Waipahu Community School for Adults
Academic Plan
SY 2024-2025

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

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

Submitted by Principal Pat Anbe

Approved by Complex Area Superintendent Richard Fajardo

Waipahu Community School for Adults Academic Plan, Version #1, 3/13/24
Viable Quality Curriculum

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

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

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

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

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ASSESSMENTS FOR FEDERAL ACCOUNTABILITY AND REPORTING

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

Please utilize the dropdown list to identify the school administered assessments used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

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

<table>
<thead>
<tr>
<th>Grade Level / Course Name</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Equivalency Preparation Courses</td>
<td>CASAS and/or TABE</td>
<td>CASAS and/or TABE</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>CASAS and/or TABE</td>
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</tr>
<tr>
<td>Workforce Development Program</td>
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<tr>
<td>English Language Acquisition</td>
<td>CASAS and/or TABE</td>
<td>CASAS and/or TABE</td>
</tr>
<tr>
<td>iCAN program</td>
<td>CASAS and/or TABE</td>
<td>CASAS and/or TABE</td>
</tr>
<tr>
<td></td>
<td>Select One</td>
<td>Select One</td>
</tr>
</tbody>
</table>
IDENTIFIED SCHOOL NEEDS

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

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

☐ Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

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

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

1. **Student Need:** Continue to develop and further implement a system to address student persistence and completion (WASC Critical Area for Follow-Up #1).

2. **Root/Contributing cause(s):** Student persistence and completion is challenging for adult learners due to the various barriers they face. For some students, family needs, work schedules and other adult responsibilities hinder student persistence and completion.
<table>
<thead>
<tr>
<th>Retention (Course Completion)</th>
<th>PY 2020-2021</th>
<th>PY 2021-2022</th>
<th>PY 2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>41.2%</td>
<td>41.8%</td>
<td>71.11%</td>
</tr>
<tr>
<td>ESL</td>
<td>36.7%</td>
<td>45.5%</td>
<td>53.43%</td>
</tr>
<tr>
<td>Family Literacy</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Adult Secondary Education</td>
<td>44.6%</td>
<td>58.8%</td>
<td>72.57%</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>70.1%</td>
<td>41.1%</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>45.3%</td>
<td>48%</td>
<td>63.96%</td>
</tr>
</tbody>
</table>

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

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

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

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

4 **Student Need:** Continue to work to identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills (WASC Critical Area for Follow-Up #4).
Supporting our adult learners with these skills.

Some of our adult learners were not equipped with these skills in their prior educational experiences so we must be explicit in goals. Adult learners require a unique set of critical thinking skills in order to complete and meet their goals.
To add additional subgroups, please insert a new row and duplicate „Targeted Subgroup“ and „Identified Student Need(s)“ text as needed.

In order to address student equity, please list the Targeted Subgroup(s) and their Identified Need(s). Enabling activities should address Identified Need(s):
## Priority 1
High-Quality Learning For All

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

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

Offering educational opportunities for adult students to attain their educational goals will enable students to succeed in post-secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society.

Continue to monitor and refine the High School Equivalency (HSE) program to ensure the necessary supports are in place to prepare students to successfully attain their high school equivalency.

WASC Critical Area 4: Continue to work to identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills.

Accountable Lead(s): Curriculum Coordinators/Administrators

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

Accountable Lead(s): Curriculum Coordinators/Administrators

Analyze the CASAS and/or TABE assessment data, as well as transition plan data to identify student need areas and use the data to inform instruction to improve student achievement in the ASE, ABE, and ELA programs.

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

Accountable Lead(s): Registrars/Administrators

Continue to provide students with expanded opportunities to utilize technology to help improve upon their literacy, academic and basic computer skills.

- BurlingtonEnglish
- Achieve3000
- Edmentum PLATO™
- Essential Education
- Northstar Digital Literacy

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

Required for all schools.

Offering transition and job-readiness programs will enable students to succeed in post secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society.

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

Evaluate and refine the Workforce Development Credential (WDC), making the adjustments, as necessary, to support students who want to enter the workforce and/or improve their job-readiness/soft skills.

Accountable Lead(s): Workforce Development Coordinator and Administrators

Continue to implement and expand the iCAN program, designed to prepare students for success in postsecondary educational programs, vocational training programs, and the workforce.

Accountable Lead(s): Program Coordinator and Administrators

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

WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.

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

Accountable Lead(s): Registrars and Administrators
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<td>&quot;What funding source(s) should be utilized?&quot;</td>
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<td>1.2.1. All students desire to and attend school regularly.</td>
<td>Increase student retention and completion rates by providing a supportive learning environment and reducing barriers.</td>
<td>Monitor student attendance and implement different strategies in an effort to retain more students.</td>
<td></td>
<td>Please estimate the additional amount needed to execute the enabling activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ CSA General Funds</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ Federal Funds</td>
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<td></td>
<td>☐ Fees Revenue</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>☐ NA</td>
</tr>
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Google Attendance Forms
LACES data
Student Survey
1.2.3. All students experience a Nā Hōpema Aʻo environment for learning.

Required for all schools.

Expanding current programs on Nā Hōpema Aʻo (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.

Continue to partner with the Office of Hawaiian Education to offer Olelo Hawaiʻi classes to current DOE teachers.
Accountable Lead(s): Administrators

Continue to emphasize trauma informed teaching strategies so our teachers and staff can apply SEL strategies in their day to day interactions with all students. WCSA has provided professional development in this area and will continue to provide professional development opportunities for staff and teachers in the future.
Accountable Lead(s): Administrators
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1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.

Increase student retention and program completion by providing support to students as they navigate through the WSCSA programs and/or transition to college and/or careers.

Provide students with college and career counseling services, including postsecondary education and job exploration opportunities.

WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.

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

Accountable Lead(s): Counselors and Administrators

Developing Integrated Education and Training (IET) and IELCE programs will support a focal transition to post secondary education or training program opportunities.

Accountable Lead(s): Coordinators and Administrators

Continue the implementation of student transition plans, making refinements, as needed, to better assist students in preparing for success beyond the classroom and working towards attaining their postsecondary/transition goals.

WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.

Transition Survey

☐ CSA General Funds
☐ Federal Funds
☐ Fees Revenue
☐ NA
Support area high schools with the new Key Performance Indicator (KPI) in Strive Hi around Extended High School Completion as described in the State of Hawaii DOE's strategic plan. Students who are unable to obtain a high school diploma from their respective high school will be able to obtain a high school equivalency from WCSA within their designated cohort.

Accountable Lead(s): Registrars and Administrators

Priority 2
High-Quality Educator Workforce In All Schools

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

<table>
<thead>
<tr>
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<td>“Who is responsible to oversee and monitor implementation and progress?”</td>
<td></td>
<td></td>
<td>Please estimate the additional amount</td>
</tr>
</tbody>
</table>
2.1.2 All teachers are effective or receive the necessary support to become effective.

Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.

Require new teachers to partake in professional development or training to fully understand the impact of Adverse Childhood Events and its correlation to learning.

Accountable Lead(s): Administrators

Conduct classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies.

Accountable Lead(s): Administrators

Continue with the implementation of the Workshop Model to ensure consistent delivery of instruction across all WCSA campuses.

Accountable Lead(s): Administrators

Continue to develop and implement a school handbook, including new teacher orientation for new hires.

Accountable Lead(s): Administrators

Continue to provide professional development opportunities.

Accountable Lead(s): Administrators

2.2.2 All schools’ support staff are effective or receive the necessary support to become effective.

Supporting teachers with opportunities, such as differentiated training and

Registrars participate in the following meetings:
- LACES Monthly Meetings
- Professional Development on updates to LACES
- Refining collection of data.
- Registrars Monthly Meetings

Minutes from meetings

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

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

- Articulation time to share amongst campuses
- Maintaining LACES Database
- Collection of Data

Accountable Lead(s): Registrars

Provide collaboration time for coordinators to develop professional development to support teachers.
Accountable Lead(s): Administrators

Participate in all AEFLA trainings and meetings to ensure that all grant guidelines are followed and data collection is accurate.
Accountable Lead(s): Leadership Team
Priority 3
Effective and Efficient Operations At All Levels

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

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| "What do we plan to accomplish?" | "Why are we doing this?" | "How will we achieve the desired outcome?" | "How will we know progress is being made?" | "What funding source(s) should be utilized?"

and Name of Accountable Lead(s)
"Who is responsible to oversee and monitor implementation and progress?"

Please estimate the additional amount needed to execute the enabling activity.
Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<table>
<thead>
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</tr>
<tr>
<td>------------------</td>
<td>--------------------------</td>
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<td>----------------------------</td>
</tr>
</tbody>
</table>
| Consistency in delivery of services and instruction | We have multiple campuses throughout rural Oahu and Hawaii Island. Concise and clear communication between campuses is essential for consistency in delivery of services and instruction for our students. | Conduct staff meetings/provide training to streamline school processes and procedures and implement common procedures for office operations.  
- Schoolwide use of the WCSA Handbook  
- Ensure consistency in school operations and delivery of services across all campuses.  
**WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.** | Teacher Survey Partnerships | ☑ CSA General Funds |
| | | | | ☐ Federal Funds |
| | | | | ☐ Fees Revenue |
| | | | | ☐ NA |

**Accountable Lead(s): Administrators**

Build and maintain partnerships with feeder high schools and community partners (Oahu Workforce Development Board, American Job Center, and various other partners specific to each campus) to better support our students to be successful in and out of the classroom, and beyond.

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

**Accountable Lead(s): Coordinators and Administrators**
APPENDIX: SCHOOL BELL SCHEDULE

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

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

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

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

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