



Three-Year Academic Plan 2017-2020

Farrington High School
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Submitted by Alfredo Carganilla, Principal	Date
<i>Alfredo Carganilla</i>	5/5/17

Approved by Donna Kagawa, Complex Area Superintendent	Date
<i>Donna Kagawa</i>	5/12/17

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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"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • Other 	<ol style="list-style-type: none"> 1. Need: Improve literacy, critical thinking skills, and problem solving across the disciplines for all students especially for Special Education, ELL and Pacific Islander subgroups. 2. Need: Improve math skills for all students especially for Special Education, ELL and Pacific Islander subgroups. 3. Improve attendance, 9th grade retention, and graduation rates 			
Addressing Equity: Sub Group Identification				
<p>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>				
	Reading Proficiency	Math Proficiency	Biology EOC	Graduation Rate c/o 2015
Special Ed	3.5%	n/a	n/a	29%
ELL	5.0%	n/a	n/a	26%
Pacific Islander	22.5%	9.3%	4.3%	58%
All students	52.3%	25.3%	25.5%	77%
Homeless				

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Alfredo Carganilla, Principal	1. Continue to support Early College classes; Create more avenues for small group meetings to clarify policies and programs; Improve outreach services to marginalized populations to increase student achievement.
2. Cindy Werkmeister, School Strategic Planner	2. Design curriculum and instruction to be more relevant and clearly define rigor expectations across all content areas; Provide more parent workshops
3. Jessica Kato, Literacy Coach Shaun Kaanoi, Math Coach Hartwell Lee Loy, AP Vice Principal	3. Vertical articulation with middle schools; Continue to support AP programs; Continue to develop teacher professional growth and leadership
4. Linda Griffin, SpEd Department Chair Colleen Nakayama, ELL Department Chair Victoria Viernes, Counselor	4. Better placement and monitoring of SpEd and ELL students; Increase job training opportunities and align curriculum requirements for non-diploma SpEd and Foundations ELL students; Increase the number of inclusion classrooms
5. Lin Hadama, CTE/Academy Coordinator	5. Continue to collaborate on Quad D interdisciplinary lessons
6. Joesph Kealoha, PBIS	6. Continue to grow the Positive Behavior Intervention Support program
7. Daryl Ishihara/Academy Vice Principal Lin Hadama, CTE/Academy Coordinator Edie Miura, Academic Coach	7. Coordinate academies grades 9 to 12 to provide students with rigorous, relevant and engaging curriculum that includes college and career opportunities. 8. Coordinate a school-wide data teams to identify and analyze school level data to better assess programs, policies, and professional development
8. Edie Miura/Academic Coach	9. Vertical articulation with middle schools

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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 three years,	Rationale:
<ul style="list-style-type: none"> • All students will have a post-high school plan that includes passing either-one college credit bearing class (AP, EC or Running Start) or participate in at least one real world career opportunity. • 9th-12th grade academies will provide students with rigorous, relevant and engaging curriculum that includes college and career opportunities that prepare them for college without remediation. • All non-diploma SpEd and Foundations ELL students will experience real world career opportunities through a coherent curriculum that gives them workplace skills to succeed. • SpEd students and ELL will be included in more classes with their regular ed peers with appropriate supports. • A system for Positive Behavior Intervention Supports will be in place for a safer learning environment. • Through collaboration middle schools and parents, incoming freshman will have selected their career path and have the skills needed to be prepared for success in high school. 	<p>Farrington’s academy structure is in place to help students be college and career ready with a plethora of community support. The school is in the process of moving academies down to the 9th grade by 2018-2019 to provide more personal support across the grade levels. Non-diploma SpEd and Foundations ELL students need access to more job opportunities. Data from the Tripod Survey indicate inconsistency in rigor and expectations. All students need access to a relevant, rigorous, and engaging curriculum that prepares them to be successful in their post-high goals.</p> <p>Incoming freshman still lack basic skills in math and literacy as indicated on the Algebra Readiness Assessment created by teachers and the ACT Explore results. Scores on standardized tests and college entrance exams indicate many students are not achieving at the level needed for college work. Of the seniors that attended the University of Hawai’i in the fall of 2015, 46% needed remediation in math and 33% needed remediation in English. As the college going culture grows, teachers need time to collaborate on curriculum, instruction, and assessments so all student have access to rigorous, relevant, and engaging work. Collaborating with the middle schools and parents will help students transition into to high school and empower them to set and achieve their aspirations for the future.</p> <p>Mainstreamed special needs students and English Language Learners need additional quality support to succeed in the regular classes to succeed. Inclusion is a practice that will help these students learn in the least restrictive environment. Research shows that inclusive practices result in better attendance, achievement, referral rates and post-secondary outcomes. There is a need for more ELL sheltered and SpEd inclusion teachers.</p>

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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
All students will have a post-high school plan that includes passing either-one college credit bearing class (AP, EC or Running Start) or participate in at least one real world career opportunity	Continue support Early College and AP programs <ol style="list-style-type: none"> 1. Continue to send teachers to AP institute for training 2. Support Early College with a coordinator position 3. Increase courses as demand allows 	2017-2020	AP Coordinator College Counselor	X WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other Early College Grant <input type="checkbox"/> N/A	Increase in the college going rate by 3-5% annually Increase the number of students enrolled in AP classes by 5-10% annually. Increase the number of students taking EC classes by 5-10% annually.
9 th -12 th grade academies will provide students with rigorous, relevant and engaging curriculum that includes college and career opportunities that prepare them for college without remediation.	Coordinate the expansion of academies to include 9th to 12th grade. <ol style="list-style-type: none"> 1. Implement integrated academy curriculum to span grades 9 to 12. 2. Provide staff development to implement "teaming" concepts. 3. Restructure schedules to provide academies with time to plan, coordinate curriculum, assess and address student needs. 4. Continue the process of having Academies become nationally certified. 5. Continue to design and implement Quad D lessons 6. Send academy teachers to NCAC Conference in November 2017 	2018-20	Academy Vice Principal CTE/Academy Coordinator Curriculum Coordinator	X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless X CTE X Other (Grant) <input type="checkbox"/> N/A	Increase in 9 th grade promotion rate - 3-5% per year. Increase in graduation rate by 3-5% per year. Decrease in the college remedial rate for English and math by 2-5% a year. Tripod Survey results on 7 C's will increase by 2% annually. Walkthrough data using the CIR will show 5-8% increases at the end of each year. (Monitor and report quarterly) SBA scores for literacy and math will increase by 3-5% per year for all students. Close the achievement gap by 3-5% a year. Monitor and report attendance rate quarterly to increase the attendance rate by 1-2%. Monitor and report 2-week grade checks to reduce the # of Fs by 1-3% quarterly.

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<p>All non-diploma SpEd and Foundations ELL students will experience real world career opportunities through a coherent curriculum that gives them workplace skills to succeed.</p>	<p>Increase job training opportunities and align curriculum requirements for non-diploma SpEd and Foundations ELL students</p> <ol style="list-style-type: none"> 1. Create the Farrington Transition program for non-diploma SpEd and Foundations ELL and at-risk students who do not have the academic skills to succeed in standards-based courses is focused on providing real world job opportunities and training 2. Align curriculum to meet needs of successful employment 3. Create an advisory board for the SLC that advises teachers on the skills needed and job opportunities available for these students. 	<p>Start planning and talking to businesses in 2017</p> <p>Collaborate and pilot curriculum 2017-18</p> <p>Create the advisory board in 2018-19</p> <p>Begin placing students into programs in 2018-19</p>	<p>Academy VP & Counselors</p> <p>ELL VP</p> <p>Literacy Coach</p> <p>SpEd and ELL department chairs</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Increase in the # of companies willing to provide working opportunities for students by 5 each year.</p> <p>50% of student who qualify for the program will get into a job training opportunity in the 1st year. Increase by 10-15% in subsequent year.</p> <p>Monitor and report the attendance rate quarterly to increase in attendance rate by 1-2%.</p> <p>Monitor and report 2-week grade checks to reduce the # of Fs by 1-3% quarterly.</p>
<p>SpEd students and ELL will be included in more classes with their regular ed peers with appropriate supports.</p>	<p>Better placement and monitoring of SpEd and ELL students</p> <ol style="list-style-type: none"> 1. Coordinate meeting times and visits for SpEd/ELL department chairs from high school and middle school to understand placements for smoother transition to high school 2. Complete all placements before the end of the students 8th grade year 3. Identify students that have highest chance of success in inclusion classes and plan for hiring of personnel to support students in regular ed. 4. Train teachers on <i>inclusion</i>, hold meetings for teachers to collaborate on roles, responsibilities and expectations for each teacher and monitor progress 5. Monitor progress of SpEd and 	<p>Placement meetings should be done annually starting in January. All placements completed by May of student's 8th grade year.</p> <p>Train at least one inclusion teacher per year starting in 2017-18</p> <p>Currently piloting <i>STAR 360</i> with mainstreamed</p>	<p>SpEd VP</p> <p>ELL VP</p> <p>SpEd and ELL department chairs</p> <p>Academic Coach</p> <p>Literacy Coach</p>	<p><input checked="" 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"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Close the literacy and math achievement gap by 3-5% a year.</p> <p>SpEd students in inclusion classes will pass their classes with a C or better 70-100% of the time. (need baseline; will monitor and report at mid-term and quarterly)</p> <p>Students using universal screener will show improvement in math and reading on the assessment. (Rate of increase will be determined after the pilot; will monitor and report quarterly)</p> <p>Increase in the % of students who are in inclusion setting by 10-20% annually.</p> <p>Increase in literacy and math scores for SpEd and ELL populations by 3-5% annually.</p>

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	<p>ELL students with an appropriate universal screener and use data to adjust instruction.</p> <p>6. Pilot blended learning environment for ELL foundations and SpEd Support classes</p>	SpEd students			<p>Increase in the graduation rates for SpEd and ELL students by 1-2% annually</p> <p>Monitor 2-week grade checks to reduce the # of Fs for SpEd and ELL students by 1-3% quarterly.</p> <p>Monitor and report the ELL and SpEd attendance rate quarterly to increase in attendance rate by 1-2% quarterly.</p>
<p>A system for Positive Behavior Intervention Supports will be in place for a safer learning environment.</p>	<p>Continue to grow the Positive Behavior Intervention Support program</p> <ol style="list-style-type: none"> Continue to award students for academic excellence and perfect attendance Continue the PBIS behavior pass for snacks and fast pass to lunch Define PBIS expectations and communicate them in the student planner and on social media Continue to research PBIS systems in other schools and create a plan for growth 	<p>Continue with program of rewards every term.</p> <p>Add additional feature to the PBIS plan per year</p>	PBIS team	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Increase in the # of students awarded academic excellence awards by 3- 5% annually.</p>
<p>Through collaboration middle schools and parents, incoming freshman will have selected their career path and have the skills needed to be prepared for success in high school.</p>	<p>Vertical articulation with middle schools</p> <ol style="list-style-type: none"> Meet with middle school personnel to collaboratively share concerns and create a plan to begin articulation Possible activities: building relationships between teachers, classroom visits, agreement upon skills for each grade level, common assessments and supports Collaborate on an introductory middle school class that helps students make decisions for academies; visit middle schools with academies 	<p>2017-2020 + Fall 2017 Planning, articulation with middle schools</p> <p>Spring 2018- begin articulation, parent meetings</p> <p>2018-20 Continue to</p>	Academic, Literacy and Math Coaches	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Decrease the % of students scoring less than 50% of the teacher created Algebra Readiness Assessment by 5-10%.</p> <p>Monitor 2-week grade checks to reduce the # of Fs for freshmen students by 1-3% quarterly.</p> <p>Decrease the 9th grade retention rate by 3-5% annually.</p> <p>Parent satisfaction ratings on the SQS will increase by 2-4% annually.</p>

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	<ol style="list-style-type: none"> 4. Meet with parents to explain options for academies and/or individual goals for students to begin the post-high school planning 5. Continue to offer Summer Bridge for incoming freshmen 	collaborate			
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Goal 2: Staff Success. Farrington High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> • There will be a common understanding of rigor, relevance and student engagement across all classrooms. • There will be an increased culture of openness and sharing where more teachers are empowered to provide their own professional development for each other. • There will be effective teams that have clear expectations and high levels of trust with a focus on student success. 	<p>Dedicating time for teachers to collaborate on Quad D lessons and projects is essential for a rigorous, relevant curriculum for all students. Data from the CIR rubric from classroom walkthroughs and the Tripod Survey indicate a need for more consistency in rigor, relevance, engagement, and expectations.</p> <p>Developing a high performing culture where the faculty has the training, support, and professional development needed to that contributes to students' success is a top priority. The culture of openness and sharing requires time for teacher collaboration and developing teacher leaders.</p> <p>As more ELL and SpEd students are mainstreamed, teachers need more strategies in to support them in the classroom. Teaming will be critical to the success of inclusion and to all that we do at Farrington.</p> <p>In addition, Pacific Islanders are not succeeding as well as their peers. The school needs to look at the data to find out what the issues are and connect with parents and community organizations to provide appropriate supports to close the achievement gap.</p> <p>We believe the success of our students depend on the positive relationships we foster with one another, our students, parents and community.</p>

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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
There will be a common understanding of rigor, relevance and student engagement across all classrooms.	<p>Continue to collaborate on Quad D interdisciplinary lessons</p> <ol style="list-style-type: none"> 1. Provide time for teacher collaboration and planning to work on Quad D lessons, projects and assessments. 2. Conduct peer walkthroughs using the CIR rubrics to assess Quad D lessons 3. Design inter-disciplinary lessons/projects within smaller learning communities (i.e. <i>hale, academies</i>) <p>Design curriculum and instruction to be more relevant and clearly define rigor expectations across all content areas</p> <ol style="list-style-type: none"> 1. Continue to define rigor and relevance using the CIR and design engaging lessons that promote critical thinking and problem solving 2. Align expectations for literacy and math skills across all content areas, design assessments, and conduct inter-rater reliability sessions to align expectations. 3. Pilot blending learning environments to support improvement in basic skills in foundations ELL and SpEd classes as well as in general ed 	<p>Ongoing- Continue to work with all departments on Quad D. Solidify peer walkthroughs in 2018-19</p> <p>Continue to support inter-disciplinary lessons/projects</p> <p>Pilot blended learning in at least 6 classes at the start of 2017-18 SY.</p>	Curriculum coordinator	<p>X WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Walkthrough data using the CIR will show 5% increases in developed at the end of each semester.</p> <p>Tripod Survey results on 7 C's will increase by 2% annually.</p> <p>SBA scores for literacy and math will increase by 3-5% per year for all students.</p> <p>Monitor and report the attendance rate quarterly to increase in attendance rate by 1-2%.</p> <p>Monitor and report 2-week grade checks to reduce the # of Fs by 1-3% quarterly.</p>

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	math classes				
<p>There will be an increased culture of openness and sharing where more teachers are empowered to provide their own professional development for each other.</p> <p>There will be effective teams that have clear expectations and high levels of trust with a focus on student success.</p>	<p>Continue to develop teacher professional growth and leadership</p> <ol style="list-style-type: none"> 1. Continue to provide opportunities for teachers to learn from each other in strategies that support learning for all students <ol style="list-style-type: none"> a. AVID b. Project based learning c. Differentiation d. Examine grading policies e. Math Process Standards f. Use of online resources i.e. Google Classroom g. Use of online grading programs h. Project GLAD (Guided Language Acquisition Design) i. Effective teaming 	<p>AVID, Quad D, PBL is ongoing. The others on the list will be determined by teacher.</p>	<p>Literacy and math coaches</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Teacher satisfaction rating on the SQS will improve by 2-5% annually.</p> <p>Walkthrough data using the CIR will show 5-8% increases at the end of each year.</p> <p>SBA scores for literacy and math will increase by 3-5% per year for all students.</p> <p>Close the achievement gap by 3-5% a year.</p>

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

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> • Farrington will have a better system to identify and monitor student progress, programs, policies, and professional development. • Farrington will have improved communication and consistency with all stakeholders. • Academies and” academy-like” programs will implement advisory boards and partnerships will businesses and post-secondary organizations. 	<p>Data on the School Quality Survey indicate teacher satisfaction is at 51.8%. Communication and consistency at a large school continues to be a challenge. In addition, big changes like the academy structure, EES, Code of Champions need time to implement and work out the challenges. As these are revised, care must be taken to communicate the changes and how it affects personnel.</p> <p>The need for a school-wide data team to disaggregate and analyze the data will help Farrington make better decisions and allow for targeted supports to help all students succeed. Improving outreach to marginalized populations who are not finding success in school is also an area of need. Parents play an important role in their teen’s education as well. Finding out what they need and want will create stronger bonds to improve student achievement.</p> <p>Partnering academies with businesses and post-secondary organizations will provide opportunities to bring real-world relevance and rigor to enhance student learning and support academies as they work toward national certification.</p>

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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
Farrington will have a better system to identify and monitor student progress, programs, policies, and professional development.	<p>Create a school-wide data team to analyze school level data to better assess programs, policies, and professional development</p> <ol style="list-style-type: none"> 1. Create team 2. Provide training on the Longitudinal Data System data and other systems to help find the data needed 3. Identify which data aligns to programs, policies, and professional development 4. Determine data points that measure effectiveness 5. Create a system to celebrate successes and plans to improve 6. Study the ELL, SpEd and Pacific Islander data to see who is succeeding and why as well as who is not succeeding and why. Develop plans to improve support to them. <p>Sample of what needs to be measured Programs: Academies, hale, ethnicity in various programs, AVID, effect of interventions, inclusion, tutoring, Khan Academy Policies-Code of Champions, PBIS, grading Professional Development-Differentiation, Quad D, formative assessments Other-Data could be used to identify who needs interventions and support or identify students for EC or AP classes</p>	<p>Create team and training in 2017-18</p> <p>Begin collecting and analyzing data 2017-18</p> <p>Monitoring of programs, policies,</p>	Testing coordinators	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Programs, policies, and PD will determine their data points by the end of 2018.</p> <p>Baseline data will be taken in for 2017-18 SY.</p>

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	<p>Improve outreach services to marginalized populations to increase student achievement.</p> <ol style="list-style-type: none"> Hire an outreach coordinator to work with community partners Assemble a committee to assess various needs of marginalized populations and teachers. Target high needs communities and truant students to re-engage them in school with the help of community resources. Work with families to find resources to help the student succeed 	Start in 2017-18	Principal	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Coordinator will make at least 3-10 new relationships with community partners in the Pacific Islander Community.
Farrington will have improved communication and consistency with all stakeholders.	<p>Provide more parent workshops</p> <ol style="list-style-type: none"> Survey parents to see what they want to know more about Plan specific workshops, publicize Host 'coffee hour' type informal events to connect with parents Find interpreters for parent meetings and interpret important documents 	Start in 2017-18	Principal	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>There will be 2-4 face-to-face parent workshops/coffee hours a year.</p> <p>Increase in the parent satisfaction rating on the SQS by 3%-5% annually.</p>
	<p>Create more avenues for clarifying policies and programs</p> <ol style="list-style-type: none"> Find additional ways for smaller groups of teachers to connect with admin regarding questions clarification on policies and programs Reinforce the use of current avenues of communication. i.e. APC or Ad Council Increase admin walkthroughs to facilitate informal conversations 	Ongoing	Principal	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<p>Increase in the teacher responses on all the SQS by 3%-5% annually.</p> <p>Administrator walkthroughs at least once a week.</p>

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<p>Academies and “academy-like” programs will implement advisory boards and partnerships with businesses and post-secondary organizations.</p>	<p>Support academies in forming and developing advisory boards and partnerships with businesses and post-secondary organizations.</p> <ol style="list-style-type: none"> 1. Designate academy administrators to network with business and post-secondary organizations. 2. Provide support and training for staff in the formation and facilitation of advisory boards. 	<p>Started in 2016</p> <p>Academies will be 9-12 with a vice principal and 2 counselors starting in 2018-19.</p> <p>Start training for teaming in Fall 2016</p>	<p>Academy VP CTE/Academy Coordinator</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other (Grant) <input type="checkbox"/> N/A</p>	<p>Increase in amount of student job-shadowing and internships (baseline TBD)</p> <p>Increase in amount of teacher externships (baseline TBD)</p> <p>All academies will have advisory boards in place by the end of 2018.</p>
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