIGH SCHOOL

kapaahighschool.net

PRINCIPAL Mr. Tommy J. Cox tommy.cox@k12.hi.us

ACADEMY COORDINATOR Dr. Kahele Keawe kahele.keawe@k12.hi.us

ACADEMY LEADS

Freshmen Hui	Calvin Paleka	calvin.paleka@k12.hi.us
Academy of Agricultural Sciences	Kylie Hashizaki	kylie.hashizaki@k12.hi.us
Academy of Arts & Communication	Chris Sanderl	chris.sanderl@k12.hi.us
Academy of Health Professions	Kara Kitamura	kara.kitamura@k12.hi.us
Academy of Industrial Engineering Technology	Ian Nitta	ian.nitta@k12.hi.us
Academy of Public & Professional Services	Judy Kuloloia	judy.kuloloia@k12.hi.us

ACCREDITATION Western Association of Schools and Colleges - 6 Years - Expires 2021

Kapa'a High School is located in the rural town of Kapa'a on the windward side of the island of Kaua'i. Established in 1938, it has a current student enrollment of 1,050 and serves a socio-economically diverse community from Wailua to Hā'ena.

The Kapa'a 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.

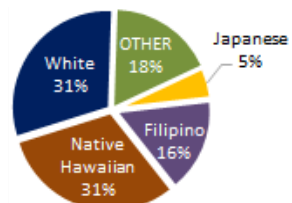
Students entering Kapa'a start in the Freshmen Academy Hui where they receive focused support in their transition to high school. A comprehensive freshman transition course provides opportunities for service learning, career exploration, and character development. Kapa'a High School is organized in five career academies (Health, Agricultural Sciences, 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.

Kapa'a High School is affiliated with the Academies of Kaua'i and has strong community partnerships which support and enhance its academy goals, programs, and services. They include Gather Federal Credit Union, Hawai'i Pacific Health, National Tropical Botanical Gardens, and others. An island wide employer advisory council organized by intermediary Kaua'i Economic Development Board will further lead to the development and growth of our academies based on national career academy standards of practice. Industry certifications, postsecondary certificates of study, and early college opportunities with Kaua'i Community College and the University of Hawai'i at Mānoa expand opportunities for all students to be college and career ready.

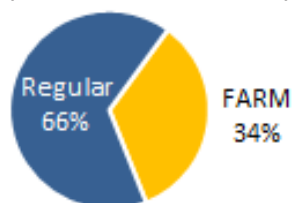
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,083

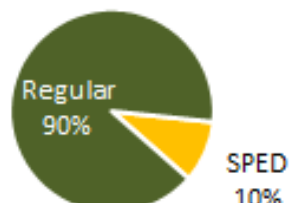
ETHNIC BACKGROUND



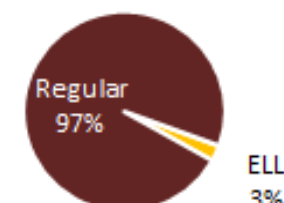
DISADVANTAGED (FREE & REDUCED MEALS)



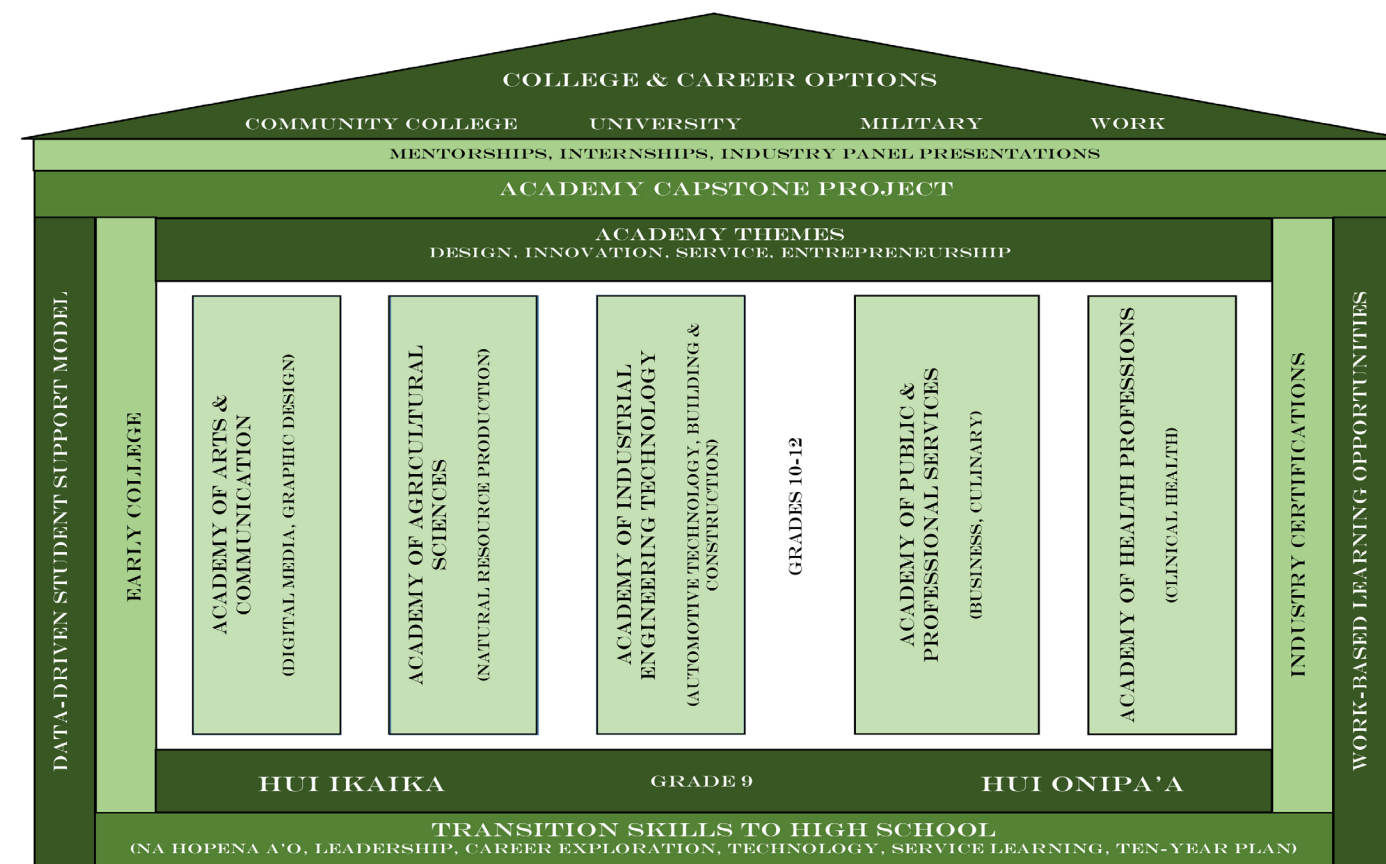
SPECIAL EDUCATION



ENGLISH LEARNERS



KAPA'A HIGH SCHOOL ACADEMIES



SLC STRUCTURES

- Freshman Hui
- Academy of Agricultural Sciences
- Academy of Arts & Communication
- Academy of Health Professions
- Academy of Industrial engineering

Technology

- Academy of Public & Professional Services
- 8 Career Pathways
 - Natural Resource Production
 - Digital Media
 - Graphic Design
 - Clinical Health
 - Building & Construction
 - Automotive Technology
 - Business
 - Culinary

SPECIAL INITIATIVES

- Early College
- Industry Certifications
- HOSA/Skills USA
- Work-Based Learning
- Warrior Credit Union
- Fitness Center
- Internships
- Senior Capstone Projects



91-5007 Kapolei Parkway
Kapolei, HI 96707
☎: 808.692.8200
📠: 808.692.8255

KAPOLEI

HIGH SCHOOL

www.kapoleihigh.org

PRINCIPAL Mr. Wesley Shinkawa

INSTRUCTIONAL COACH Jaqueline P. Gamayo

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

VISION

Kapolei High School is continually working toward its vision to provide students with an exciting and dynamic student-centered learning environment at the heart of the community.

MISSION

The mission of Kapolei High School is to create a learning environment to help students meet and exceed the Common Core State Standards (CCSS) and the Hawai'i Content and Performance Standards (HCPS). In addition, students will demonstrate the General Learner Outcomes (GLOs) as they become 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.

Kapolei High School serves Kapolei, Makakilo, Honokai Hale, and Barbers Point (Kalaheo). The school's student population has consistently hovered around 2,000 students. Established in 2000, Kapolei High School celebrates its 18th anniversary this year. Since day one, the philosophy is for the school to be at the heart of the growing Kapolei community. Kapolei High School is a fully accredited school through the Western Association of Schools and Colleges.

Personalized learning takes place in small communities of teachers and students to create opportunities to explore individual interests. 9th and 10th grade students are in academic teams for their core academic subjects: English, Social Studies and Science courses. In the 11th and 12th grade, students are scheduled by academies based on career choices and interests. There is one 9th through 12th grade academy, the Ho'ōla Leadership Academy.

Kapolei High School emphasizes project-based learning (PBL) and interdisciplinary instruction as the foundation of an academically rigorous curriculum. PBL integrates academic content with complex real world issues that are relevant to students and the community. At every grade level, Kapolei students are challenged to explore topics and solutions to problems through projects that emphasize rigor and relevance.

Kapolei High School prepares students for multiple post-secondary options. This includes continuing their education at universities, community colleges, trade schools and going directly into the workforce. Students can also take advantage of early college courses while still attending Kapolei High School through partnerships with local colleges.

Teams, academies and programs are encouraged to implement curriculum that builds community through civic and industry partnerships that support learning, parent engagement, and service learning. Volunteers from local businesses and organizations serve as mentors and advisors for students and teachers. They participate in assessing students' performance on projects and applying real-world standards to evaluate students' content mastery, workplace skills, and activities.

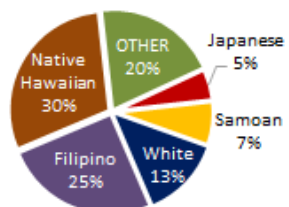
Kapolei High School provides a wide-range of extra-curricular activities including culture and nationally-affiliated clubs, drama/music programs and athletic teams. The athletic department is a member of the O'ahu Interscholastic Association. Kapolei High School also has an active Marine JROTC program.

Kapolei High School creates an exciting and dynamic student centered learning environment that helps students become technologically literate and keeps pace with the changing demands of the 21st century.

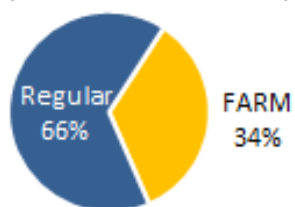
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,996

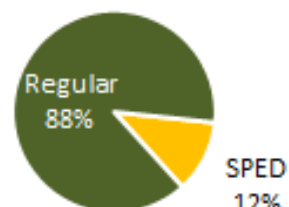
ETHNIC BACKGROUND



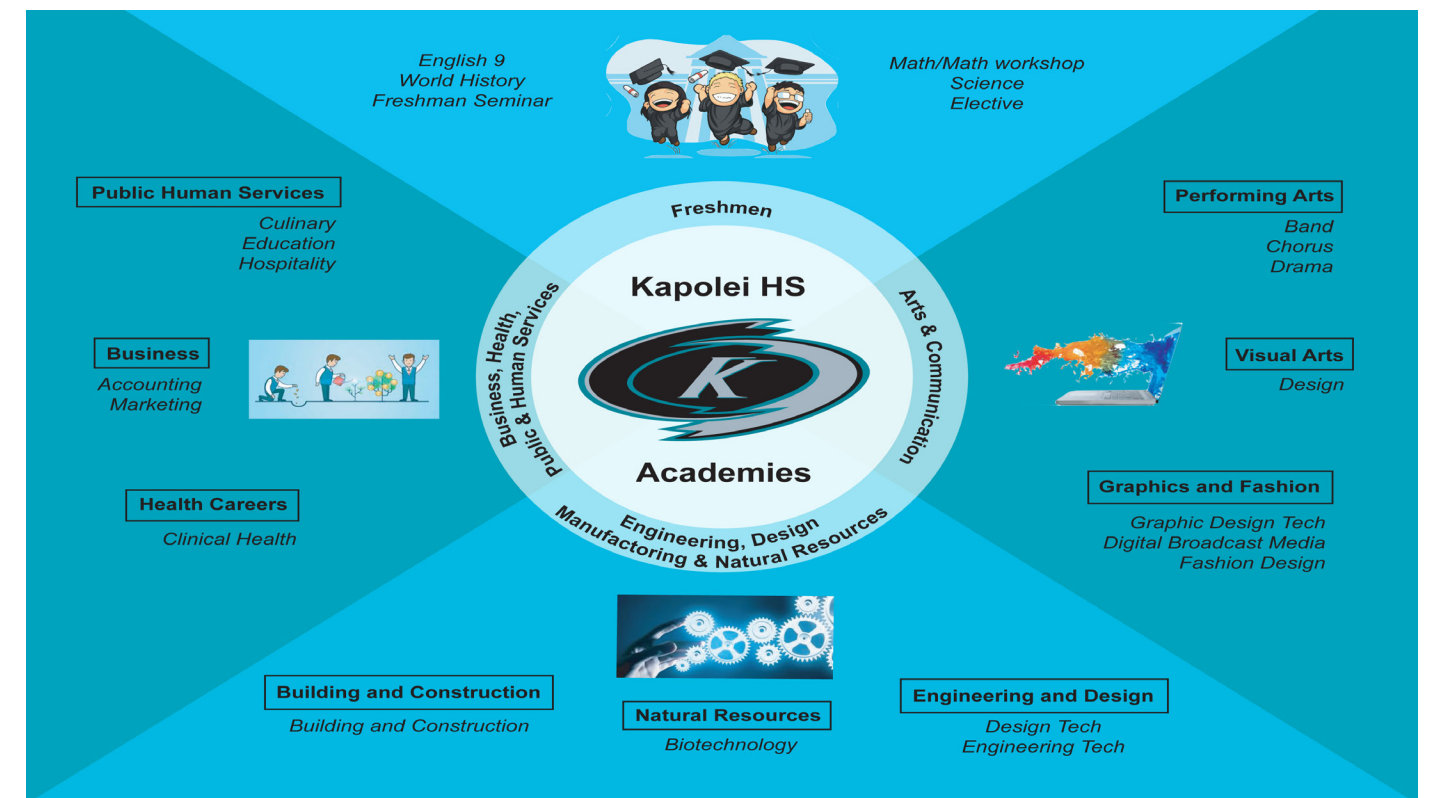
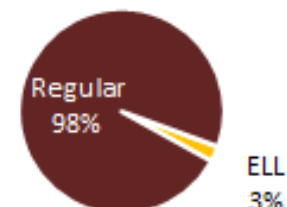
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



SLC STRUCTURES

- Freshman Academy**
- Business, Health, Public & Human Services Academy**
 - Public Human Services
 - Business
 - Health Careers
- Arts & Communication Academy**
 - Performing Arts
 - Visual Arts
 - Graphics & Fashion
- Engineering, Design, Manufacturing & Natural Resources**
 - Building & Construction
 - Natural Resources
 - Engineering & Design

SPECIAL INITIATIVES

- All students are required to complete academy projects
- School re-design efforts have yielded a new bell schedule and academy structure to be implemented school year 2018–2019
- Heterogeneous grouping for all students across all teams and academies
- We are running three strands/pathways of Project Lead the Way (PLTW) - Engineering, Bio-Medical Science, and Computer Science
- Our Early College (EC) course offerings and enrollment have increased since our first year of participation in Spring of 2017



3577 Lala Road
Līhu'e, HI 96766
☎: 808.274.3160
📠: 808.274.3170

VISION

Creating and sustaining a culture of learning that Educates, Engages, and Empowers all to be successful.

MISSION

We, at Kaua'i High School, are a community of learners pursuing personal growth, knowledge and compassion, to realize and maximize our potential.

KAUA'I

HIGH SCHOOL

kauaihigh.org

PRINCIPAL Mrs. Marlene Leary

ACADEMY DIRECTOR Dawn Taba

ACCREDITATION Western Association of Schools and Colleges - 6 Years - Expires 2022

Kaua'i High School (KHS) is located in the main town of Līhu'e and serves an ethnically diverse student population of 1,120 students. Established in 1914, KHS is the oldest of the three high schools on Kaua'i and was last renovated in 2003.

The primary focus of the school is to prepare students to successfully pursue post-secondary education and/or careers. 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; achieve GLO's
- Accelerate the literacy abilities of all students cross curricular
- Assure an atmosphere of caring and encouragement for all

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 successes.

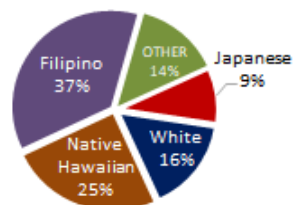
KHS offers students the opportunity to participate in six different career pathways: Arts & Communication, Business, Health, Industrial/Engineering/Technology, Natural Resources, and Public & Human Services. Students may enroll in specialized academies such as the Academy of Hospitality and Tourism and 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. Further assistance is provided through our ELL (English Language Learner) classes, Migrant Education student 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.

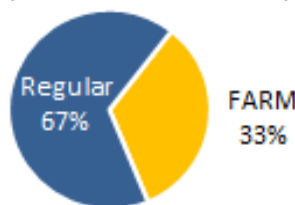
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,154

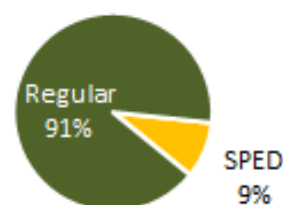
ETHNIC BACKGROUND



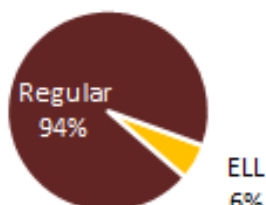
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS

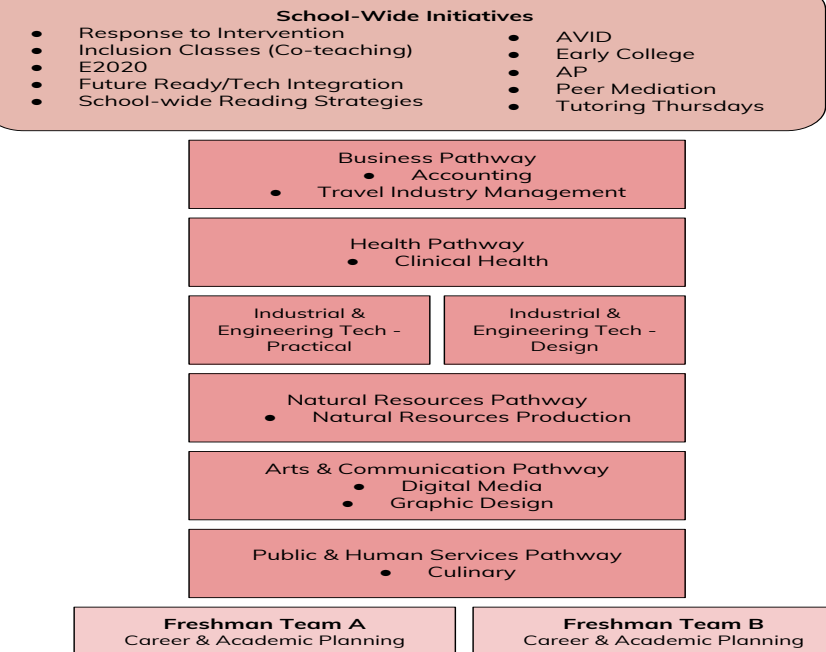


Transition Out of KHS
Focuses on providing students with college and career experiences while still in high school so that upon graduating each student has identified next steps.

Progression Through KHS
Focuses on providing diverse opportunities for students to explore, plan and prepare so that they graduate from high school ready to succeed.

Transition Into KHS
Focuses on strengthening 9th grade teams in order to support students in their transition through adolescence and into high school.

Kauai High School SLC Structure



HIDOE's Three High Impact Strategies at Kauai HS

SCHOOL DESIGN

- Restructured AcPlan to align with the spirit of the new HIDOE Strategic Plan, focusing on students' transition into, progression through, and transition out of HS.
- Revamped 9th Grade Transitions to HS class to include more intentional career and academic planning.
- Restructured 9th Grade advisory to focus on supporting students in their transition to HS.
- Development of Transitions to College and Career course to support students in their next steps after high school.
- Data analysis process embedded within 9th Teams, Depts., Leadership Team, and ART.
- Support seven Career Pathways w/college connections via Early College & Community partnerships.
- Creating structure of Early College courses to result in KHS students earning Certificates of Competency from KCC.
- Redesigning and rethinking Academies structure to support Career Pathways.



STUDENT VOICE

- Student panels held to gather input on AcPlan & 9th Grade Orientation.
- Student-led group played a major role in development and initial roll-out of The Aloha Way.
- Student-for-a-Day once per semester.
- Senior Mentor Program instituted to work w/9th Grade Advisory classes.
- Leadership Advocacy and Showcase Committees, Lunchtime Courtyard Events.
- Student Government Framework to include student voice from a variety of student groups ie. Student Senate (made up of a rep from each homeroom), Inter-club Committee, Kauai District Student Council, etc.
- Student representation on the SCC, PTSA, and BOE.

TEACHER COLLABORATION

- "Launch groups" created to focus on major AcPlan initiatives.
 - Transitions
 - 9th Grade Teams
 - Parent Engagement
- Restructured ART to include representation from each department as well as accountable leads for AcPlan initiatives.
- Created flexibility within the meeting schedule to provide collaborative planning time for teacher-driven topics.
- Provided department workdays for development of pacing guides.
- Leadership team conducted book study and piloted school-wide Reading/Writing strategy.
- Development of New Teacher cohort and Kauai High 101 Orientation Day.
- Increase of in-house teacher-to-teacher PD.
- Creation of STEMworks Cohort of teachers to become trained in the STEMworks/engineering design process.

SLC STRUCTURES

- Freshman Teams
- Business Pathway
- Health Pathway
- Industrial and Engineering Technology Pathway
- Natural Resources Pathway
- Arts & Communication Pathway
- Public & Human Services Pathway

SPECIAL INITIATIVES

See Graphic



660 South Lono Avenue
Kahului, HI 96732
☎: 808.873.3000
📠: 808.873.3010

VISION
*College and
Career Ready.*

MISSION
*Maui High is a diverse
community where all
learners are supported
and challenged to achieve
personal success.*

MAUI HIGH SCHOOL

mauihigh.org

PRINCIPAL Mr. Jamie Yap
ACADEMY DIRECTOR T'ia Quaquin

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

Maui High is a comprehensive high school, offering extensive programs for students in grades 9–12. Our school is driven by Career Pathways where students select and complete a course of study within the school curriculum. Career and Technical Education (CTE) offerings include Arts and Communication, Health Services, Industrial Engineering Technology, Business, Public and Human Services, and Natural Resources. In addition, we are an AVID (Advancement Via Individual Determinism) Certified School. Over 25% of our teachers are AVID trained. Lastly, we offer open enrollment for our numerous Advanced Placement courses and are growing our Dual Enrollment course selection, which affords students the chance to earn both high school and college credit, simultaneously. Recently, our 9th grade teachers have formed a Transition Team with the primary objective of making the transition from middle-school to high-school smoother for our freshmen. We hope that the hard work this team puts into supporting our new students will increase their passing grades and attendance.

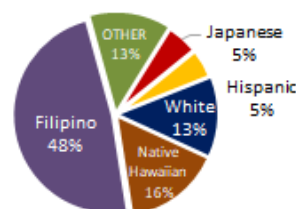
The Maui High School STEAM learning center also supports afterschool programs and projects in our ACOM and IET pathways to encompass Science, Technology, Engineering, Arts, and Math. The learning center has also built relationships with community members and other community organizations like the Maui Economic and Development Board (MEDB).

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.

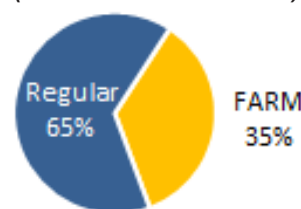
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 2,017

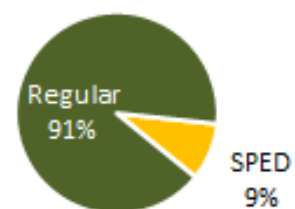
ETHNIC BACKGROUND



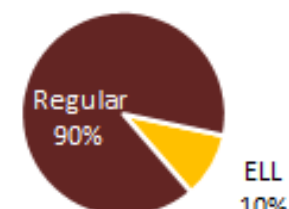
DISADVANTAGED (FREE & REDUCED MEALS)



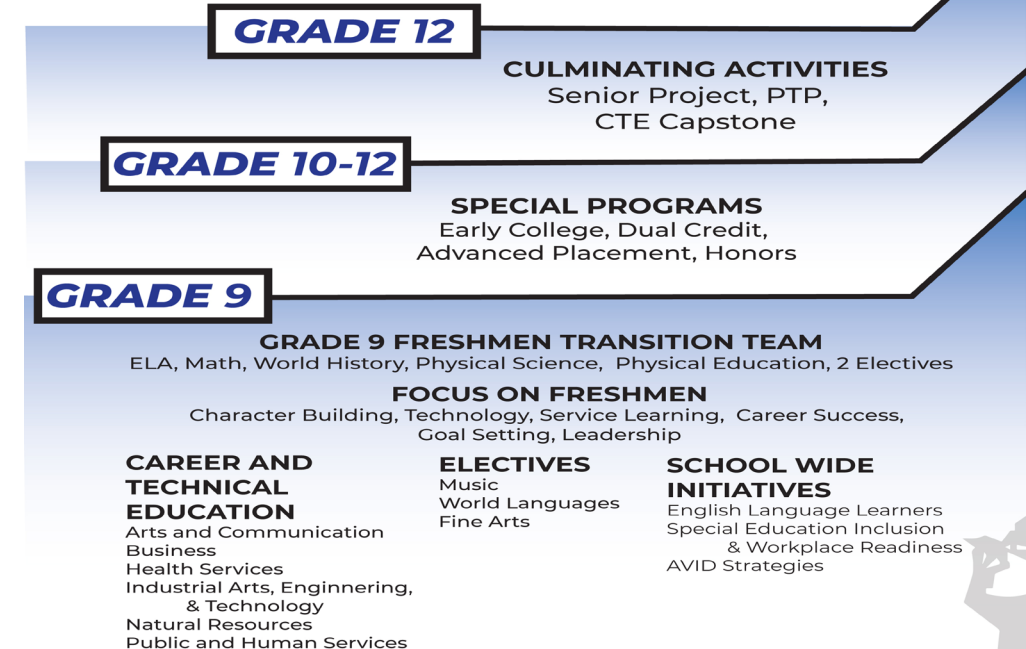
SPECIAL EDUCATION



ENGLISH LEARNERS



MAUI HIGH SCHOOL



SLC STRUCTURES

- **Arts & Communication Pathway**
 - Graphics
 - Fashion
 - Digital Media
- **Health Services Pathway**
- **Public Human Services**

Pathway

- Culinary
- Teacher Education
- Hotel & Tourism
- **Industrial, Engineering & Technology Pathway**
 - Building & Construction

SPECIAL INITIATIVES

- AVID in grades 9–12
- Accelerated Learning Opportunities: AP, Running Start, Early College
- Senior Projects required for all Seniors participating in Commencement
- 8th Grade Transition Orientation
- Heterogeneous grouping for all students
- Maui High STEAM Learning Center
- History Day

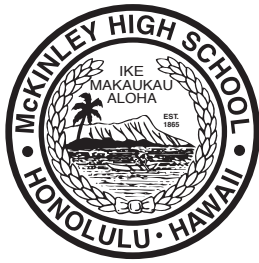
Pathway

- Robotics
- PBS Hawai'i - Hiki No
- PBS (national) - Student Reporting Labs
- Tobacco Free Hawai'i - Working w/ them to produce PSA's, posters
- Pele Awards
- Student Television Network
- School-based enterprises
- Saber Store


- Automotive
- A+ Certification
- **Natural Resources Pathway**
- **Business Pathway**

- Partnership with Maui Economic Development Board
- Hawai'i STEM Conference
- Skills USA
- Panasonic Kid Witness News





1039 South King Street
Honolulu, HI 96814
t: 808.594.0400
f: 808.594.0407

 President William McKinley High School
 @mckinleytigers
 @mckinleytigers

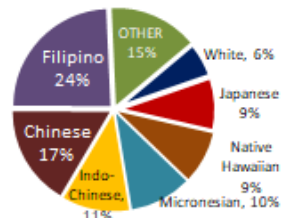
VISION

At McKinley High School, We:

- **Inspire** a passion for learning and a perseverance for excellence.
- **Prepare** to meet the challenges of the world.
- **Promote** compassion, integrity, and responsibility.

MISSION
President William McKinley High School is committed to enriching students' experiences through authentic educational opportunities and maintaining a community of mutual respect. We empower students to embrace learning and become engaged citizens.

ETHNIC BACKGROUND



McKINLEY

PRESIDENT WILLIAM
HIGH SCHOOL
www.mckinley.k12.hi.us

PRINCIPAL Mr. Ron Okamura
CURRICULUM COORDINATOR Matthew Johnson
SLC COORDINATOR Kyle Hiranaga
ACADEMY LEADS

Academy of Health Sciences	Tiffany Miyashiro
McKinley Business Academy	Stacie Sakihara
Tiger Media Learning Center	Mara Kaizawa-Hiramoto
Industrial Engineering & Technology Academy	Jon Furukawa

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

President William McKinley High School was first established in 1865 by the Reverend Maurice B. Beckwith and is one of the oldest schools in the state of Hawai'i. The school has gone through many changes through the years, however "Pride" and "Tradition" still remains an integral part of the school's culture and student life.

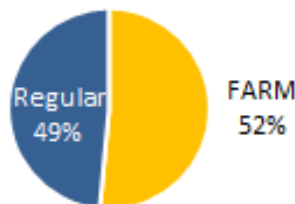
Since 2012 all McKinley High School 9th graders have been enrolled in the freshman academy. The purpose of the freshman academy is to help transition students from middle to high school, and set them up for a successful experience at McKinley High School. Freshman academy teachers meet weekly to identify and support struggling students as well as to plan team-building and interdisciplinary activities to enrich the 9th grade experience for all freshman.

Following their 9th grade year, all students select one of McKinley's career academies. McKinley High School offers a wide range of career pathways designed so that every McKinley High School student will get the opportunity to explore a pathway of their interest. The purpose of this structure is not only to support students, but to allow students to learn through the context of a career area and give relevance to the topics they learn about in the classroom. Students have the opportunity to participate in workplace learning activities, internships, mentorships, and cooperative learning programs in their academies, and through the academies, all students graduate from McKinley with experiences that will help guide them towards a successful future.

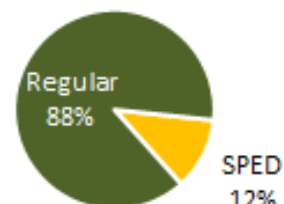
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,592

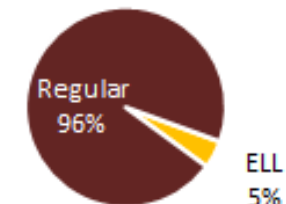
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



President William McKinley High School Academy Structures

Career Academies



Freshman Academy

A-Team

All-Star Tigers

Legendary Tigers

SLC STRUCTURES

- **Freshman Academy**
 - Three 9th Grade Teams
 - Common teachers for Language Arts, Math, Science, Social Studies, and Study Skills/PE
- **Career Academies**
 - Four Career Academies

SPECIAL INITIATIVES

- Advanced Coursework:
AP, Early College, Honors, Running Start
- Center for Tomorrow's Leaders (CTL)
- Freshman Summer Bridge
- Hawai'i Medical College

- **Academy of Health Sciences**
 - Animal Science
 - Clinical Health
- **McKinley Business Academy**
 - Culinary
 - Finance
 - Hospitality & Tourism
- **Tiger Media Academy**
 - Digital Media
 - Graphic Technology
- **Industrial, Engineering & Technology Academy**
 - Automotive
 - Building & Construction
 - Electronics & Engineering
 - STEM

- Common teachers for CTE, Language Arts, Science, and Social Studies



89-980 Nānākuli Avenue
Waiʻanae, HI 96792
☎: 808.668.5823
📠: 808.668.5828

NĀNĀKULI

HIGH AND INTERMEDIATE SCHOOL

nhis.nwcomplex.org

PRINCIPAL Mr. Darin Pilialoha darin.pilialoha@k12.hi.us
ACADEMY DIRECTOR Monica Yasuda monica.yasuda@k12.hi.us
ACADEMY LEADS David Kaniaupio david.kaniaupio@k12.hi.us
Leinaʻala Salausa leinaala.salausaa@k12.hi.us

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

Our roots started from humble beginnings on the makai portion of the Nānākuli Ahupuaʻa. Due to an overcrowding issue, Nānāikapono Elementary School was split into two schools in 1967. The kindergarten–6th grade occupied the south end of the campus, while the 7th–9th grade occupied north end of the campus. This marked the beginnings of Nānākuli High and Intermediate School (NHIS). NHIS left the Nānāikapono campus by 1972 and moved to its present location on the hillside at 89-980 Nānākuli Avenue.

NHIS is the only school in the Leeward District with both an Intermediate and High School under one administration. Our campus sits on 60 acres of Hawaiian Home Lands in the heart of Nānākuli Valley. The school population is diverse; however it is predominantly made up of Hawaiian or Part-Hawaiian students. Based on the school motto, Kūlia I Ka Nuʻu (“we seek the highest”), NHIS seeks to graduate self-directed learners, complex thinkers, effective communicators, and respectful and culturally sensitive contributing members of society.

First graduating class: Class of 1972

School colors: Black & Gold

School motto: Kūlia I Ka Nuʻu (“we seek the highest”)

School mascot: Golden Hawk

Tree of Knowledge: The campus boasts the copper and bronze sculpture “Tree of Knowledge” by artist Satoru Abe. The artwork was dedicated in 1971, a year before the school moved to its current location and is still featured each year during graduation where it is tradition for each graduate to honor their time at Nānākuli High & Intermediate School by placing a lei on the “Tree of Knowledge”.

Nānākuli High and Intermediate focuses on fostering positive and caring relationships, providing a stimulating curriculum and making learning relevant for all students.

The school seeks to prepare students for college and careers through an exciting and enriching learning environment grounded on project-based learning. Students have access to a variety of programs, including:

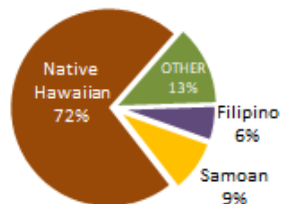
- Arts and Communication Learning Center composed of performing arts, visual arts, multimedia and musical arts
- Robotics
- Health Occupations and Professions Exploration program
- JROTC
- Career and Technology Education program, such as Food Service, Agriculture, Building and Construction, and Electronics.

The school has also implemented the Advancement Via Individual Determination program, which promotes a [college culture](#). Nānākuli is home to the [Nānākuli Performing Arts Center](#), an innovative afterschool program for students grades 4–12 that promotes academics, college and confidence via the arts.

STUDENT DEMOGRAPHICS

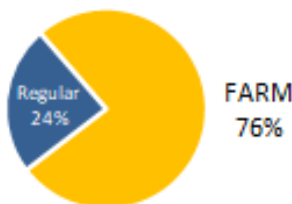
FALL ENROLLMENT: 1,029

ETHNIC BACKGROUND



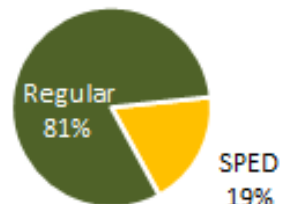
NĀNĀKULI

DISADVANTAGED (FREE & REDUCED MEALS)

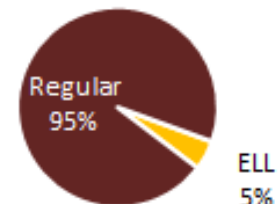


24

SPECIAL EDUCATION



ENGLISH LEARNERS



25



NĀNĀKULI



2100 Ho'okiekie Street
Pearl City, HI 96782
☎: 808.307.5500
📠: 808.453.6521

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

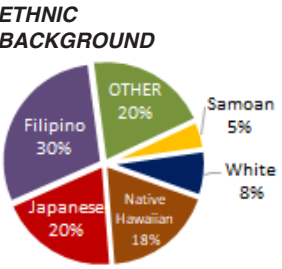
MISSION
At Pearl City High School, we provide rigorous and authentic learning experiences, differentiated instruction, and collaboratively use data to increase student achievement through academies that honor an individual's college and career interests, choices, and goals.

VISION of the LITERATE THINKER
PCHS Literate Thinkers clearly articulate, in a variety of ways, their thoughts and reasoning for specific purposes.

VISION of the EXCELLENT WRITER
The Excellent Writer who graduates from PCHS will be able to adjust his or her writing for different audiences and purposes and to apply all writing conventions appropriately so ideas and messages are clearly understood.

- 5 Ps OF PEARL CITY
- Polite
 - Positive
 - Prepared
 - Productive
 - Prompt

BRAND PROMISE
(STUDENT WRITTEN)
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.



PEARL CITY

HIGH SCHOOL

www.pchs.k12.hi.us

PRINCIPAL Mr. Joseph Halfmann joseph.halfmann@k12.hi.us
EXECUTIVE ACADEMY DIRECTOR Eunice Espinosa eunice.espinosa@k12.hi.us

ACADEMY PRINCIPALS

Academy	Principal	Contact
Academy of Technology & Design	Herman Leong	herman.leong@k12.hi.us
Academy of International Business & Design	Liane Sataraka	liane.sataraka@k12.hi.us
Academy of Culinary Arts, Health Sciences & Leadership	Anna Costin	anna.costin@k12.hi.us

ACCREDITATION Western Association of Schools and Colleges - 6 Years - Expires 2019 - Renewal Pending

Pearl City High School opened its doors in 1971. The current student body is made up of diverse ethnicities with a population near 1,700. Pearl City's motto is "Excellence with Honor" which is demonstrated through academics, athletics and extra-curricular activities.

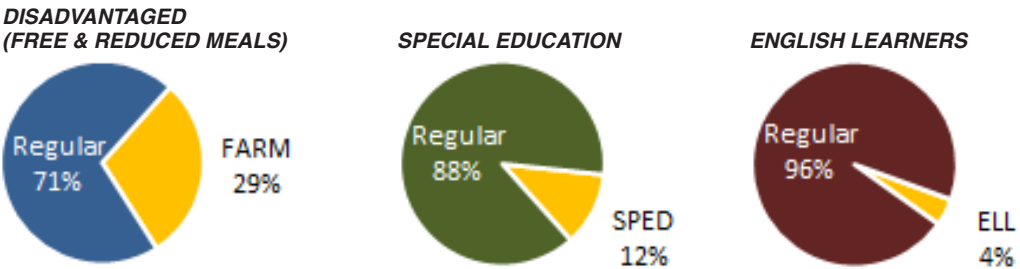
In 2009, the introduction of Freshmen Teams has had a positive impact in supporting students in their transition from middle school to high school. The evidence of the effectiveness of the teams has been a decrease in 9th Grade Retention. In the school year 2017–2018, Pearl City High School transitioned into "Wall to Wall" academies to further bring support to students. This was achieved by creating smaller learning communities that will make learning relevant to the student's interest.

Through the Academies at Pearl City High School students have been able to receive certifications in OSHA, ServSafe, First Aid, CPR Medical Assistant, Nursing Assistant, Surgical Instrument Processing Technician, and Pahrmary Technician. These opportunities are made possible through partnerships with Hawai'i Pacific Health, American Meidcal Response, Chef Zone, Leeward Community College OCEWD, and many more local businesses.

To help our students become both career and college ready, Pearl City High School offers many activities that the students can participate in. If students would like to engage in stretch learning, they have academic choices such as Advance Placement, Early College, Running Start and AVID, or they may participate in extra-curricular activities like DECA, Debate Team, History Day, HOSA, Robotics, Science Fair, Science Olympiad and Skills USA. Students may also choose to join Student Government or clubs like the Anime Club, Cinema Club, Korean Club, Spanish Club, etc. We also have a reputable sports program with a variety of sports for students to join.

STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,602



COLLEGE & CAREER ACADEMIES OF PEARL CITY HIGH SCHOOL			
FRESHMEN SEMINAR			
HEALTH CORE		CULINARY 1	EXPLORATIONS IN EDUCATION 1
CLINICAL HEALTH	SPORTS MEDICINE	CULINARY 2	EDUCATION (PRIMARY OR SECONDARY)
CAPSTONE			

FRESHMEN SEMINAR					
BUSINESS CORE		FASHION DESIGN 1	GRAPHICS TECHNOLOGY 1	DIGITAL MEDIA 1	
ENTREPRE-NEURSHIP	INT'L BUSINESS	FASHION DESIGN 2	GRAPHICS TECHNOLOGY 2	DIGITAL MEDIA 2	BROAD-CASTING
CAPSTONE					

FRESHMEN SEMINAR				
ENGINEERING TECH 1		COMPUTER ELECTRONICS	BUILDING & CONSTRUCTION TECH 1	NATURAL RESOURCES CORE
ELECTRONICS TECH 1	ENGINEERING TECH 2	COMPUTER SCIENCE A/B	BUILDING & CONSTRUCTION TECH 1	ENVIRON-MENTAL RESOURCES MANAGEMENT
CAPSTONE				

SLC STRUCTURES

- Wall-to-wall academies with all students Grades 9–12 enrolled in the Academy of their choice
- Freshman Academy
 - 9th Grade Teams
 - 3 Teams with all students taking a Freshmen Academy Seminar
- College & Career Academies
 - 10th Grade–12th Grade
 - All students are in one of three Academies

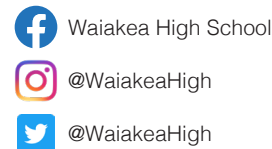
SPECIAL INITIATIVES

- Quarterly articulation days for teams/academies
- Professional Learning Communities (Common Assessments and Instructional Strategy, Meeting time imbedded within school day)
- AVID Elective Classes and Instructional Strategies School Wide
- Early College
- AP Programs in all 4 core areas

- **Academy of Culinary Arts, Health Sciences, and Leadership**
 - Clinical Health
 - Culinary
 - Hotel Operations/Hospitality & Tourism
- **Academy of International Business & Design**
 - International Business & Marketing
 - Fashion Design
 - Digital Media
 - Graphics
- **Academy of Technology & Design**
 - Engineering
 - Building & Construction
 - Design Tech
 - A+ Certification
 - Natural Resources



155 West Kawili Street
Hilo, HI 96720
t: 808.974.4888
f: 808.974.4880



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 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).

WAIĀKEA

HIGH SCHOOL

waiakeahigh.k12.hi.us

PRINCIPAL Mr. Kelcy K. Koga kelcy.koga@k12.hi.us
SLC COORDINATOR Yannabah Weiss yannabah.weiss@k12.hi.us
ACADEMY LEADS
Freshman Academy Rory Inouye rory.inouye@k12.hi.us
Health Services Academy Ron Nagata ron.nagata@k12.hi.us
Public Services Academy Tiana Rapozo tiana.rapozo@k12.hi.us
Sustaining Traditions, Arts & Recreation Academy Robin Fujioka robin.fujioka@k12.hi.us
Business, Engineering, Sciences & Technology Academy Heather Tagawa heather.tagawa@k12.hi.us

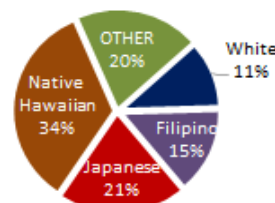
ACCREDITATION Western Association of Schools and Colleges - 6 Years - Expires 2024

Waiākea High School's vision and mission reflects the school's design as a smaller learning communities (SLC) high school. The school is built on 43 acres of land adjacent to Waiākea Elementary and Waiākea Intermediate schools and serves approximately 1,270 students who come from varied ethnic, cultural and socio-economic backgrounds. 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. The Freshman Academy and four career academies are designed to introduce students to real life experiences in the world of work through school-community research projects and internships. The culminating activity in all career academies is the requirement of a senior project or showcase presented to members of the community.

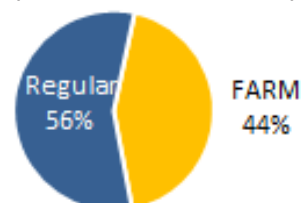
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,241

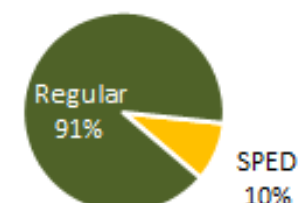
ETHNIC BACKGROUND



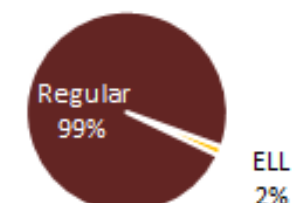
DISADVANTAGED (FREE & REDUCED MEALS)



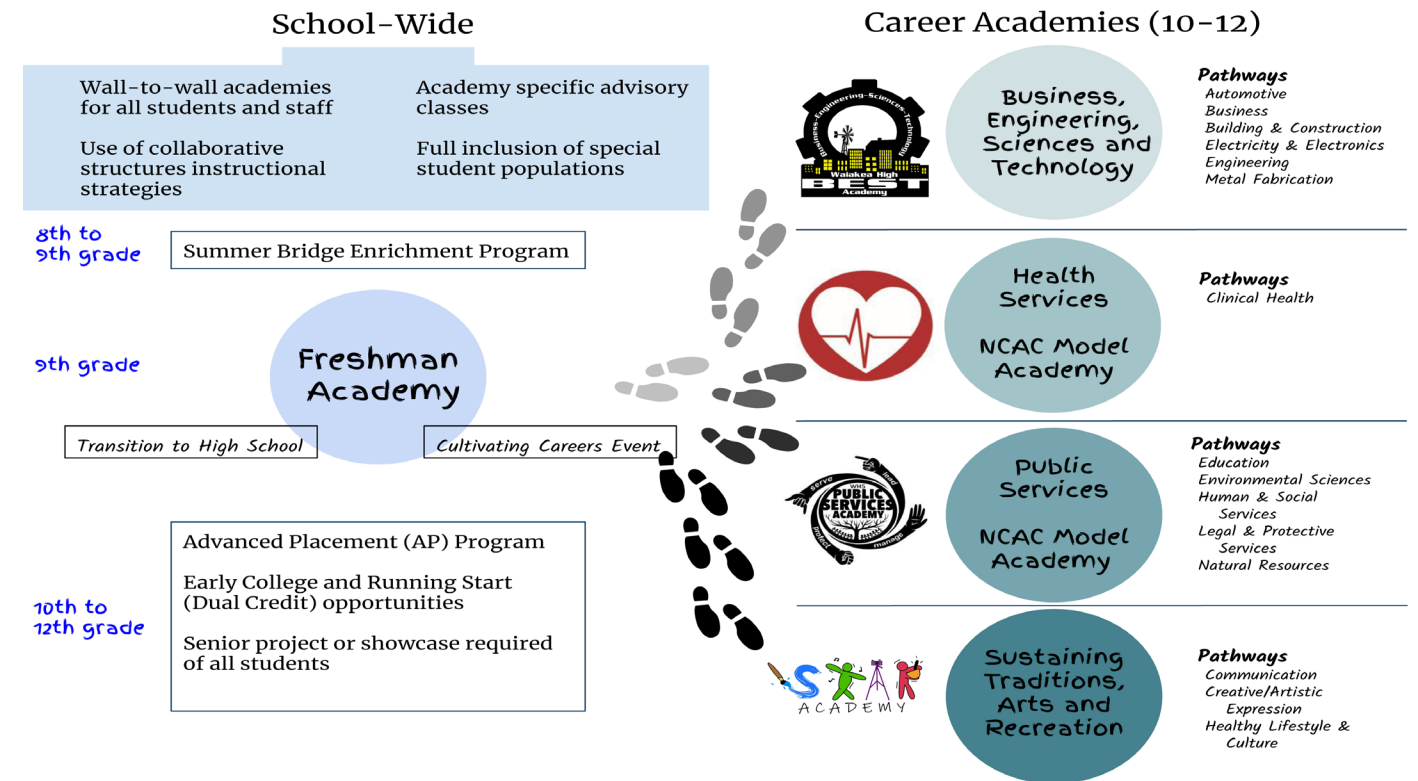
SPECIAL EDUCATION



ENGLISH LEARNERS



Waiākea High School Smaller Learning Communities



SLC STRUCTURES

- **Freshman Academy**
- **Business, Engineering, Science & Technology Academy**
- **Health Services Academy**
- **Public Services Academy**
- **Sustaining Traditions, Arts and Recreation Academy**

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

SLC BASED HONORS & RECOGNITIONS

- NCAC Model Academy - Health Services Academy
- NCAC Model Academy - Public Services Academy

WAI‘ANAE

HIGH SCHOOL

nhis.nwcomplex.org

85-251 Farrington Highway
Wai‘anae, HI 96792
☎: 808.697.9400
📠: 808.697.7018

VISION

Our mission is to build a collaborative learning environment and culture that emphasizes: Responsibility, Innovation, Complex Thinking, Effective Communication, and Excellence.

MISSION

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

PRINCIPAL Ms. Disa Hauge
SLC COORDINATOR Lei Aken

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

Wai‘anae High School is located on the Leeward Coast of O‘ahu, 35 miles from Honolulu. Eighteen hundred strong, students come from the rural communities of Mā‘ili, Wai‘anae Kai, Wai‘anae Uka and Mākaha.

Situated in the center of the largest population of native Hawaiians in the world, Wai‘anae High has a vibrant and community-service-centered Hawaiian Studies program. All students are important and specialized programs are offered for students with limited English skills or special education needs. As a comprehensive high school, students are provided access for vocational-technical programs and a broad co-curricular and athletic program.

Wai‘anae High School’s mission is to prepare our students to be college and career-ready by fostering a collaborative learning environment and culture that emphasizes responsibility, innovation, complex thinking, effective communication and excellence. Increasing and strengthening relationships, communication and accountability are areas of school-wide emphasis for all teachers and staff.

Wai‘anae High School is organized in an academy structure to focus on building strong academic relationships centered on student interests and needs and to increase rigor and relevance based on career-related interest areas. As only 13% of our larger community has a college education, Wai‘anae has built dynamic Early College and AVID programs that support 1st generation students in their quest for higher education. Our Searider Productions Academy (SP) emphasizes a project-based learning model with a pathway focus on media productions. SP students have multiple local and national awards, including an Emmy.

SLC STRUCTURES

- 9th Grade Success Academy
- Sophomore Academy
- Seariders Production Academy
- Upper Grade Career Academy
 - Natural Resources
 - Business, Industrial, Engineering & Technology
 - Arts & Communication
 - Health & Human Services

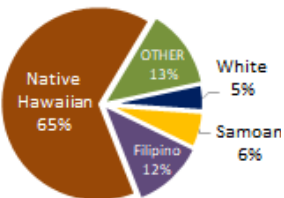
SPECIAL INITIATIVES

- Searider Productions (SP) - Project-Based Learning model with a pathway focus on media productions
- Community service centered Hawaiian Studies program
- 4x4 Block schedule student earn eight (8) credits during the school year
- On-Campus early admission college credit courses
- Career-related internships

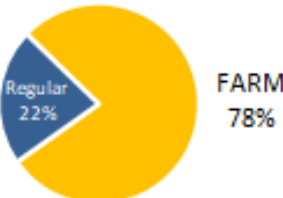
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 1,741

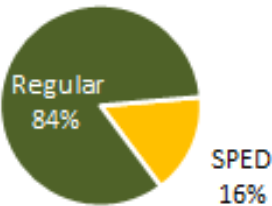
ETHNIC BACKGROUND



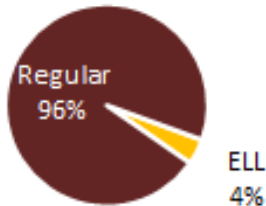
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



HONORS & RECOGNITIONS

- Emmy - Searider Productions



9707 Tsuchiya Road
PO Box 339
Waimea, HI 96796
t: 808.338.6800
f: 808.338.6807

VISION

To provide a 21st century education in an environment conducive to learning, teaching and growing in order that all students become productive, responsible citizens and life-long learners.

MISSION

Waimea High School is a place where all students will:

- Realize their goals and aspirations.
- Have the attitudes, knowledge and skills to contribute positively and compete in a global society.
- Exercise rights and responsibilities of citizenship and pursue post-secondary education and careers without remediation.

WAIMEA

HIGH SCHOOL

waimeahighschool.org

PRINCIPAL Ms. Mahina Anguay

SLC COORDINATOR Gayle Thompson

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

Waimea High School opened its doors as an elementary school in 1881 on the western side of the island of Kaua'i. It expanded to grades K–12 in 1935 and in 1977, assumed its present structure as a comprehensive four-year high school servicing grades 9–12. Spread out over several acres with 16 buildings overlooking the Pacific Ocean, the campus is the center of the Waimea community. The West Kaua'i community is rural with much of the economy centering on agriculture, tourism, the military and scientific/military research.

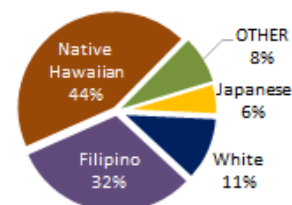
The economic landscape of Waimea school community and the greater Westside of Kaua'i continues to be bleak, going back to the late 1990s with the closing of three Westside sugar plantations and continuing this year with large staff reductions at the Pacific Missile Range Facility (PMRF), Kaua'i Veteran's Memorial Hospital (KVMH) and seed companies Syngenta and Pioneer. Over time, families have moved away from the Westside of Kaua'i to seek better opportunities. The percentage of WHS students qualifying for a free or reduced lunch has risen significantly over the past few years—from 39% in SY 2009–2010 to the current 50.35%.

In January 2014 Waimea High School implemented a 5 year plan entitled STREAM (STEM+“R” for resources and “A” for arts and humanities). We realigned all of our resources to transform Waimea High School into a Career and Technical Education (CTE) driven school. STREAM is designed to create college and career opportunities for each of our students, regardless of their ability and interests. As a result, we have developed partnerships with our local community and business associates to provide Waimea High students with internship opportunities where they can experience firsthand industry standards and the value of pursuing post-secondary education. This partnership has lead nicely into the development of Wall to Wall Academies that include all of our College and Career Pathways and are preparing our students for post-secondary opportunities and success.

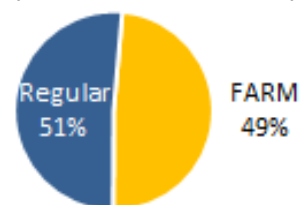
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 621

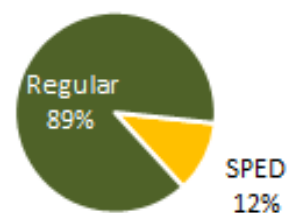
ETHNIC BACKGROUND



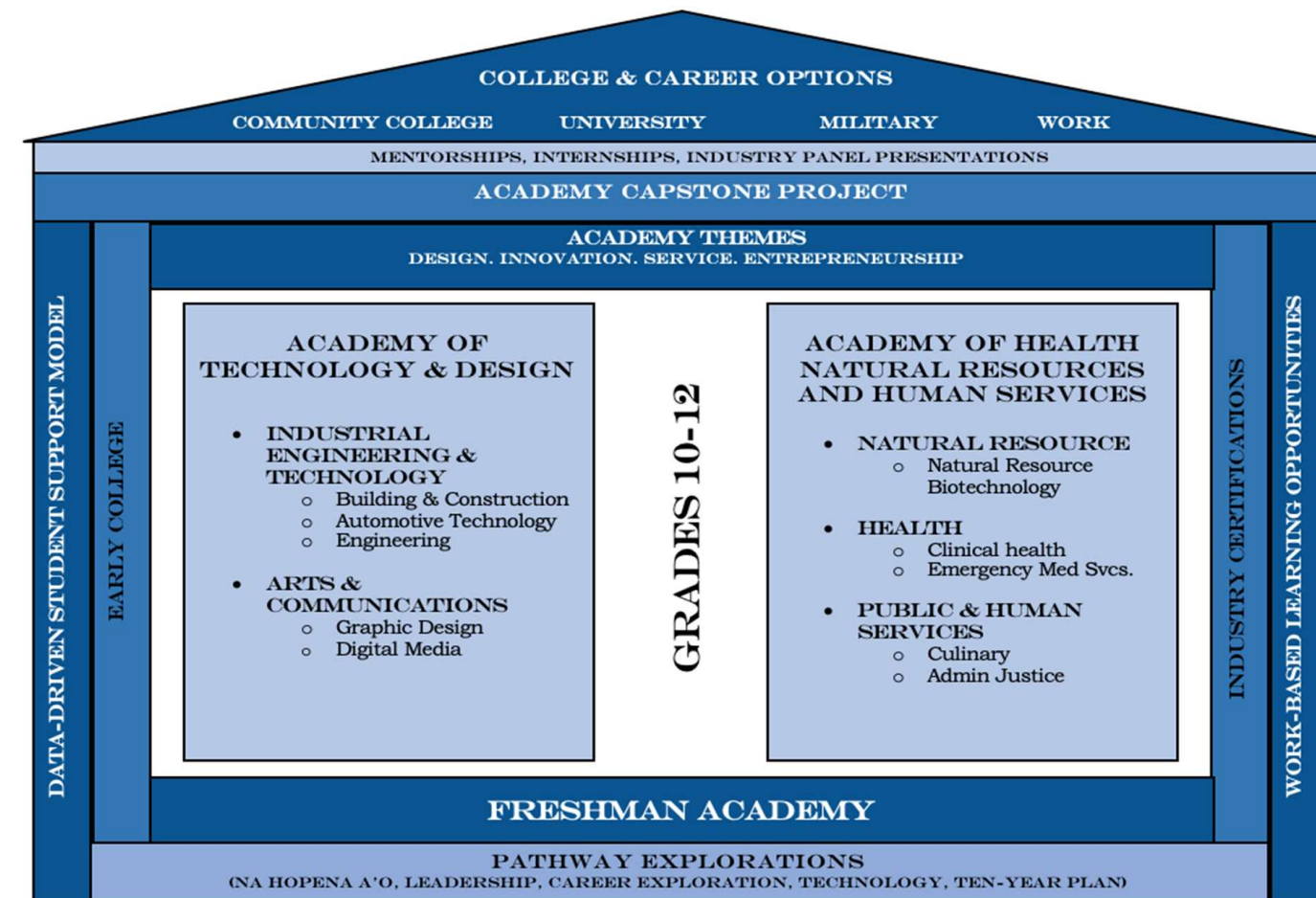
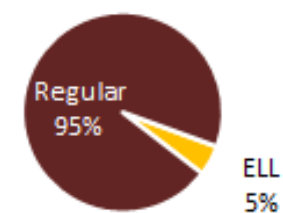
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



SLC STRUCTURES

- **Freshman Academy**
- **Business, Engineering, Sciences & Technology Academy**
 - Automotive
 - Business
 - Building & Construction
 - Electricity & Electronics
 - Engineering
 - Metal Fabrication
- **Health Services Academy**
 - Clinical Health
- **Public Services Academy**
 - Education
 - Environmental Sciences
 - Human & Social Services
 - Natural Resources
- **Sustaining Traditions, Arts & Recreation Academy**
 - Communication
 - Creative/Artistic Expression
 - Healthy Lifestyle & Culture

HONORS & RECOGNITIONS

- NCAC Model Academy - Freshman Academy

SPECIAL INITIATIVES

- Summer Bridge for incoming 9th graders
- AVID
- AVID 4 Athletes - A4A
- Early College
- Advanced Placement
- #FindMyFuture
- West Kaua'i Health Fair
- HOSA - Health Occupations Students of America
- FFA - Future Farmers of America
- JROTC
- Cyber-Security



94-1211 Farrington Hwy
Waipahu, HI 96797
☎: 808.307.9555
📠: 808.675.0257

VISION

Waipahu High School's vision is to provide student-centered educational programs that challenge all students to perform at their highest potential.

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.

MOTTO

"My Voice. My Choice. My Future."

WAIPAHU

HIGH SCHOOL

www.waipahuhigh.org

PRINCIPAL Mr. Keith Hayashi

SLC COORDINATOR Don Coloma

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

Waipahu High School (WHS) serves families living in a six square mile region bounded by Kamehameha Highway, West Loch, Kunia Road, Village Park Subdivision, and the H-1. Neighborhoods include Waipahu, Waialeale, 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, and other ethnicities.

A Western Association of Schools and Colleges (WASC) Self-Study was conducted by all WHS shareholders and findings were presented to WASC's Accreditation Visiting Team. After conducting classroom walkthroughs and focus groups on March 5–8, 2018, the WASC Visiting Team concluded that WHS demonstrated areas of strength in all areas and was granted a six-year accreditation term with a mid-cycle visit. Recommendation areas included: Increasing parent communication and involvement, professional development to help teachers make curriculum and instructional choices that impact student achievement in meeting state/national/industry standards, continuing Teaching and Learning and Data Driven Instructional Cycle practices to impact student achievement, and assessing student progress towards meeting state assessments/General Learner Outcomes and being 21st century ready.

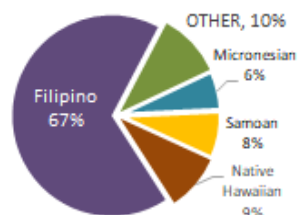
All efforts align to Waipahu High School's vision of providing student centered educational programs that challenge all students to perform at their highest potential so all can meet the State of Hawai'i's Mission and Vision of the Hawai'i Public School Graduate, General Learner Outcomes, Common Core State Standards, Next Generation Science Standards, College Career and Civic Life (C3) Framework, Hawai'i Content and Performance Standards, and industry standards.

Waipahu High School's student-centered motto is, "My Voice, My Choice, My Future". Waipahu High School prepares students for success in the 21st century by engaging them in learning opportunities that promote academic, physical, and emotional growth. Students experience coursework rigor and relevance and develop relationships with teachers, mentors and their peers in Smaller Learning Communities and Career Academies. Standards-based lessons/units include a variety of effective instructional approaches and strategies for all learners emphasizing literacy and math, and encouraging innovation using the design thinking process. A Data Driven Instructional Cycle is used to design course assessments and instruction. Students can also receive support and enrichment via an array of comprehensive support services that include a school mentor program, student learning time, positive behavior support system, co-curricular clubs/organizations, student government/class leadership opportunities, and athletics. Dual high school and college credits can be earned through the Early College opportunities program. College Readiness and Academic Success Hawai'i (CRASH) parent and student nights prepare grade 9–12 students for college and careers.

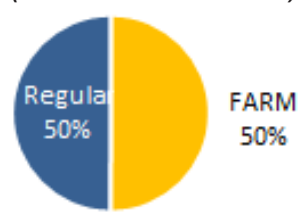
STUDENT DEMOGRAPHICS

FALL ENROLLMENT: 2,682

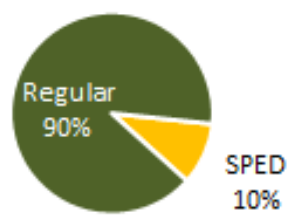
ETHNIC BACKGROUND



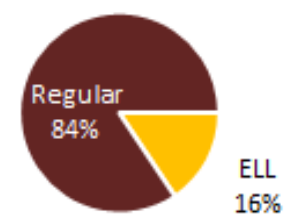
DISADVANTAGED (FREE & REDUCED MEALS)



SPECIAL EDUCATION



ENGLISH LEARNERS



SLC STRUCTURES

College & Career Academies

- Academy of Health & Sciences - NCAC Model Academy
- Academy of Natural Resources - NCAC Model Academy
- Academy of Arts & Communications
- Academy of Industrial Engineering Technology
- Academy of Business and Public & Human Services

Wall-toWall Academies

- 9th & 10th - Academy Houses
- 11th & 12th - Academy Programs of Study

Leadership & Support in each Academy

- Academy Assistant Principal
- Academy Lead Teacher
- House Lead Teacher(s)
- Academy Counselor(s)
- School Improvement Resource Teacher
- Advisory Board (for most academies)
- 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 Hawai'i (CRASH) sessions for student and parents
- 39 Early College courses on campus 742 duplicated student enrollments (SY 2016–2017)
- Advanced Placement Program - 3 AP Courses, 299 duplicated students enrollments (SY 2016–2017)

HONORS & RECOGNITIONS

- NCAC Model Academy - Academy of Health & Sciences
- NCAC Model Academy - Academy of Natural Resources

SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

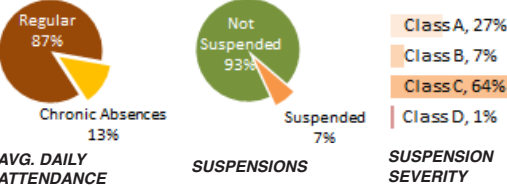
‘Aiea High School has begun its transformation into a school that provides students with College and Career Opportunities through the structure of Career Academies. The initial implementation began in SY 2018–19 with the freshmen class being divided into the Academy of Hospitality or the Academy of Health and Sciences. The formation of smaller learning communities comprised of freshmen core teachers supports the transition of the students to a high school environment. This aligns with the State’s Strategic Plan. 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.

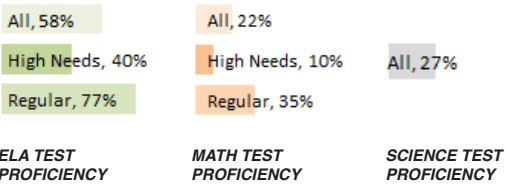
‘Aiea High School has implemented changes to increase student achievement on standardized tests. In SY 2018–19, all math teachers were invited to attend the annual meeting of the National Council of Teachers of Mathematics to encourage reflection on equity and access in mathematics, to add to the arsenal of instructional strategies that engage students, and to generate conversations on decreasing our gap rate in mathematics. The STAR universal screener is being used to gather data in both English Language Arts and Mathematics classes. Science teachers have been provided access to the Stemsopes 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.

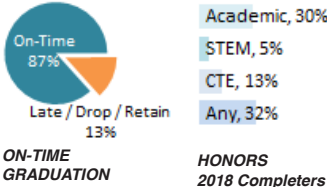
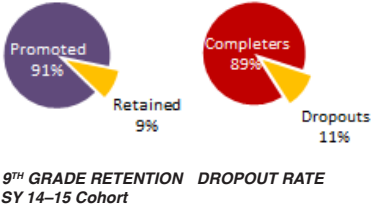
STUDENT BEHAVIOR



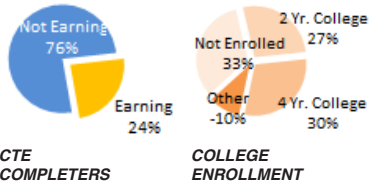
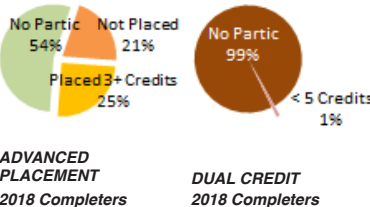
STRIVE HI TEST



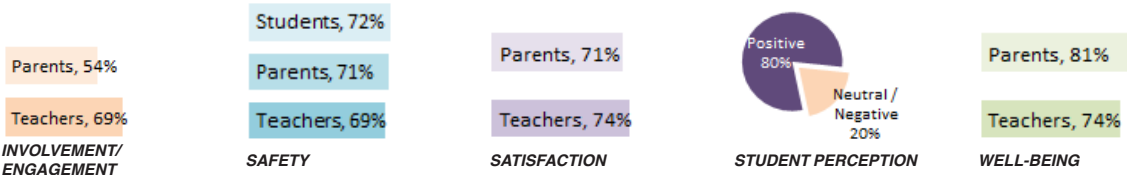
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

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, academy-alike teachers 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 Alike) collaborate at least monthly to discuss progress and refine next steps.

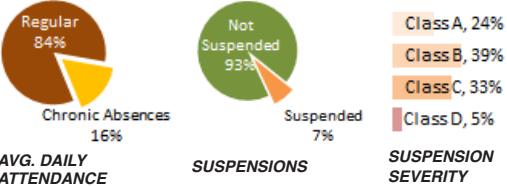
The Freshman Success Academy has adapted the Talent Development Model to meet the unique needs of our students. This model utilizes a team of teachers with common students to help build a system of support academically and behaviorally through collaboration. Teams are conveniently housed next to each other with the exception of elective classes. 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. Teaming 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.

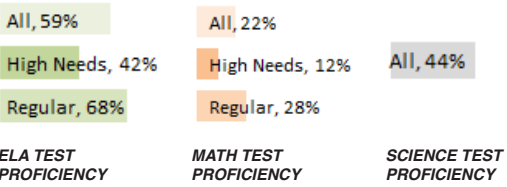
We opened this school year with five distinct Career Academies servicing students in Grades 10–12: 1. Academy of Public & Human Services (APHS); 2. Academy of Creative Media (ACM); 3. Academy of Science, Technology, Engineering, Arts and Math (STEAM); 4. Academy of Health Sciences (AHS); and 5. Academy of Business, Agricultural Science and International Baccalaureate (ABAIB). To meet the needs of the students’ interests, each of the career academies were 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 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 provides training 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.

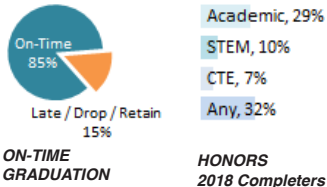
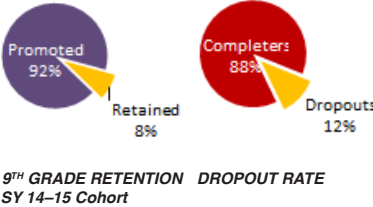
STUDENT BEHAVIOR



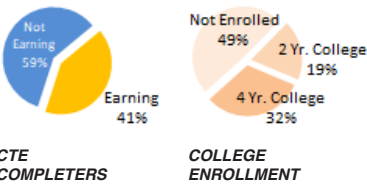
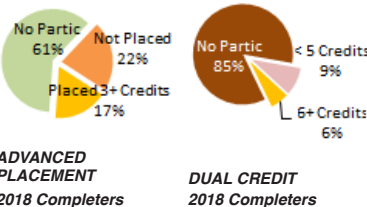
STRIVE HI TEST



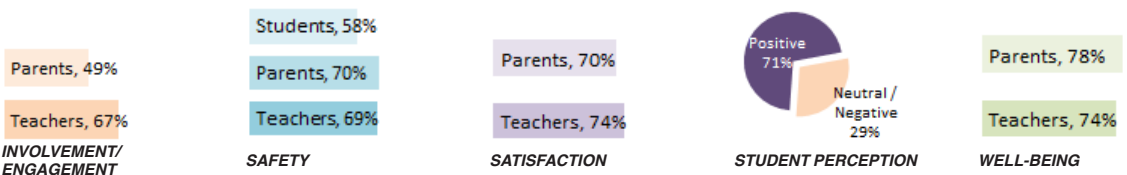
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

Castle High School was accredited by the Western Association of Schools and Colleges (WASC) in 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 Hawai'i Institute of Marine Biology.
4. 9th Grade Academy to ease transition for incoming 8th graders

5. The implementation of Google Aps for Education (GAPE). Castle has developed a plan to acquire Chromebooks for all students and hope to meet this goal by 2019.

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 aligned to high demand, high wage, high skill jobs in Hawai'i. Within the academies there is an intentional focus on rigorous 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.

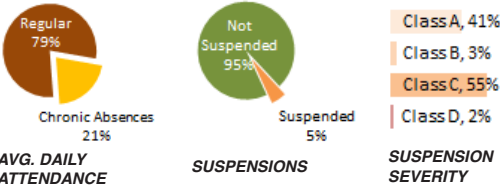
In order to improve achievement in all areas, the school is continuing to work on the following:

1. Leveraging reading, math, and science proficiency through direct application skills within the academy setting.

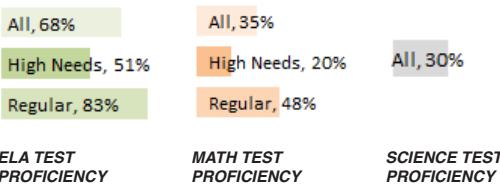
2. Increase graduation rate. Castle's Freshman Academy works diligently to reinforce on time promotion of 9th graders. All academies meet weekly in academy meetings to monitor student progress. Counselors work with academy teachers to document student progress on the 10 year transition plan beginning 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 continues to promote college through its CFES (College for Every Student), AVID, College & Career continuum, Advisory classes, and its College & Career Center.

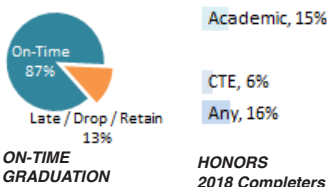
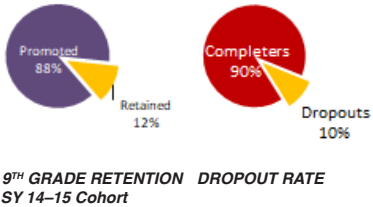
STUDENT BEHAVIOR



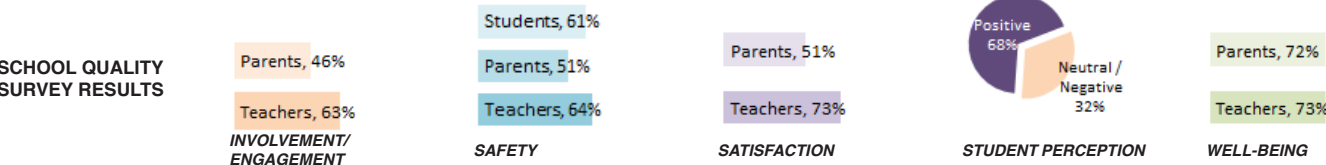
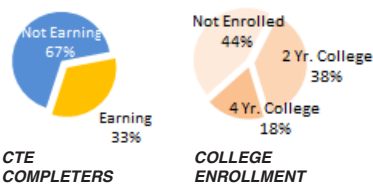
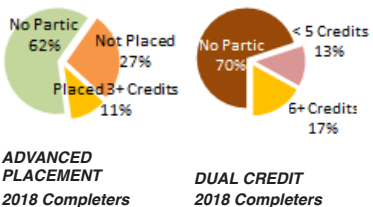
STRIVE HI TEST



STUDENT ACHIEVEMENT



COLLEGE & CAREER



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

In the spring of 2017, Farrington received a 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 options 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

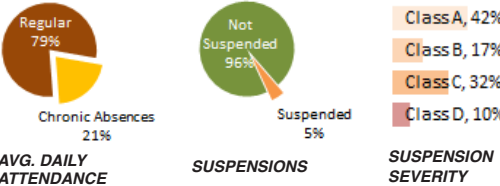
19 and Speech 151 to all students for free.

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 rigor, relevance and student engagement across the curriculum. Departments and academies have been working on creating Quad D high rigor and relevant lessons.

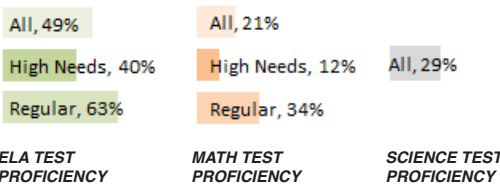
Farrington was recently named a Rapidly Growing Model School by ICLE for the 3rd year in a row and presented at the national Model Schools Conference in the summer of 2017 in Nashville, Tennessee, summer of 2018 in Orlando, Florida and summer of 2019 in Washington D.C. The topic of the presentation focused around our teacher driven professional development and the focus on trust, empowerment and collaboration. Through the Teacher Leadership Cadre (TLC) and the pre-forgiven mantra of Principal Carganilla who gives teachers the space to try things to improve learning for our students, teachers have been collaborating with one another on a high level.

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 create and share their lessons. The TLC has had a positive impact on the school culture.

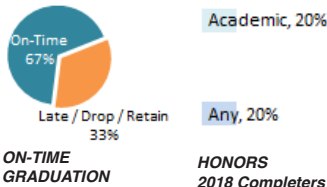
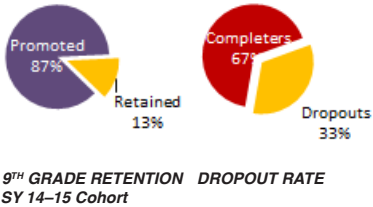
STUDENT BEHAVIOR



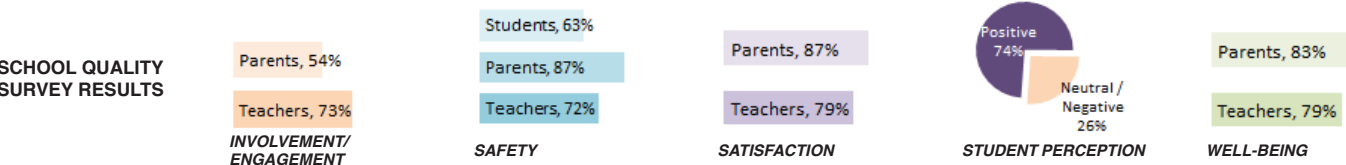
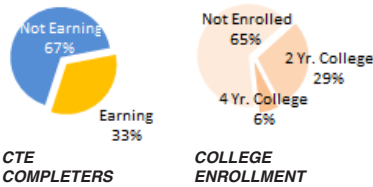
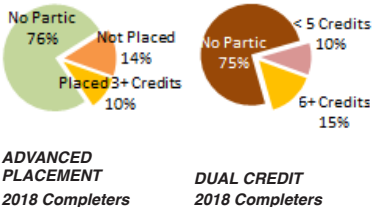
STRIVE HI TEST



STUDENT ACHIEVEMENT



COLLEGE & CAREER



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

Kaimuki High School (KHS) strives to improve student outcomes and increase rigor by providing smaller learning communities emphasizing relationships, rapport, and relevance. The school continues to work on providing a student-centered learning environment aimed at preparing students for college, career, and life through project based learning (PBL).

KHS developed PBL units with the Buck Institute and Envision Learning Partners. Essentially, the project is the start, middle, and end of the learning. Not just the end. Although the outcomes will be prescribed through learning goals, how the learner gets to these learning goals will be under the control of the learner. In school year 2017–2018, PBL units guided the curriculum, instruction, and assessment. In school year 2018–2019, PBL units drove solving in the community. For 2019–2020, we will be working to increase the amount students contributing to solutions beyond the school walls.

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 2019–2020, 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.

SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

Kapa’a High School’s Hui/Academy Structure is in its 9th year and has been able to track five graduating classes beginning with the Class of 2015 to the Class of 2019. School-wide data continues to demonstrate continued progress addressing student growth.

For the recent graduating Class of 2019, all 238 students reflecting 100% of the class graduated on time. This past senior class data showed the following outcomes:

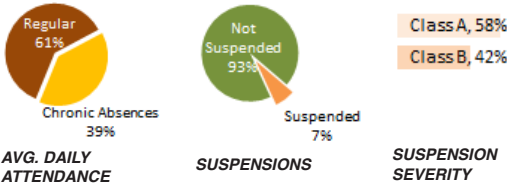
- Attendance: 95%
- Referral Rate (Chapter 19): 0.18%
- Ds & Fs: 17%
- Retention Rate: 0%
- Attending 2 and/or 4 year college: 116 students (48%)
- Going directly to the workforce: 34 students (14%)
- Joining the military: 8 students (3%)
- 33 Valedictorians
- BOE Recognition Certificates (CTE, STEM and/or Academics): 193 students (81%)
- Class of 2019 earned 1.8 million dollars in scholarships

School-wide key initiatives currently in place:

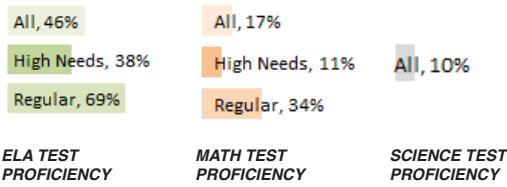
- Full inclusion for all special needs students
- Early College courses offered for past tow academic years; offered 26 classes in SY 2018–19
- Common Teachers with Common Students for all grades
- Literacy Focus (Common Core State Standards) school-wide
- Blended learning addressing technology and face to face instruction
- Senior Projects - all seniors are required to do a Senior Project

Overall we remain committed to school wide redesign for improved student growth. Data clearly shows that we are on that right course in preparing all students for college, career, and citizenship in the 21st century.

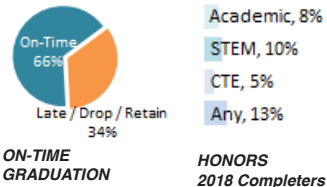
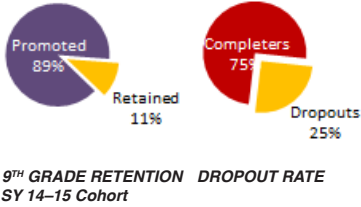
STUDENT BEHAVIOR



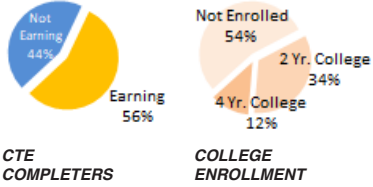
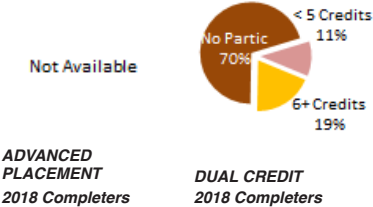
STRIVE HI TEST



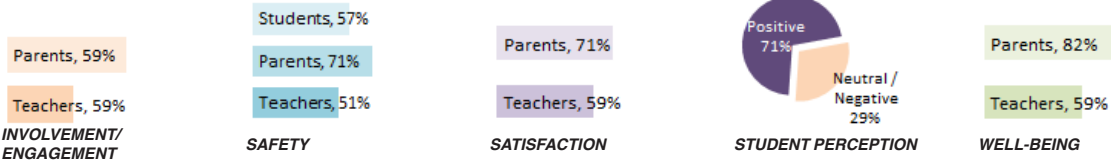
STUDENT ACHIEVEMENT



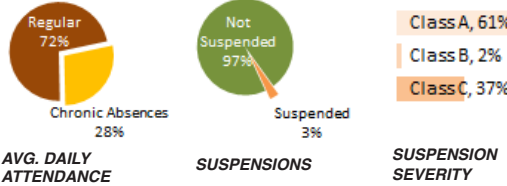
COLLEGE & CAREER



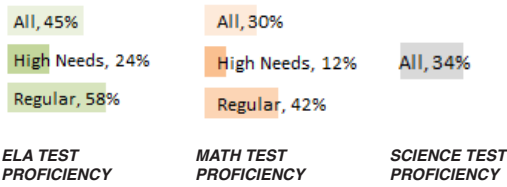
SCHOOL QUALITY SURVEY RESULTS



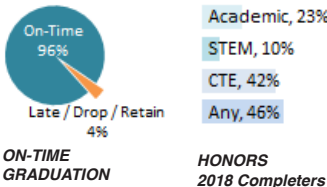
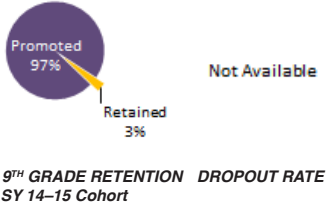
STUDENT BEHAVIOR



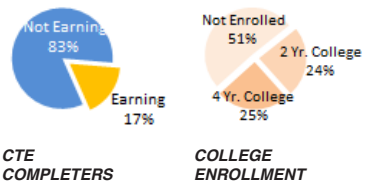
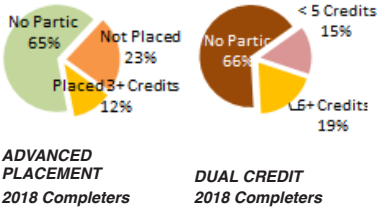
STRIVE HI TEST



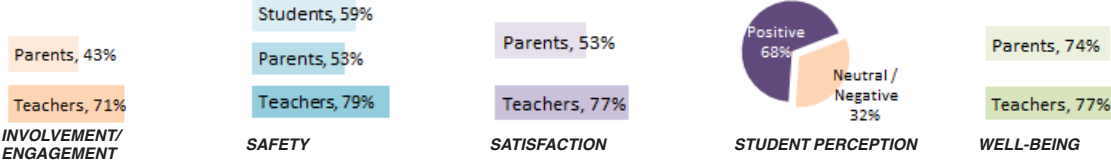
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

Kapolei High School works to ensure that all students have access to quality education and are prepared for enrollment in post-secondary institutions, military service, or employment upon graduation. To provide this experience and 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 about various topics related to their experience at Kapolei High School. Student opinions about the enhanced bell schedule, course offerings, academies and school design were gathered

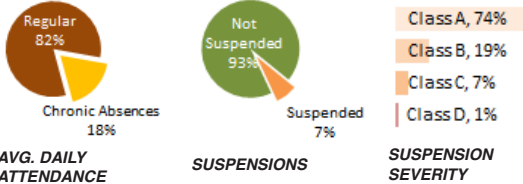
during students forums and were used by the school's leadership team to help guide decisions regarding the upcoming school year.

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.*

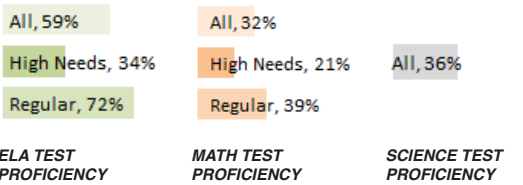
To address Teacher Collaboration, Kapolei High School's enhanced bell schedule provided increased opportunities for teachers to collaborate and integrate curriculum across content areas. The creation of common prep periods for teachers also led to the formation of Team Support Meetings. These weekly 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.

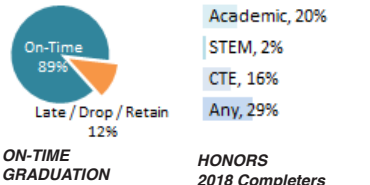
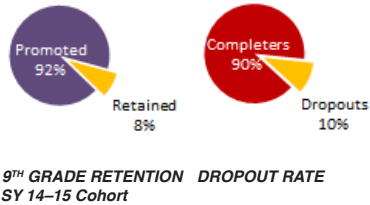
STUDENT BEHAVIOR



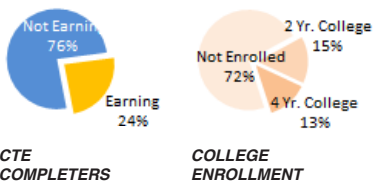
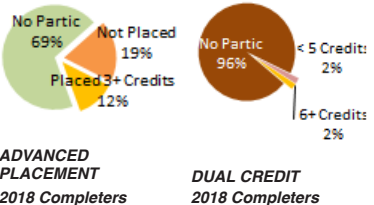
STRIVE HI TEST



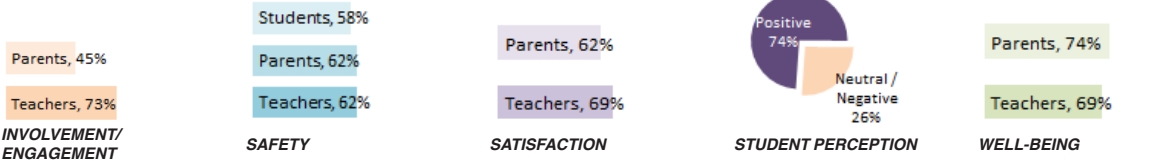
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

In SY 18–19, Kaua'i High School continued to work towards ensuring each student was graduating career, college and community ready. The school worked on looking at the various transitional periods:

- 1. transition into high school
- 2. progression through high school, and
- 3. transition out of high school.

Transition into Kaua'i High School:

- Redesign of 9th Grade Orientation Process
- Focus on 21st Century Learning Skills through the Personal Transition Plan
- Redesign of Advisory through our PBIS, Aloha Way, and utilizing student voice
- Professional Learning Communities for 9th grade teams focused on AVID and Literacy strategies

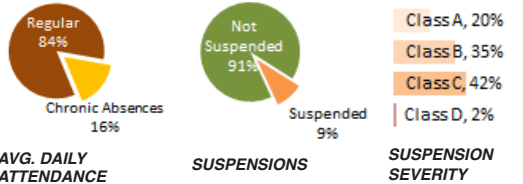
Progression through Kaua'i High School: - Increase reading comprehension by departments chosen literacy strategies

- 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 Nā Hopena A'o as one comprehensive PBIS
- Relook at current bell schedule for the school year 2020–2021

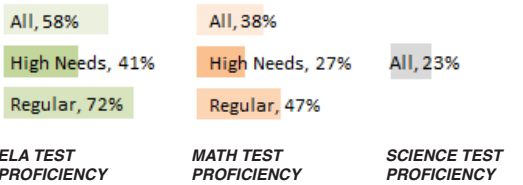
Transition out of Kaua'i High School:

- 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

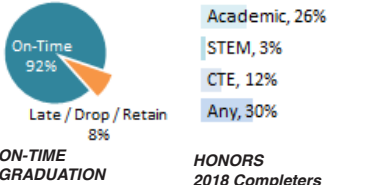
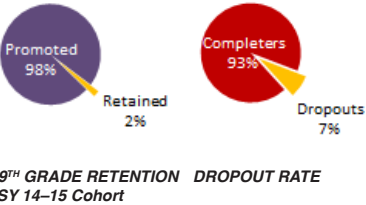
STUDENT BEHAVIOR



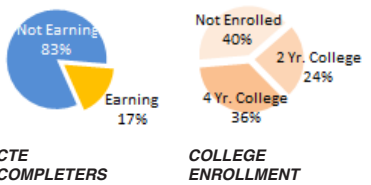
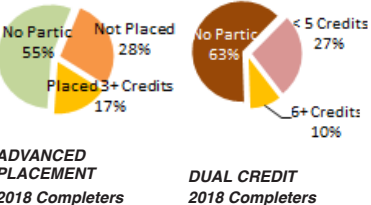
STRIVE HI TEST



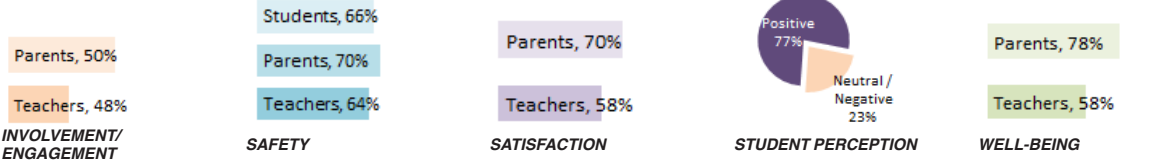
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

Maui High School’s Academic Plan addresses both the requirements of the HIDOE’s Strategic Plan as well as the recommendations that WASC provided us in 2017. We have made considerable progress and are closer to meeting our goals in the general areas listed below.

Positive School Culture

In an effort to beautify 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 wifi access in common areas, aesthetic and functional updates to our cafeteria 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.

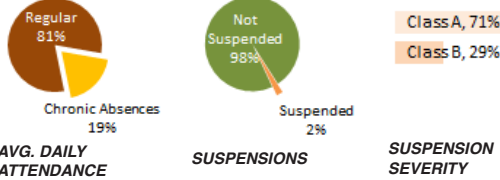
New Teacher Support

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.

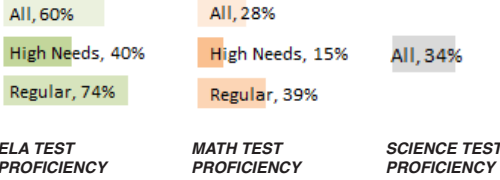
Technology

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.

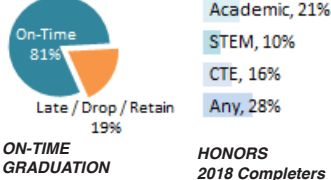
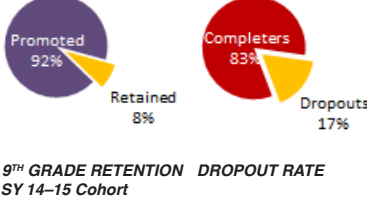
STUDENT BEHAVIOR



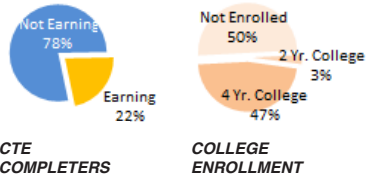
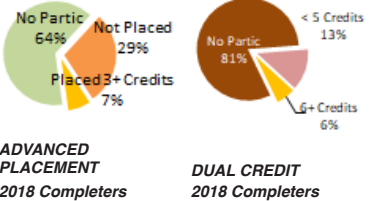
STRIVE HI TEST



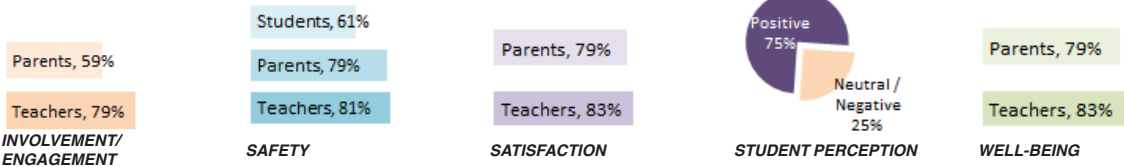
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

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.

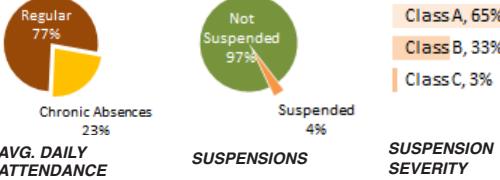
McKinley’s approach to improving argumentative writing this school year included teacher professional development during extended school days, during which teachers engaged in conversations about the elements of argumentative writing, as well as the common strategies that were to be used across the school. 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 need 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.

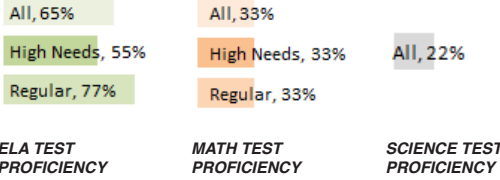
Smaller Learning Communities have been developing and improving since the last school year. Today the school has three ninth grade houses, and three career houses for tenth through twelfth grade: Business, Arts & Communication, Health, Human & Public Services, and Industrial, Engineering & Technology. 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.

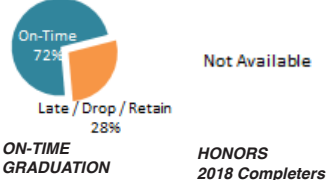
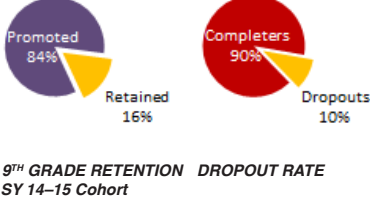
STUDENT BEHAVIOR



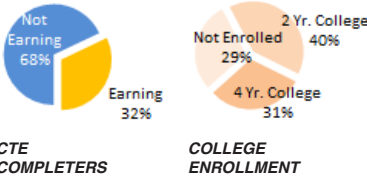
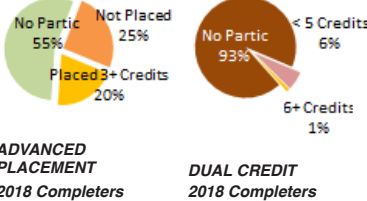
STRIVE HI TEST



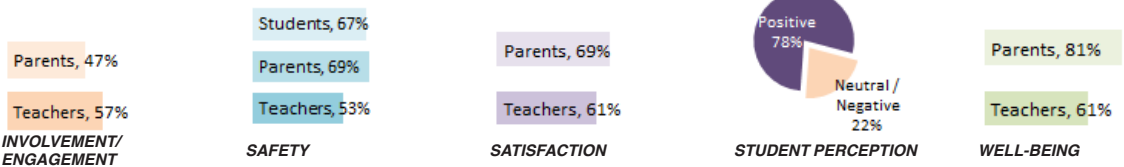
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

In 2018–2019, 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 assist 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).

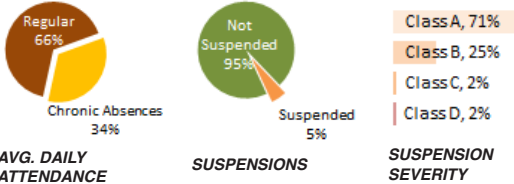
NHIS uses multiple measures to assess student achievement throughout the year. Formative and Summative data are used to drive instructional next steps. Other site- based data points such as attendance rate, number of suspensions, ELL, SPED, grade point average, ACT and SAT scores, AP scores, and Dual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

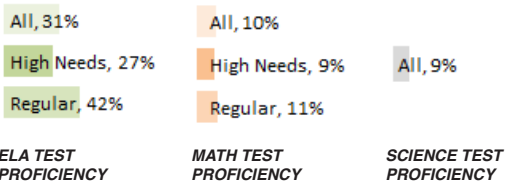
NHIS continues to re-evaluate their Multi-Tiered System of Support (MTSS) and has developed a MTSS team specifically to embrace the “whole child”. This team will lead the school with school wide initiatives and expectations to ensure that all students’ social and emotional needs are met. Fostering and building strong relationships with all students are 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 Nānāikapono 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.

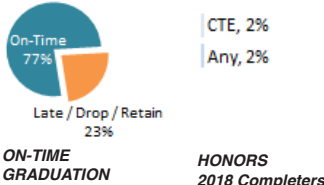
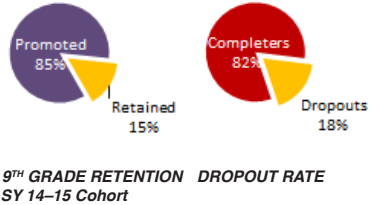
STUDENT BEHAVIOR



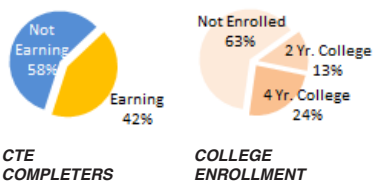
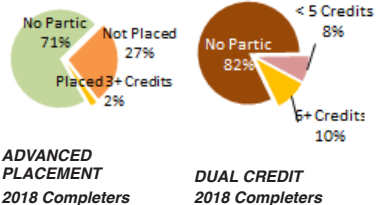
STRIVE HI TEST



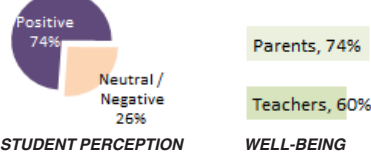
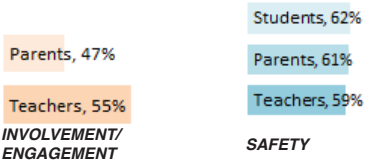
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

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 wall-to-wall college and career academies and 2) Continuing the implementation of the DataDriven 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 instructional approach to an integrated standards-based curriculum that is rigorous, relevant, and realworld.

Advisory boards for each meet quarterly to engage in academy development. Board members provide industry advice on the professional skills, knowledge, and

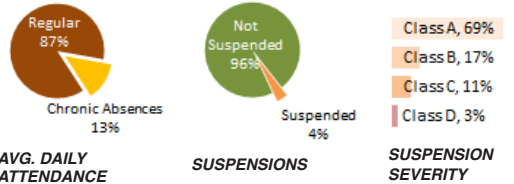
certifications students need in order to be ready for college or career after high school. This year two advisory board members accompanied an academy school visit with a PCHS team to Texas to better understand the goals and possibilities of academy schools and how businesses fit into the academy structure.

PCHS is committed to ensuring students have opportunities to complete industry certifications to jump start 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 Hawai’i 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 Assist 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.

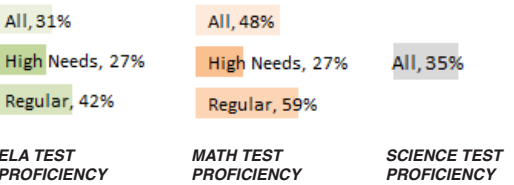
Data-Driven Instructional Cycle (DDIC)

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.

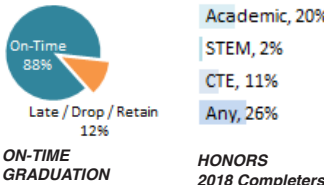
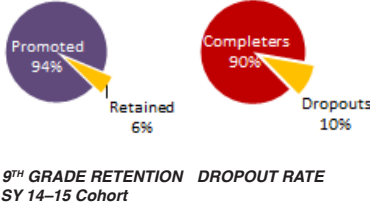
STUDENT BEHAVIOR



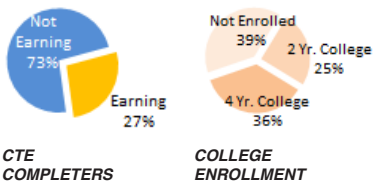
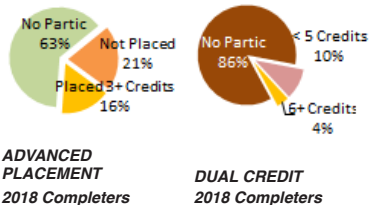
STRIVE HI TEST



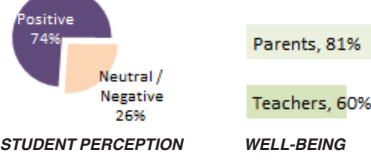
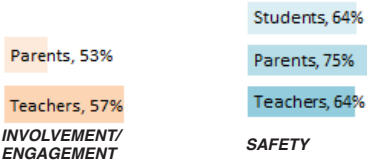
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

STANDARDS IMPLEMENTATION AND SCHOOL IMPROVEMENT:

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 2018–2019, the school focused on the National Career academy Coalition (NCAC) certification process. In March 2019, both academies received Model Status. Our self-study reflected for both the WASC and NCAC following strength areas:

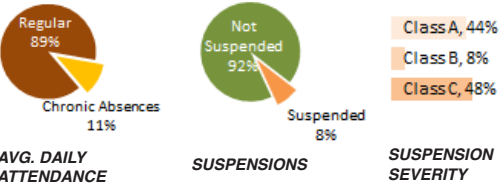
- Smaller Learning Communities (SLC): The SLC design provides excellent opportunities for college and career readiness with inclusion opportunities available for all SpEd and ELL students. Career academies provide real-world opportunities through project-based learning, capstone and senior projects.
 - Strong administrative team that has built a culture focused on academic achievement and student success.
 - Average in SBA test scores in both Mathematics and
- Language Arts continue to be above state achievemnt 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

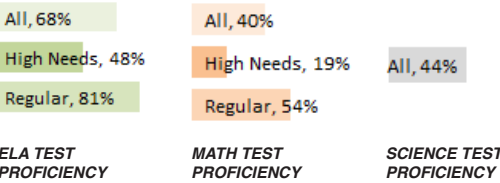
Focus on school improvement is categorized in the following areas:

- Accountability: Consistent implementation, monitoring and evaluation of school initiatives and programs; use the 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 (PLATO), and (5) Summer Bridge Enrichment Program for incoming grade 9 students.
 - Title I status: In SY2017–18 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.

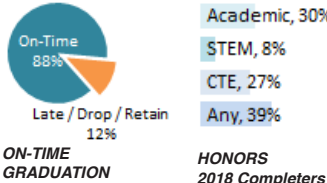
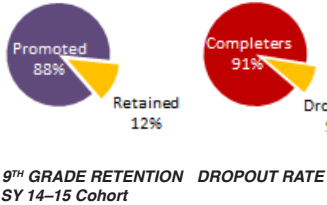
STUDENT BEHAVIOR



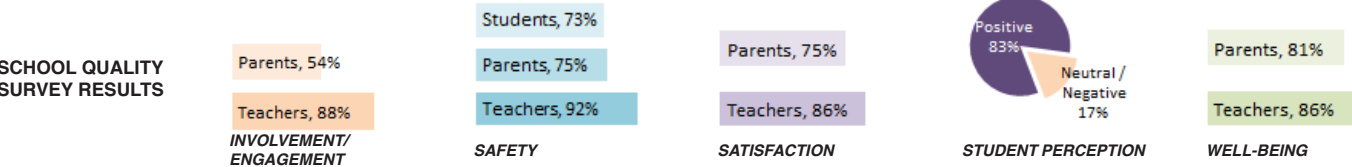
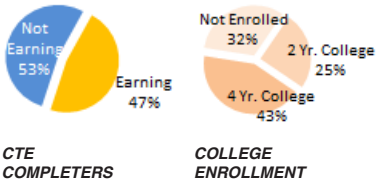
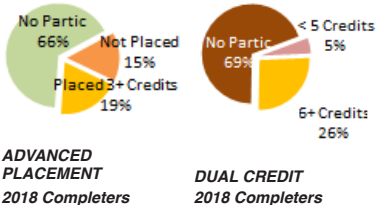
STRIVE HI TEST



STUDENT ACHIEVEMENT



COLLEGE & CAREER



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

Wai’anae High School’s 2018–2019 school improvement efforts focused on realizing the vision, mission and goals of the Hawai’i State Department of Education. School improvement efforts emphasized supporting students and providing them with multiple opportunities for enrichment, college-preparedness, and credit recovery. Focus was also placed on the establishment of data teams and the organization and use of data to monitor student, academy, and school progress. School-wide and targeted professional development focused on the data-teams process, formative assessment, the Common Core State Standards, and effective grading practices. The school also utilized the State’s Academic Review Team (ART) format for monitoring school-level data and continued to implement the Educator Effectiveness System (EES) for teacher evaluations.

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
 - Standards-Based Grading (SBG) concretely ties
- grades to student mastery of the standards

 - Full implementation of the AVID program from 9th through 12th
 - Continued offerings of AP courses
 - Implementation of an Early College structure that offers at least eight college courses per year on campus in collaboration with Leeward Community College and UH West O’ahu.

Goal #2: Ensure and Sustain a Rich Environment and Culture for Life-Long Learners.

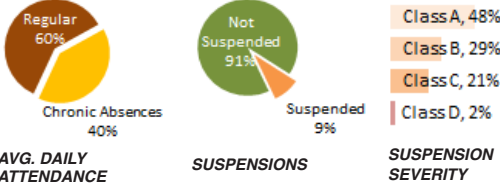
- Implementation of the Educator Effectiveness System (EES) and the Danielson Observation Model to provide teachers with feedback to improve classroom environment and instruction.
 - Provided teachers with support from a team of seven coaches to expand their repertoire of strategies that enhance instruction
 - 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 Searider GAFE domain
 - 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.

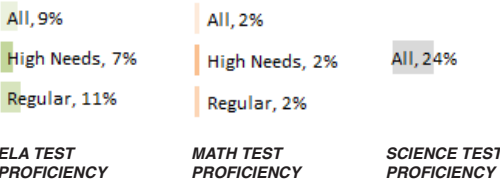
- With support from Title 1 and leveraged school and community resources, a team of seven teacher-coaches provided support to teachers. The core elements included the development of common course-alike curriculum maps, pacing guides, formative assessments; up to 360 minutes per week (during the non-teaching period) of course-alike 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

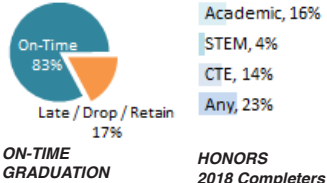
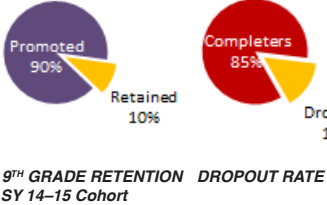
STUDENT BEHAVIOR



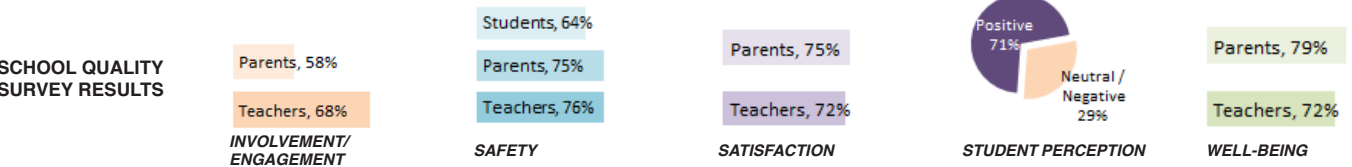
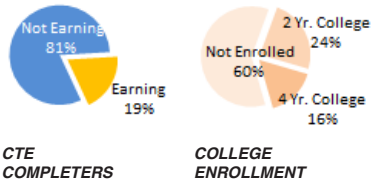
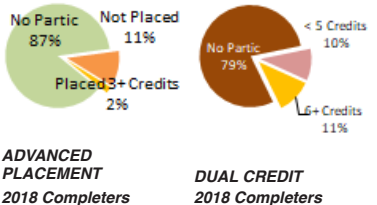
STRIVE HI TEST



STUDENT ACHIEVEMENT



COLLEGE & CAREER



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

In SY 2018–19, Waimea High School made great progress towards our goal of becoming a wall to wall career academy school. 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 Hawai’i 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.

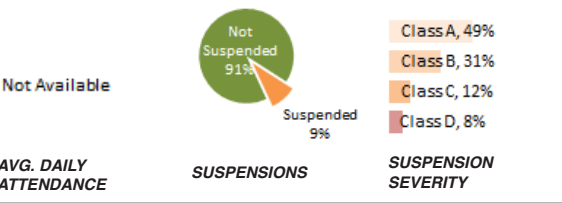
Waimea High School continued to write grant proposals to help bridge the funding gap that a small school experiences. This past year we wrote for and received two grants from Project Lead the Way to support our Engineering and Bioscience pathways. Our lead teachers will be participating

in accelerated training for three consecutive summers to implement the program and we’ve invested heavily in the equipment necessary for student success.

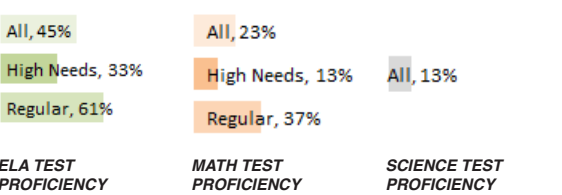
Instructionally, Waimea High continues to work with our consultants:

- Wes Yuu, Math. Mr. Yuu has helped math teachers refine classroom routines as well as the scope and sequence of our math classes. Students uniformly take and use their Cornell Notes to help them be more successful in class and on assessments. Mr. Yuu 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. Admin 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.
- Hawai’i Academies. Principal and Academy Director attended monthly meetings in O’ahu with other HA high schools. NCAC executive 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.

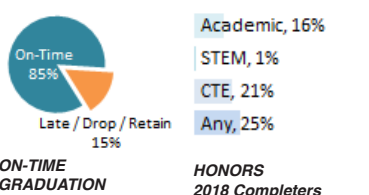
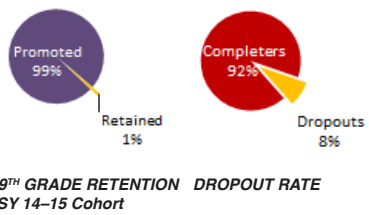
STUDENT BEHAVIOR



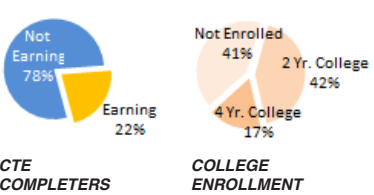
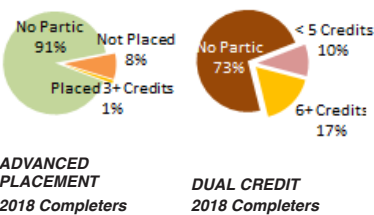
STRIVE HI TEST



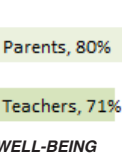
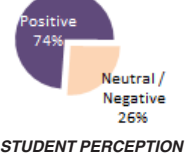
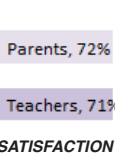
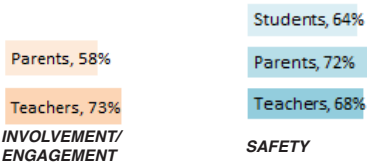
STUDENT ACHIEVEMENT



COLLEGE & CAREER



SCHOOL QUALITY SURVEY RESULTS



SUMMARY OF PROGRESS - SCHOOL YEAR 2018–2019

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.

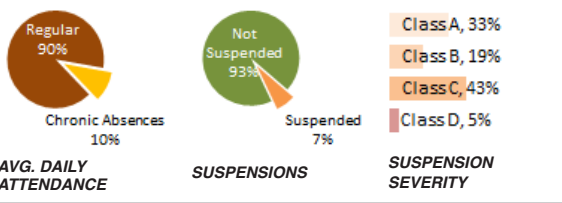
Career Academy teams worked on alignment to the National Career Academy Coalition’s National Standards of Practice. Academies collaborated with advisory boards to ensure pathway courses were aligned to industry standards, implemented common grade level college/career student learning expectations and 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, Career Safe, ServSafe Food Handler, CPR/AED, OSHA 10, Pharmacy Technician, and Medical Assistants.

College Readiness and Academic Success Hawai’i (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 Hawai’i West O’ahu continued with 75 summer/fall/spring course offerings. Early College 2.0 courses were aligned to Career Academies. During the fall/spring summer 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.

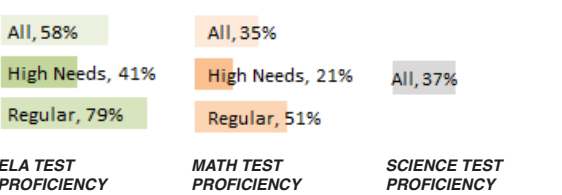
Academy and Early College experiences combined with Teaching and Learning training provided teachers with learning strategies for students and a common language for reflective dialogue in the school’s Danielson Observation system. Teaching and Learning System sessions focused on helping faculty incorporate 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.

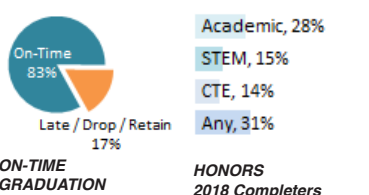
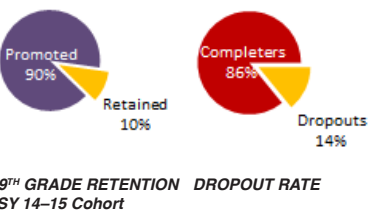
STUDENT BEHAVIOR



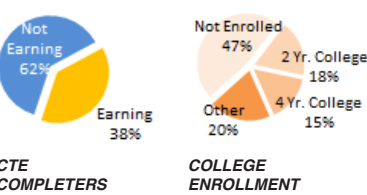
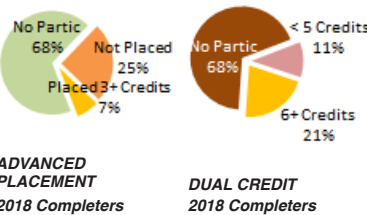
STRIVE HI TEST



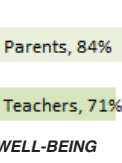
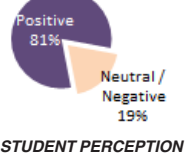
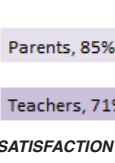
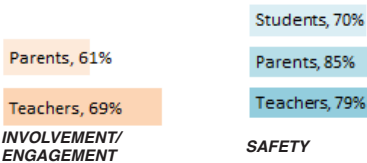
STUDENT ACHIEVEMENT



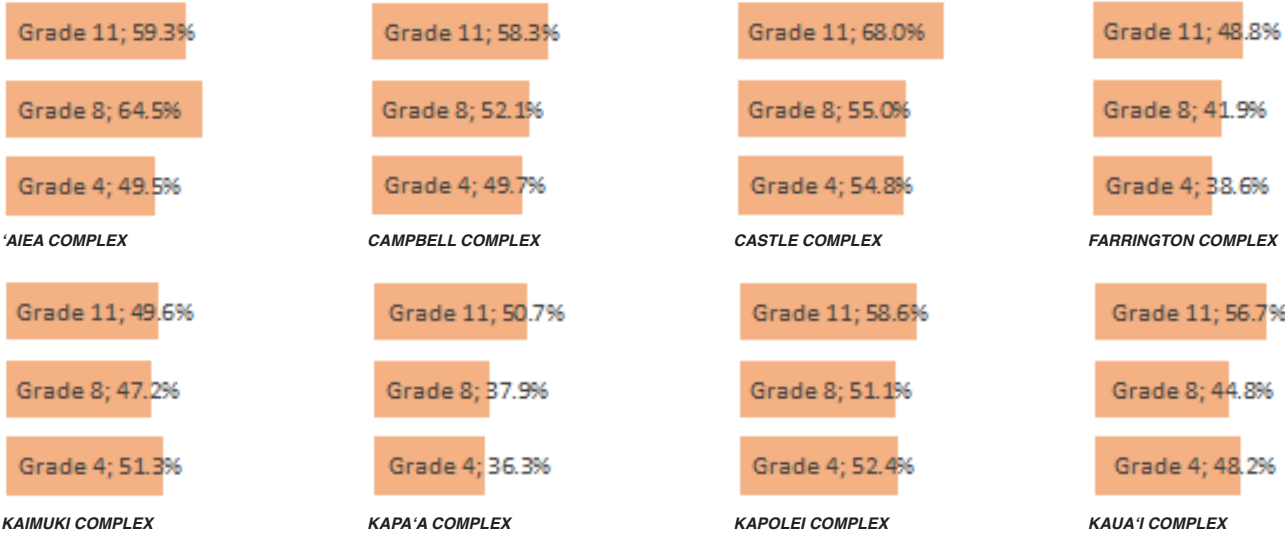
COLLEGE & CAREER



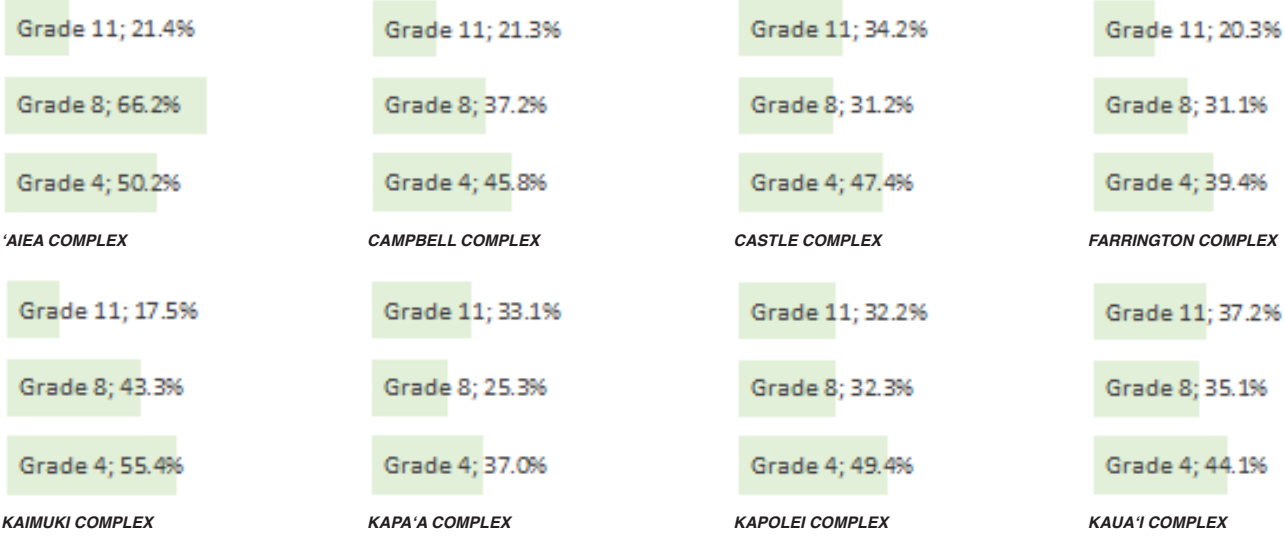
SCHOOL QUALITY SURVEY RESULTS



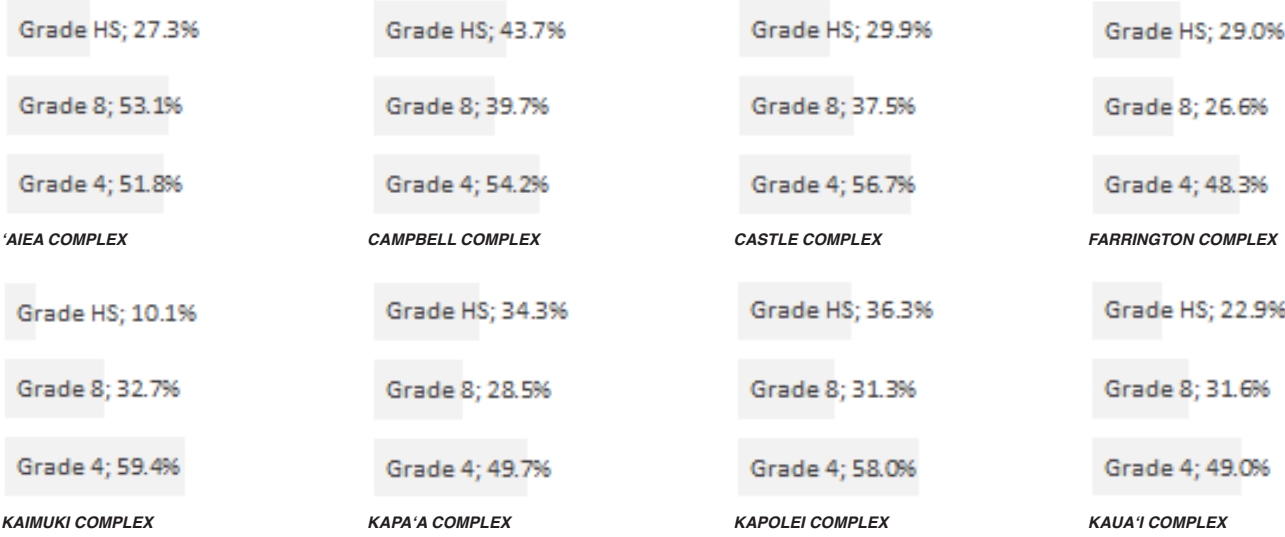
COMPLEX ACADEMIC PERFORMANCE - ELA



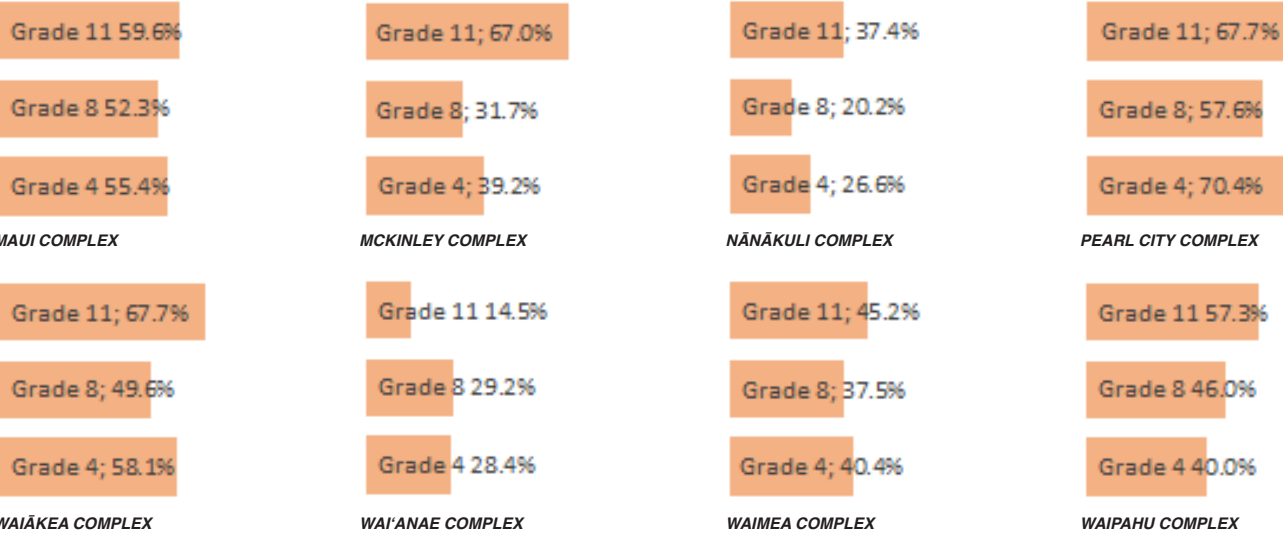
COMPLEX ACADEMIC PERFORMANCE - MATH



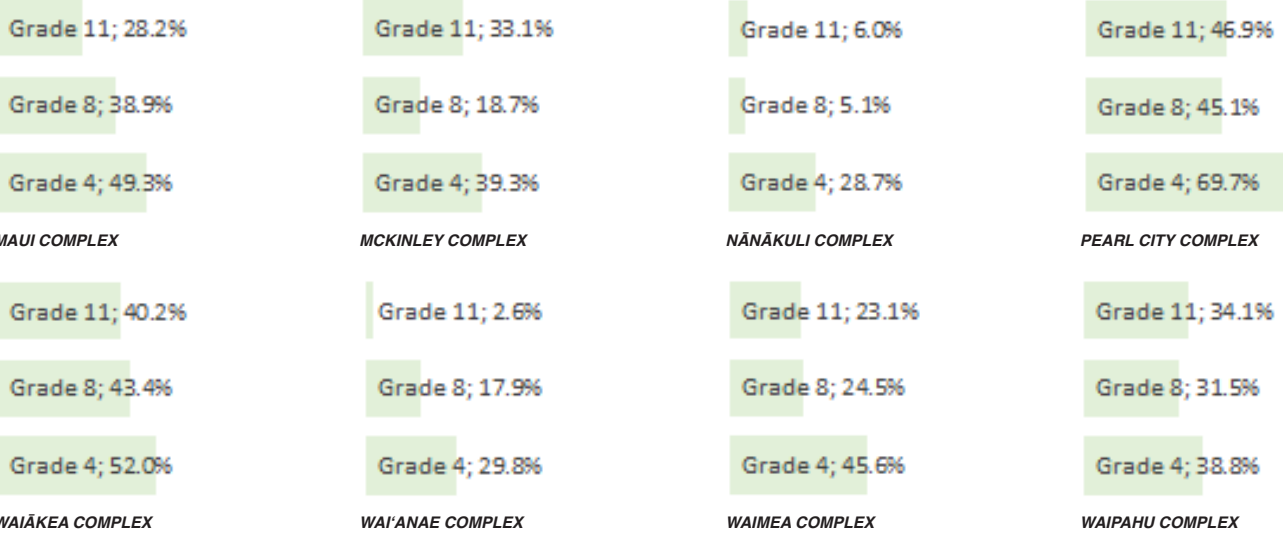
COMPLEX ACADEMIC PERFORMANCE - SCIENCE



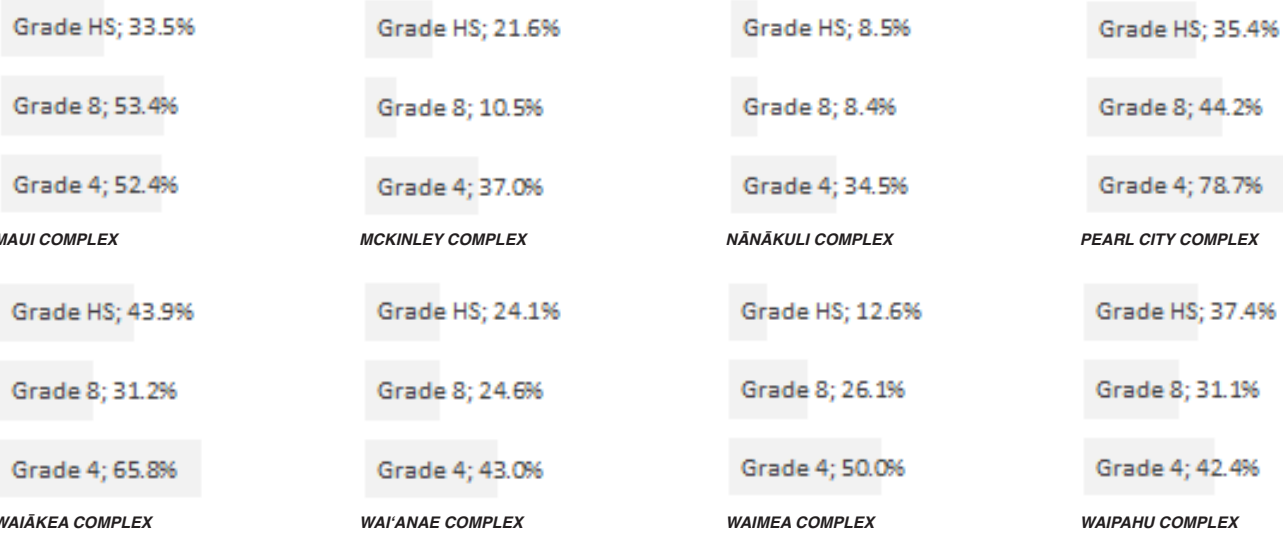
COMPLEX ACADEMIC PERFORMANCE - ELA



COMPLEX ACADEMIC PERFORMANCE - MATH



COMPLEX ACADEMIC PERFORMANCE - SCIENCE



HAWAI‘I ACADEMIES

My Voice, My Choice, My Future

Hawai‘i Academies is a partnership between sixteen high schools seeking to improve educational outcomes by implementing Smaller Learning Communities (SLCs). Current participating schools include, ‘Aiea, Campbell, Castle, Farrington, Kaimuki, Kapa‘a, Kapolei, Kaua‘i, Maui, McKinley, Nānākuli, Pearl City, Waiākea, Wai‘anae, Waimea, and Waipahu High Schools.

Member schools are in different stages of implementing Small Learning Communities, each school’s SLCs being structured to meet their unique educational setting. Hawai‘i 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 meets monthly in Honolulu with occasional visits to member neighbor island schools. These 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 and funding proposals.

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

Hawai‘i Academies (HA) activities were focused on two initiatives:

- 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 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 year followed the previously established practice of regular monthly meetings held at Pearl City High School with site visits to HA schools. These visits provided members to observe firsthand how small learning communities are implemented at different schools, meet staff members, observe special programs and share experiences that may be applied at their own schools. Site visits were valuable in allowing members with to collaborate others who did not have the opportunity to attend the regular monthly meetings.

HA schools along with other Hawai‘i Department of Education (HIDOE) schools participated in a collaborative effort with the University of Hawai‘i to pilot Career Technical Education (CTE) course alignments between high school and the University of Hawai‘i System. The effort engaged employer partners who identified skills that they require for employment that correlated and structured course alignments in school programs of study and University of Hawai‘i programs. The pilot covered all nine CTE career pathways. School counselors and teachers were provided with career “fact sheets” that were used to guide students in navigating through course offerings at the high school and at the college level. Initial efforts were focused Hawai‘i based careers with the intent of expanding number of different careers once the pilot is complete.

Analysis on data needs and usages required by small learning community / academy organizational structures continues. Data models needed for studies and operational analysis are being developed and are being used to verify HA school configurations in the HIDOE student information system. This effort is an ongoing.

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. Performance, enrollment and demographic data in school sections represent data collected for school year 2017–2018, 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 2018–2019 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.

NOTES