



SY2020-2021

ONE BOAT-ONE BEAT-ONE PACIFIC SOUTH

Kubasaki High School



dodeca

pacific

S O U T H



Kubasaki High School

Organizational Goal 1- Climate and Culture:
Kubasaki High School will improve school climate and culture through teamwork and common school purpose.

- **Culture Strategy ONE: Shared Leadership**
- **Culture Strategy TWO: Track and Analyze School Culture Data**
- **Culture Strategy THREE: Motivate Students Through F.I.R.E. Awards**

DoDEA MISSION:

Educate, engage, and empower military-connected students to succeed in a dynamic world.

DoDEA VISION:

Excellence in Education for Every Student, Every Day, Everywhere

dodeca

pacific

SOUTH



Kubasaki High School

Academic Goal 2– CCRSL: Kubasaki High School student achievement will improve in the area of literacy.

- **Strategy ONE: RACE Strategy**

RACE is an acronym that reminds students of the specific criteria needed in a quality written response. The R in RACE represents the topic sentence in which the student restates the question, framing the entire response. The A signifies the answer to the question, articulating the student's thoughts and/or ideas. The C represents the text citations, which are needed to support the answers. Finally, the E reminds the student to explain how textual evidence supports the answers, concluding the responses.

DoDEA MISSION:

Educate, engage, and empower military-connected students to succeed in a dynamic world.

DoDEA VISION:

Excellence in Education for Every Student, Every Day, Everywhere

dodeca

pacific

SOUTH



Kubasaki High School

Academic Goal 3– CCRSM: Kubasaki High School student achievement will improve in the area of mathematics.

- **Strategy ONE: Data Driven Instructional Cycle**
- **Strategy TWO: Released Summative Assessment Item Alignment (Scope and Sequence)**

DoDEA MISSION:

Educate, engage, and empower military-connected students to succeed in a dynamic world.

DoDEA VISION:

Excellence in Education for Every Student, Every Day, Everywhere

Kubasaki High School

Vision:

Create and sustain a high performing high school where students want to learn and teachers want to teach.

Purpose:

Preparing students for success in college, career, and life.

Core Values:

Dragon F.I.R.E. (Focus, Integrity, Respect, Excellence)



cognia™

External Accreditation Review
February 22-March 5, 2021

**Internal Review Results From
SY2019-2020
&
Instructional Round Focus Areas
For SY2020-2021**

Biggest Areas of Concern from the SY2019-2020 Internal Reviews

EQUITABLE LEARNING ENVIRONMENT	DISTRICT SY2019-2020	KBHS SY2019-2020
A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs.	2.62	2.76
A2: Learners have equal access to classroom discussions, activities, resources, technology, and support.	3.44	3.62
HIGH EXPECTATIONS ENVIRONMENT	DISTRICT SY2019-2020	KBHS SY2019-2020
B3: Learners demonstrate and/ or are able to describe high quality work.	2.63	2.96
B4: Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking.	2.82	3.00
SUPPORTIVE LEARNING ENVIRONMENT	DISTRICT SY2019-2020	KBHS SY2019-2020
C2: Learners take risks in learning (without fear of negative feedback)	3.30	3.25
C3: Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.43	3.48

Biggest Areas of Concern from the SY2019-2020 Internal Reviews

ACTIVE LEARNING ENVIRONMENT	DISTRICT SY2019-2020	KBHS SY2019-2020
D3: Learners are actively engaged in the learning activities	3.34	3.46
D4: Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.73	3.13
PROGRESS MONITORING AND FEEDBACK	DISTRICT SY2019-2020	KBHS SY2019-2020
E1: Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored.	2.59	2.77
E4: Learners understand and/ or are able to explain how their work is assessed	2.39	2.92
WELL-MANAGED ENVIRONMENT	DISTRICT SY2019-2020	KBHS SY2019-2020
F3: Learners transition smoothly and efficiently from one activity to another	2.98	3.18
F4: Learners use class time purposefully with minimal wasted time or disruptions	3.23	3.41