



# **KMR**

# **Two-Year Academic Plan**

# **2021-2023**

**McKinley Community School for Adults**

**634 Pensacola St.**  
**Honolulu, Hawaii 96817**  
**808 594-0540**  
**[www.mcsahawaii.org](http://www.mcsahawaii.org)**

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p><b>WASC Category B: Standards Based Student Learning: Curriculum &amp; Instruction</b></p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>-Continue with the implementation of the Workforce Development Diploma program and design and implementation of the Career Foundations Certificate Program.</li> <li>-Increase professional development opportunities to support curriculum initiatives for teachers and staff.</li> <li>-Continue to assess students' needs in order to adjust the curriculum tailored to their needs.</li> <li>-Expand the use of follow-up data (including post-completion and departure) used to drive curriculum decisions.</li> </ul> <p><b>WASC Category C: Standards-Based Student Learning: Instruction</b></p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>-MCSA needs to focus on workforce curriculum and individual student education and personal goals.</li> <li>-MCSA needs to continue to provide staff professional development and training, including effective use of technology.</li> <li>-The Workforce Development Diploma program and the Career Foundations Certificate Program in its beginning stages will require continued collaboration with existing and new partners to strengthen program offerings.</li> </ul> <p><b>WASC Category D: Standards Based Student Learning: Assessment and Accountability</b></p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>-Continue to coordinate the use of student pathways to establish a coordinated effort to be able to guide students to career goals.</li> <li>-Provide professional development to further formative and summative evaluation.</li> </ul>

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	<p><b>Addressing Equity: Sub-Group Identification</b></p> <p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <ul style="list-style-type: none"><li>● Economically Disadvantaged (ABE, GED, ELA, ASE)</li><li>● English Language Learners (ELA and ABE)</li><li>● Adult Basic Education Students (ABE, ASE, Workforce Development Diploma)</li><li>● Students with Disabilities (ABE, ELA, ASE)</li><li>● Incarcerated individuals (ABE, GED, ASE, Workforce Development Diploma)</li><li>● Adult Secondary Education students lacking a basic education or high school equivalency credential.</li></ul>
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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Lance Jyo, Vice Principal Moanalua and Kauai Campuses	1. Workforce Development Diploma Program (All Vice Principals and Program Specialist)
2. Kurt Ginoza, Vice Principal Maui Campus	2. College and Career Readiness Standards (All Vice Principals and Program Specialist)
3. Michele Fukumoto, Vice Principal Farrington Campus & Curriculum Oversight for McKinley Campus	3. Formative Instruction and Data Teams (All Vice Principals and Program Specialist)
4. Mark Nakamura, Vice Principal McKinley Campus	4. Educator Effectiveness (All Vice Principals)
5. Ryan Sanpei, Program Specialist	5. Induction and Mentoring for Workforce Innovation and Opportunities Act, Workforce Development Diploma Program, Career Foundations Certificate Program.
6. Thomas Pangilinan, Accreditation Coordinator	6. Accreditation, Curriculum and Staff Development
7. Kellsie Tokita, Registrar McKinley Campus	7. CASAS & TABE DATA, NRS Tables, AEFLA Monitoring and Reporting, HireNet (Department of Labor)
8. Raden Nagamine, Registrar Farrington and Maui Campuses	8. CASAS & TABE DATA, NRS Tables, AEFLA Monitoring and Reporting, HireNet (Department of Labor)
9. Shelby Hamamoto, Registrar Moanalua and Kauai Campuses	9. CASAS & TABE DATA, NRS Tables, AEFLA Monitoring and Reporting, HireNet (Department of Labor)

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of two years,	Rationale:
<p>McKinley Community School for Adults will be addressing the WASC five Critical Areas of Need as recommended by the Visiting Team as noted in Goals 1, 2, &amp; 3.</p> <ol style="list-style-type: none"> <li>1. The administrators and teachers from each campus will work collaboratively to develop and implement strategies to deliver the Workforce Development Diploma (WDD) Program by increasing the number of participants by 10%.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Workforce Development Diploma Program (WDDP) emphasizes integrated education and training that (a) provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities, and workforce training for a specific occupation or occupational cluster, (b) is for the purpose of educational and career advancement. Upon successful completion of the educational and training component, a student will earn a Workforce Development Diploma. Currently, we have 359 students enrolled and would like to increase the enrollment by 10%.</li> <li>2. The Career Foundations Program is a “Career Ready” program with a framework built on soft skills. These “soft skills” are standards based and were designed by members of</li> </ol>

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<p>2. The administrators or each campus and teachers will work collaborative to develop and implement strategies to deliver the Career Foundations Certificate Program by 10%.</p> <p>3. Student retention will be addressed with continued attention enrollment and NRS data to assess progress, especially in the area of Adult Secondary Education. (NRS data for 2021</p>	<p>the Workforce and the Department of Education. Soft skill lessons are incorporated into a Project Based Lesson which is the Career Project and/or and Individual Development Plan which document the Career Skills. These acquired skills translate to self-confidence, lead to successful job interviews, and impact career advancement.</p> <p>3. Student enrollment and retention MCSA is dependent upon the number of students who enroll in all programs. Total enrollment and retention for school year 2019-20 and 2020-21 has been severely impacted by COVID 19. Currently MCSA offers hybrid classes that includes online and face to face instruction. We will continue to monitor the NRS data to ensure a variety of opportunities are provided our students to encourage them to return to school.</p>
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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1. 90% of the students enrolled in the Workforce Development Diploma Program without a high school diploma will be receiving a WDD Certificate.</p>	<p>Workforce Development Diploma (ABE Low/Inter Level 3) will receive the necessary basic education and access to job training programs to qualify them to receive a Workforce Development Diploma Certificate.</p> <p>Joint agency training programs along with Dreamcatcher (Maui) and the Work Readiness Academy (Moanalua, Kauai, and Farrington) is provided for each student.</p>	Fall 2022-Spring 2023	VPs	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Progress will also be monitored by the Vice Principals through the informal and formal walk-throughs and classroom visitations.</p>
<p>2. Increase the number of Adult Secondary Education students transitioning to the community colleges or university by 3%.</p>	<p>Monitor NRS, CASAS, TABE, and schoolwide data that provides the transition rate of students from Adult Secondary Education (ASE) to the community colleges or university.</p> <p>Revisit the curriculum being offered students to determine if realignment is necessary to improve student learning &amp; completion rate.</p>	Fall 2022-Spring 2023	VPs	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Progress will be monitored by the Vice Principals, Registrars, and teachers utilizing attendance records, and post-secondary data</p> <p>Teachers and administration will work collaboratively to ensure the curriculum being offered to the students prepare them for transitioning to the community colleges or university.</p>

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<i>3.Increase the ESL, ASE, and ABE student retention rate by 5%.</i>	Monitor attendance records, NRS, CASAS, TABE and schoolwide data to measure student retention rate.	Fall 2022-Spring 2023			
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**Goal 2: Staff Success.** McKinley Community School for Adults has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of two years,	<b>Rationale:</b>
<p>1. The Leadership Team will provide staff with professional development and training opportunities to improve delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement.</p> <p>They will also examine instructional practices that directly relate to identified classroom goals that accommodate various learning styles and students' needs.</p>	<p>Provide teachers with staff development and in-service activities to support them through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need.</p> <p>Teachers attend regular professional training during waiver days where they are introduced to new programs and operations that are occurring during their teaching term. The Oahu teachers frequently meet as a whole group while other campuses participate in the meeting on-line.</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1. 100% of the teachers will participate in the examination of student work and discuss strategies needed to support increase in student achievement.	Provide meeting time for teachers to collaborate and examine student work. Share successful strategies that could be implemented in the classroom to maximize student achievement.	2022-2023	VPs	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Teachers will be required to sign-in at each meeting. A log of participants will be kept by the Vice Principals.</p> <p>This attendance record (sign-in) will serve as evidence of the teachers' participation.</p>
2. 100% of the teachers will participate in the professional development training offered on instructional strategies and use of assessment data.	Additional professional development training will be provided to support teacher knowledge as it relates to curriculum and instruction.	2022-2023	VPs	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Teachers will be required to sign-in at each training. A log of participants will be kept by the Vice Principals at each campus.</p> <p>This attendance record (sign-in) will serve as evidence of the teachers' participation.</p>

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**Goal 3: Successful Systems of Support.** The system and culture of **McKinley Community School for Adults** works to effectively organize financial, human, and community resources in support of student success.

<b>Outcome:</b> By the end of two years,	<b>Rationale:</b>
<p>1.The administrators and teachers from each campus and will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education program to better meet the school’s goals and objectives.</p> <p>2.Data gathering and analysis will be expanded and applied in order to clearly document achievement of each growth area in the Academic Plan.</p> <p>A variety of standards-based curriculum embedded assessments will be utilized to provide students with the expectation for his or her performance to demonstrate mastery or attainment of the standard or General Learner Outcome.</p>	<p>Adult Secondary Education (ASE) students receive the same standards-based education that is aligned to the CCRS and may also receive direct instruction in small groups to address areas of growth.</p> <p>Data gathering and assessment of data is needed to successfully modify instructional practices. Assessment data allows the instructor to identify the weaknesses of the class as a whole and adjust accordingly to student needs and goals and find some measure of success.</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>1.Ensure that all ASE students receive the same standards-based education that is aligned to the CCRS and may also receive direct instruction in small groups to address area of growth.</i></p>	<p>Teachers will include blended learning and web-based instructional opportunities such as Essential Education that provides an all-inclusive menu that individualizes learning modules and academies to meet the need of the ASE student.</p> <p>MCSA teachers will utilize specific strategies and activities that are aligned to the CCRS to monitor successful student integration of what is being taught and student application to real-world situations.</p> <p>MCSA teachers, plan, instruct , and assess student work and provide valuable evidence to support student learning and progress. The planning process includes the review of the mapping and pacing guides which are an integral part of lesson planning.</p>	2022-23	VPs	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>-Comprehensive Adult Student Assessment System (CASAS)            -National Reporting System (NRS)            -Test of Adult Basic Education (TABE)</p> <p>Progress will also be monitored by the Vice Principals through the informal and formal walk-throughs and classroom visitations.</p>

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<p><i>2. Increase by 10% the number of students enrolled in Essential Education's remote access that allows for an engaging experience that is aligned with the CCRS and WIOA standards.</i></p>	<p>Teachers will include blended learning and web-based instructional opportunities such as Essential Education that provides an all-inclusive menu that individualizes learning modules and academies to meet the need of the ASE student.</p>	<p>2022-23</p>	<p>VPs</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>-Comprehensive Adult Student Assessment System (CASAS)  -National Reporting System (NRS)  -Test of Adult Basic Education (TABE)  Progress will also be monitored by the Vice Principals through the informal and formal walk-throughs and classroom visitations.</p>
<p><i>3. Provide 100% of teachers with staff development training on the use of assessment data to improve instruction.</i></p>	<p>Staff development training will include analysis of data, modification of instruction, and testing. All students are pre and post tested upon enrollment and each semester while in attendance.</p>	<p>2022-23</p>	<p>VPs</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Comprehensive Adult Student Assessment System (CASAS)  -National Reporting System (NRS) approved standardized pre-post assessments to report Educational Functioning Levels (EFL)  -Test of Adult Basic Education (TABE)</p>