



# **Three-Year Academic Plan 2017-2020**

**McKinley Community School for Adults**

**634 Pensacola St.  
Honolulu, HI 96817**

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
<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>ASC Category B:</b></p> <p>All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.</p> <p>ASC Critical Area for Follow-up:</p> <p style="text-align: center;"><b>1. Need: Increase home group collaboration to better meet the school's goals and objectives.</b></p> <p><b>ASC Category C:</b></p> <p>All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</p> <p>ASC Critical Area for Follow-up:</p> <p style="text-align: center;"><b>2. Need: Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goals.</b></p> <p><b>ASC Category D:</b></p> <p>The school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community.</p> <p>ASC Schoolwide Critical Areas for Follow-up:</p> <p style="text-align: center;"><b>3. Need: Increase the number and scope of partnerships to carry out the school's mission.</b></p>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p data-bbox="449 201 1184 237"><b>Addressing Equity: Sub Group Identification</b></p> <ul data-bbox="499 272 1755 506" style="list-style-type: none"><li>● Economically Disadvantaged</li><li>● English Language Learners</li><li>● Adult Basic Education students</li><li>● Students with Disabilities</li><li>● Incarcerated individuals</li><li>● Adult Secondary Education students lacking a basic education or high school equivalency credential</li></ul> <p data-bbox="449 555 2007 626">In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>
--	--

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<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. Michele Fukumoto, Vice Principal	1. College and Career Readiness Standards (All Vice Principals)
2. Lance Jyo, Vice Principal	2. Comprehensive Student Supports (All Vice Principals)
3. Ken Furukawa, Vice Principal	3. Formative Instruction/Data Teams (All Vice Principals)
4. Kurt Ginoza, Vice Principal	4. Educator Effectiveness (All Vice Principals)
5. Ryan Sanpei, Program Specialist	5. Induction and Mentoring for Workforce Innovation and Opportunities Act
6. Tom Pangilinan, Accreditation Coordinator	6. Curriculum and Staff Development (Tom Pangilinan)
7. Raden Nagamine, Registrar Farrington/Maui Campus	7. CASAS & TABE Data, NRS Tables, AEFLA Monitoring & Reporting, HireNet
8. Lester Tanji, Registrar Moanalua/Kauai Campus	8. CASAS & TABE Data, NRS Tables, AEFLA Monitoring & Reporting, HireNet
9. Kellsie Tokita, Registrar McKinley Campus	9. CASAS & TABE Data, NRS Tables, AEFLA Monitoring & Reporting, HireNet

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**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 three years,	Rationale:
<p>By the end of three years, McKinley Community School for Adults will successfully address the <b>WASC three Critical Areas of Need</b> as recommended by the Visiting Team.</p> <p><b>1. Increase the number and scope of partnerships to carry out the school's mission.</b></p> <p>Adult education in Hawaii provides educational services in basic skills, acculturation and linkages to other community resources and service providers. Under the Workforce Innovation and Opportunity Act (WIOA), McKinley Community School for Adults (MCSA) is mandated to work with two core partners, the Department of Labor and the Department of Human Services – Vocational Rehabilitation, to better integrate and align adult education and literacy services with employment and vocational rehabilitation services, as well as with service of other relevant partners and systems, including the American Job Centers.</p> <p>Through funding from the UHCC Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant, we were able to create a partnership with UHCC to develop a training program, (C3T Community College Career Training) that eventually led to the student acquiring a college degree and or lead to a job. Effective school year 2017-18, McKinley Community School for Adults will assume</p>	<p>As MCSA approaches the third year of the WASC accreditation cycle, each campus is faced with statutory provisions of the Workforce Innovation and Opportunities Act (WIOA). WIOA went into effective on July 1, 2015. The federal WIOA requires the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the Hawaii State Department of Labor and Industrial Relations (DLIR), the Hawaii State Department of Education (Community Schools for Adults) and the Hawaii State Department of Human Services' Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the United States Department of Labor (DOL). Hawaii state law requires the Workforce Development Council to work with core partner agencies and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of workforce services. In April, 2016, states submitted their Unified State Plan. Hawaii's Unified State Plan has been approved by the U.S. Secretary of Labor. This Plan is made up of career pathways that include secondary, post-secondary levels and K-12 involvement by incorporating career-focused measures, pathways, and work-based learning experiences and credentials. The Community School for Adults provides secondary educational services for those individuals who have failed to complete their secondary/high school education. These</p>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

responsibility for the program offered at the McKinley Campus.

**1. Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goals.**

To improve student retention, all students will have access to a rigorous, relevant curriculum addressing the College and Career Readiness Standards (CCRS).

These standards are descriptive statements with multiple performance levels detailing what adults need to know and be able to do in the 21st century. All teachers used standards based texts and supplemental curriculum. In addition, the GED, HiSET and Community Based Community School Diploma Program (CBCSDP) follow a set standards based curriculum. Classroom activities are structured to simulate real life situations and teach skills the adult learner will require. Internet access serves as an integral resource along with real-life conversation, various software programs, field trips and guest speakers. MCSA uses Academic Review Teams who utilize specific strategies or activities to oversee and monitor to insure student success.

**1. Increase home group collaboration to better meet the school's goals and objectives.**

As a result of student involvement in the preparation of the WASC Self-Study Report, all students were assigned a home group. These home groups served as the means to collaborate with each other and with other home groups for the purpose of finding out information, clarification of thoughts, ideas, etc. and agreement of the inclusion of information for the report. The process is successful in involving and supporting students that MCSA has continued this process to continue to support student in their learning experience and goals. MCSA Administrators and teachers meet weekly to discuss student welfare, student communication, curriculum, and placement of students in three areas:

1. Registration procedures - understanding requirements and expectations.

services also include Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL) and transition services into careers and post-secondary training opportunities. The community school's mission is to provide opportunities for student to remediate in numeracy and literacy, increase English Language proficiency, and to attain secondary credential. In addition, transition services are provided to improve access to post-secondary education and workforce services for individuals with significant barriers to employment – some veterans, individual with disabilities, out-of-school and at-risk youth, the incarcerated and other populations to help ensure that everyone has an opportunity to further their education and/or get a good job.

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

2. Testing center - the importance to well on test; purpose of testing.

3. Classroom-understanding the curriculum, standards, etc.

Also, in addition to the WASC Critical Areas of Need, we will be focusing on the following:

- Ongoing training to assist MCSA administrators, teachers, staff and students regarding implementation of the Workforce Innovation and Opportunity Act (WIOA) and the impact it will have on each of them.
- Requesting funds to implement the requirements of WIOA due to the shortfall in general fund allocation and to purchase personnel, i.e. Transition Coordinators to aid in the WIOA transition.
- Creating, designing, modifying the MCSA Campus Student Pathways as we continue to address the every changing requirements for successful implementation.
- Providing support to students which will allow them to meet the course requirements to fulfill their college and career goals.

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	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
100 % of the teachers will participate in Common Core State Standards to include Adult Education College and Career Readiness Standards staff implementation to create an environment that supports college and career success.	<p>Continue to provide teachers with staff development in-servicing in the implementation of MCSA Career Pathways and College and Career Readiness standards (Common Core Adult Education Standards).</p> <p>Provide staff development training for teachers on instructional strategies and use of assessment data.</p>	2017-2020	VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua & Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator	<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: State General <input type="checkbox"/> N/A	Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE).



### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Implement the Common Core Standards (CCS) to include College and Career Readiness Standards for adult education.</p>	<p>2017-2020</p>	<p>VPs:            Ken Furukawa, Farrington            Lance Jyo, Moanalua &amp; Kauai            Michele Fukumoto, McKinley            Kurt Ginoza, Maui            Ryan Sanpei, Program Specialist            Tom Pangilinan, Accreditation Coordinator</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: State General  <input type="checkbox"/> N/A         </p>	<p>Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE).</p>
--	---	------------------	---	---	--

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**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.

Outcome:	1. Rationale:
<p>By the end of three years an induction, mentoring, and support for all adult education teachers will be provided.</p>	<p>Provide teacher staff development and in-service activities to support teachers 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. Team teaching, allows teachers to provide both large and small group instruction through direct instruction, sharing the pen, as well as large and small group instruction, as well as individual attention or tutorial as needed.</p>

Planning				Funding	Interim Measures of Progress
<p><b>Desired Outcome</b></p>	<p><b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i></p>	<p><b>School Year(s) of Activity</b></p>	<p><b>ART Accountable Lead(s)</b></p>	<p><b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i></p>	<p><b>Define the relevant data used to regularly assess and monitor progress</b></p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>At the beginning of each semester, induction mentoring and support for all adult education teachers will be provided.</p>	<p>Continue to provide a seamless delivery of services to the school's communities through the new structure of adult education programs.</p>	<p>2017-2020</p>	<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</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: State General <input type="checkbox"/> N/A</p>	<p>100% of our teachers and staff will be provided with the necessary information to continue this seamless delivery of educational services to our students on all 5 campuses.</p> <p>Progress will be monitored by the vice principals through the informal and formal walk-throughs and classroom visitations</p>
<p>At the beginning of each semester, induction mentoring and support for all adult education teachers will be provided.</p>	<p>100% of beginning adult education teachers will be assigned to a mentor teacher for the school year. New teachers will also attend the new teacher orientation program prior to the start of each semester.</p>	<p>2017-2020</p>	<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</p>	<p><input checked="" 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: State General <input type="checkbox"/> N/A</p>	<p>The attendance record (sign-in) will serve as evidence of the teachers' participation in the comprehensive orientation and mentoring program for new teachers.</p> <p>100% of all new teachers will be required to establish a LINC account</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Continue to provide a seamless delivery of services to the school's communities through the new structure of adult education programs.</p>	<p>2017-2020</p>	<p>VPs:            Ken Furukawa, Farrington            Lance Jyo, Moanalua &amp; Kauai            Michele Fukumoto, McKinley            Kurt Ginoza, Maui            Ryan Sanpei, Program Specialist            Tom Pangilinan, Accreditation Coordinator</p>	<p><input checked="" 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: State General  <input type="checkbox"/> N/A</p>	<p>100% of our teachers and staff will be provided with the necessary information to continue this seamless delivery of educational services to our students on all 5 campuses.</p> <p>Progress will be monitored by the vice principals through the informal and formal walk-throughs and classroom visitations</p>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**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.

**Outcome:** By the end of three years,

**Rationale:**

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

McKinley Community School for Adults CASAS and HireNet data will show an increase in the number of students' transitioning from the community school to a community college or workplace.

The Workforce Investment and Opportunities Act (WIOA) is groundbreaking Federal legislation that has provided opportunities for adult education to reinvigorate the public workforce system through strong cross-programs and federal-state-local partnership working collaboratively to develop innovative strategies that provide American workers with the quality education and job training opportunities needed for the high-skill jobs of the future. As the educational partner of WIOA, McKinley Community School for Adults is working collaboratively with the Department of Labor and Department of Health (Division of Vocational Rehabilitation) to provide the educational component that will prepare our students for the workforce or college.

Planning

Funding

Interim Measures of Progress

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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><b>WASC Area for follow-up #2: Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goal.</b></p>	<p>Infuse the College and Career Readiness Standards (CCRS), and subsets of the Common Core State Standards, into competency-based instruction in adult education.</p>	<p>2017-18</p>	<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator Transition Coordinators</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: State General <input type="checkbox"/> N/A</p>	<p>An annual increase of 2% of the students enrolled in Adult Secondary Education will be transitioning to the community colleges.</p> <p>An annual increase of 2% of students will transition from school to the workplace.</p>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>SC Area for Follow-up #3</b></p> <p><b>Increase Focus on Learning home group collaboration to better meet the needs of the school's goals and objectives.</b></p>	<p>Develop Career Pathways that integrate education and training and support services that enable individuals to secure employment or advance to successively higher levels of education and employment. Full-time transition coordinators will provide guidance and leadership to those individuals receiving workforce development services for transition into employment, postsecondary programs, advanced job training and needed support services with the development of a Personal Transition Plan that provides goals and benchmarks to track progress.</p>	<p>2017-2020</p>	<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator Transition Coordinators</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: State General <input type="checkbox"/> N/A</p>	<p>Transition Pathways for all campuses will be finalized and revised annually. A copy of individual campus pathways will be shared and posted on McKinley CSA's website: <a href="http://www.mcsahawaii.org">www.mcsahawaii.org</a></p> <p>Transition coordinators will utilize the individual student plan to assist with program placement.</p>
	<p>Increase Focus on Learning home group collaboration to better meet the needs of the school's goals and objectives</p>		<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom</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: State General <input type="checkbox"/> N/A</p>	<p>Focus on Learning Home Groups meetings will increase by 10% each school year.</p>



### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

			Pangilinan, Accreditation Coordinator		
	Provide academic and transitional support opportunities for students seeking the GED or HiSET high school equivalency credentials, Community School Diploma, employment, or higher education by increasing college access, readiness, and success.		VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua & Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator	<input checked="" type="checkbox"/> State: General Funds <input checked="" type="checkbox"/> Title II AEFLA funds	of students seeking counseling services will receive services from the Transition Counselor or Kapiolani Community College Counselor.

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Work together with two core partners, Department of Labor and the Department of Human Services-Vocational Rehabilitation, to better integrate and align education and literacy services with employment and vocational rehabilitation service, as well as services of other relevant partners and systems, including the American Job centers.</p>		<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</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: State General <input type="checkbox"/> N/A</p>	<p>August 2018, McKinley Campus will establish a Workplace Literacy class and enrolling students from the Department of Labor and Division of Vocation Rehabilitation.</p>
	<p>Students enrolled in an Adult Education courses must have a transitional goal in mind:</p> <ul style="list-style-type: none"> <li>● Gaining employment</li> <li>● Obtaining workforce certification</li> <li>● Continuing in an institution of higher learner.</li> </ul>		<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation</p>	<p><input checked="" 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: State General <input type="checkbox"/> N/A</p>	

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

			Coordinator		
	Utilize computer technology to deliver Work Readiness and High School Credentialing Academy curriculum for transitioning ABE and ASE students		VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua & Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator	<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: State General <input type="checkbox"/> N/A	Increase of 5% class of students enrolled in computer technology classes by 2018-19.

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Expand partnerships with community college programs by 10% to promote the preparation of college and career ready students.</p>		<p>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</p>	<p><input checked="" 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: State General <input type="checkbox"/> N/A</p>	<p>August 2018, McKinley Campus will establish a partnership utilizing the Department of Labor WIOA grant by offering 30 students an opportunity to enroll in McKinley's Workplace Literacy program.</p> <p>By August 2017, Kapiolani Community College will offer college credits courses at MCSA</p>
	<p>Expand existing partnerships with the correctional facilities at Halawa, Oahu, Women's, Kauai, Maui, and Hilo by 3% to prepare inmates with the basic skills necessary to complete the GED and or HiSET program while incarcerated. Also, the partnership will focus on preparing the lower skilled adults for success in post-secondary training or employment.</p>		<p>VP: Lance Jyo Lester Tanji, Registrar</p>	<p><input checked="" 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: State General <input type="checkbox"/> N/A</p>	<p>Utilize the Adult Basic Education program to prepare 80% of the lower skilled adults for success in education or employment after release from incarceration. This career pathways project will prepare the participants for the next level of education and employment.</p> <p>Increase the number of incarcerated individuals by 2% into the GED and HiSET preparation classes in the correctional facilities.</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Utilize the HiSET, GED on-line program, PLATO, and Empower 3000 to encourage students to complete the high school equivalency credential as well as the Competency Based Community School Diploma</p>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input checked="" type="checkbox"/> Other: State General</li> <li><input type="checkbox"/> N/A</li> </ul>	<p>100% of HiSET &amp; GED teachers will assess student performance on the assessment exams. Results of these assessments will be utilized to help teachers differentiate learning and curriculum development.</p> <p>of CBCSDP teachers will use mandatory student tasks in the individual units to serve as formative assessments and allow students the ability to apply knowledge gained to complete tasks.</p>