



# McKinley Community School for Adults Academic Plan SY 2025-2026

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mcsahawaii.org

- ☒ Non-Title 1 School    ☐ Title 1 School    ☐ Kaiapuni School (Self Contained)    ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Helen Sanpei	
	3/28/2025

Approved by Complex Area Superintendent Linell Dilwith	
	4/8/25

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

## VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

**Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
See below *	Other: ▾	Other: ▾		
	Other: ▾	Other: ▾		
	Other: ▾	Other: ▾		

**Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
English Language Acquisition**	Stand Out, Burlington English	Embedded in lessons	Embedded	Embedded
Adult Basic Education**	Essential Education, Wordly Wise	Essential Education	Essential Education	Essential Education
Adult Secondary Education**	Burlington English, Essential Education	Essential Education	Essential Education	Essential Education

\* Process:

1. A student desires to register for courses at MCSA (open enrollment)
2. Student is asked to take a placement test to determine placement in one of the programs listed below:
  - a. English Language Acquisition (ELA)
  - b. Adult Secondary Education (ASE)
  - c. Adult Basic Education (ABE)
3. Student is placed in a program depending on score on test
4. Student registers
5. Instruction begins

\*\*Career Foundations incorporated into the curriculum.

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

- ☐ Panorama      ☐ School-created template      ☒ Other: This is done by the instructor who plans, adjusts lesson, monitors and evaluates progress of student

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
ELA	Other: ▾ CASAS (Reading STEPS)	Other: ▾
ABE	Other: ▾ CASAS (Reading GOALS)/TABE (13/14)	Other: ▾ CASAS (Math GOALS 2)/TABE (13/14)
ASE	Other: ▾ CASAS (Reading GOALS)/TABE (13/14)	Other: ▾ CASAS (Math GOALS 2)/TABE (13/14)

## 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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY 2019-2020

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2025-2026

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 2025-2026

**Please identify critical student learning needs and the root/contributing cause 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?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><b><u>Student Need:</u></b> Increased student attendance to classes.</p> <p><b><u>Root/Contributing Cause:</u></b>            1A. Student access to education may be limited by personal schedule.            1B. MCSA program offerings are dependent upon the number of students who enroll in all programs.</p>
2	<p><b><u>Student Need:</u></b> 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><b><u>Root/Contributing Cause:</u></b>            2A. Staff need PD and inservice opportunities to improve teaching strategies for scaffolding instruction and teaching in small groups.            2B. Staff not implementing research based teaching strategies consistently/consciously.</p>
3	<p><b><u>Student Need:</u></b> The teachers will provide differentiated instruction to address individual student learning styles in all classes.</p> <p><b><u>Root/Contributing Cause:</u></b>            3A. Students are at different levels based on life experiences and present levels of academic performance.            3B. Students are enrolled at a CSA, an alternative educational program in lieu of a traditional K-12 setting, lacking credits, attendance or behavior concerns while others may be adult English Language Learners with limited English proficiency.</p>

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p><b><u>Targeted Subgroup:</u></b> Economically Disadvantaged (ELA, ABE, ASE, GED)</p> <p><b><u>Identified Student Need(s):</u></b> Continue with the development of the Workforce Development Certificate (WDC) and Career Foundations programs to expand curriculum options for students afforded through the MCSA student pathways.</p>
2	<p><b><u>Targeted Subgroup:</u></b> English Language Learners (ELA and ABE)</p> <p><b><u>Identified Student Need(s):</u></b> Continue to assess student data and needs to modify and adjust curriculum offerings.</p>
3	<p><b><u>Targeted Subgroup:</u></b> Students with Disabilities (ELA, ABE, ASE)</p> <p><b><u>Identified Student Need(s):</u></b> Continue with the development of the WDC and Career Foundations programs to expand the curriculum for students through the MCSA student pathways.</p>
4	<p><b><u>Targeted Subgroup:</u></b> Disadvantaged and low skills adults lacking a basic education with multiple barriers to gain educational attainment, employment and economic self-sufficiency. (ABE, ASE, GED, Workforce Development Certificate, Career Foundations Certificate)</p> <p><b><u>Identified Student Need(s):</u></b> Continue with the development of the WDC and Career Foundations programs to expand the curriculum for students through the MCSA student pathways.</p>
5	<p><b><u>Targeted Subgroup:</u></b> Adult Secondary Education students lacking a basic education or high school equivalency credential.</p> <p><b><u>Identified Student Need(s):</u></b> Continue with the development of the WDC and Career Foundations programs to expand the curriculum for students through the MCSA student pathways.</p>
6	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></p>
7	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></p>



## Priority 1 High-Quality Learning For All

### ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
<b>1.1.1.</b> All students registering to attend MCSA are tested and placed in the appropriate student pathway for academic development. <i>To ensure 100% testing and placement</i>	3A	<p>1.1.1 (1)MCSA instructional programs consists of:</p> <ol style="list-style-type: none"> <li>1. English Language Acquisition</li> <li>2. Adult Basic Education</li> <li>3. Adult Secondary Education</li> </ol> <p>Administration collaborates with staff to develop the instructional program, which is subsequently delivered by instructors. Instructors utilize a designated program for each course, incorporating instructional skills suitable for the specific level of instruction.</p> <p><i>Accountable Lead: Principal</i></p>	<ul style="list-style-type: none"> <li>• National Reporting System (NRS)</li> <li>• Formative and summative assessment</li> <li>• Teacher observation and judgement</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$15,000  <input type="checkbox"/> Other:__, \$         </p>

<p><b>Reading Proficiency Mathematics Proficiency</b></p> <p><b>1.1.2. &amp; 1.1.3</b> Reading and Math are embedded in the instructional curriculum which is presented in the MCSA Adult Education program Essential Education (ASE/GED)</p>	2B	<p>1.1.2 (1)Essential Education has a comprehensive program that offer new skills or reinforce skills that are presented at different levels</p> <p>a. Instructions are present with modifications of adjustments made to meet the need of the students</p> <p><i>Accountable Lead: Principal</i></p>	<ul style="list-style-type: none"> <li>• NRS</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$75,000  <input type="checkbox"/> Other:__, \$         </p>
<p><b>1.1.4.</b> All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	3A	<p>1.1.4 (1)Through rigorous instructional programs as designed by administration and teachers:</p> <ul style="list-style-type: none"> <li>• Students are engaged and ready to learn</li> <li>• All students are gaining the academic skills they need to succeed on the adult education pathway and throughout their lives.</li> <li>• Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.</li> </ul> <p><i>Accountable Leads: Administration &amp; Teachers</i></p>	<ul style="list-style-type: none"> <li>• NRS</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$50,000  <input type="checkbox"/> Other:__, \$         </p>

<p><b>1.1.5.</b> All MCSA students transition successfully from ELA, ABE or ASE to work or enrolling in an institution of higher learning.</p> <p><i>Required for all schools.</i></p>	1A	<p>1.1.5 (1) Appropriate instructional and school support. General Learner Outcomes, Standard Based Learning, and Na Hopena A'o</p> <p>1.1.5 (2) Career foundations curriculum is incorporated into each pathway.</p> <p><i>Accountable Leads: Administration &amp; Teachers</i></p>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessments</li> <li>• Teacher Observations</li> </ul>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:AEFLA, \$50,000</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p><b>1.2.1.</b> All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>1A</p>	<p>1.2.1 (1)Monitor classroom attendance records.</p> <p>1.2.1 (2)Teachers to follow-up with students not attending class.</p> <p>1.2.1 (3)Appropriate Health and Safety procedures are being executed to provide for a safe learning environment.</p> <p><i>Accountable Leads: Vice Principals, Registrars</i></p>	<ul style="list-style-type: none"> <li>• NRS</li> <li>• Teacher log</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:AEFLA, \$5,000  <input type="checkbox"/> Other:__, \$         </p>

<p><b>1.2.2.</b> All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>MCSA embraces the Nā Hopena A'o framework that provides employees and students the skills, behaviors and dispositions that are reminiscent of Hawaii's uniqueness and to honor the values of the indigenous language and culture of Hawaii.</p>	<p>1.2.2 (1) Teachers will reinforce positive student behaviors that reflect the values of the indigenous language and culture of Hawaii, as well as honor the qualities.</p> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student to student interactions</li> <li>• Student to teacher interactions</li> <li>• Student to office interactions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant: AEFLA, \$5,000</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p><b>1.3.1.</b> All students, throughout their Community School for Adults experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>1B</p>	<p>1.3.1 (1)Variety of courses created to increase job performance or job requirement (career foundations curriculum)</p> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• Course registration</li> <li>• Program/ pathway completion</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:AEFLA, \$20,000  <input type="checkbox"/> Other:__, \$         </p>

<p><b>Alignment</b></p> <p><b>1.3.2.</b> Ensure that all ASE students receive the standards-based education that is aligned to the CCRS.</p> <p>Students will also receive direct instruction in small groups to address areas of growth.</p>	2A	<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 needs 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> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Learning plan (Essential Ed)</li> <li>• NRS</li> <li>• Assessments on Essential Education</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$100,000  <input type="checkbox"/> Other:__, \$         </p>
<p><b>1.3.3.</b> All GED and HiSET students complete and pass their HSE with a personal plan for their future.</p>	3B	<p>1..3.3 (1)Transition counselors will meet and support all those students who are interested in obtaining a GED. A Personal Transition Plan will be created to guide students with their current and future goals, track their CASAS scores and GED or HiSET scores.</p> <p>1.3.3 (2)Transition Counselors will help students with their college and financial aid applications or connections to work.</p> <p><i>Accountable Leads: Transition Counselors</i></p>	<ul style="list-style-type: none"> <li>• Student's intake form</li> <li>• Number of people who earn their HSE</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$10,000  <input type="checkbox"/> Other:__, \$         </p>



## 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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>2.1.1.</b> 100% of the teachers will participate in the examination of student work and discuss strategies needed to support an increase in student achievement.	Limited sanction time to analyze.  Coordination of time among part time teachers	2.1.1 (1)Time for teachers to collaborate and examine student work and make decisions on strategies to be implemented that will support student achievement.  <i>Accountable Leads: Vice Principals</i>	<ul style="list-style-type: none"> <li>• A log of participants will be kept by the Vice Principals</li> <li>• The attendance record (sign-in)</li> <li>• Articulation meeting log</li> </ul>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:AEFLA, \$5,000 <input type="checkbox"/> Other:____, \$

<p><b>2.1.2.</b> 100% of the teachers will participate in the professional development training offered on instructional strategies.</p>	<p>Limited sanction time to analyze</p>	<p>2.1.2 (1)Time for Teachers to collaborate and examine student work and make decisions on strategies to be implemented that will support student achievement.</p> <p>2.1.2 (2)Vice Principals will schedule professional training for teachers on instructional strategies and utilization of assessment data.</p> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• A log of participants will be kept by the Vice Principals</li> <li>• The attendance record (sign-in)</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$5,000  <input type="checkbox"/> Other:____, \$         </p>
<p><b>2.1.3.</b> Provide 100% of teachers with staff development training on the use of assessment data to improve instruction.</p>	<p>Limited sanction time to analyze</p>	<p>2.1.3 (1)Teachers will participate in staff development training which includes: analysis of data, modification of instructions, and testing. All students are pre- and post-tested upon enrollment and each semester while in attendance.</p> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• A log of participants will be kept by the Vice Principals</li> <li>• The attendance record (sign-in)</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$50,000  <input type="checkbox"/> Other:____, \$         </p>
<p><b>2.2.1.</b> All schools' support staff are effective or receive the necessary support to become effective at building relationships.</p>	<p>2B</p>	<p>2.2.1 (1)Staff development training provided will include Na Hopena A`o</p> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• A log of participants will be kept by the Vice Principals</li> <li>• The attendance record (sign-in) will serve as evidence of the teachers' participation.</li> </ul>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:AEFLA, \$5,000  <input type="checkbox"/> Other:____, \$         </p>



## 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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>3.3.1.</b> All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>	80% of SCC positions are currently filled. The remaining 20% of positions will be filled by Nov. 2025. Collaborative meetings focused on school culture and school improvement will be held every month.	3.3.1 (1)Principal will message the importance of this advisory group to all stakeholders in October 2025 explaining role/responsibilities.  3.3.1 (2)Elections will be held on Nov. 1, 2025.  3.3.1 (3)Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.  <i>Accountable Lead: Cary Miyashiro</i>	<ul style="list-style-type: none"> <li>Meeting minutes</li> </ul>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:AEFLA, \$5,000 <input type="checkbox"/> Other:____, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>3.3.2.</b> Communicating opportunities happening in the community through different forms of media	Opportunity to inform students to participate in community activities as well as future educational goals through partnership with educational institutions in the community	<p>3.3.2 (1)Literature displayed on bulletin boards. Bulletin board displays to promote acquisition of GLO's.</p> <p>3.3.2 (2) Community college counselor and business leaders providing educational institutions within the community space in MCSA to serve interested students</p> <p><i>Accountable Leads: Vice Principals</i></p>	<ul style="list-style-type: none"> <li>• Bulletin board displays</li> <li>• Community college counselor's log</li> </ul>	<div> <input type="checkbox"/> WSF, \$           <input type="checkbox"/> Title I, \$           <input type="checkbox"/> Title II, \$           <input type="checkbox"/> Title III, \$           <input type="checkbox"/> Title IV-A, \$           <input type="checkbox"/> Title IV-B, \$           <input type="checkbox"/> IDEA, \$           <input type="checkbox"/> SPPA, \$           <input type="checkbox"/> Homeless, \$           <input checked="" type="checkbox"/> Grant:AEFLA, \$10,000           <input type="checkbox"/> Other:____, \$         </div>



## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 [McKinley Community School for Adults] 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)

N/A

**Did your school submit a SCC Waiver Request Form? Please explain.**

N/A

**Bell Schedule:** N/A