



Three-Year Academic Plan 2017-2020

Farrington High School

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Honolulu, HI 96817

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farringtonhighschool.org

Submitted by Alfredo Carganilla, Principal	Date
<i>Alfredo Carganilla</i>	5-4-19

Approved by Rochelle Mahoe, Complex Area Superintendent	Date
<i>Rochelle Mahoe</i>	5/7/19

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

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
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.
Cindy Werkmeister, School Strategic Planner	2. Design curriculum and instruction to be more relevant and clearly define rigor expectations across all content areas
Catherine Ritti, Literacy Coach Angie Koanui, AP/AVID Coordinator Sean Barrett, Math DH 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
Joelyn Miyashiro SpEd Department Chair Akiko Giambelluca, 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
Cindy Werkmeister, SSP Edie Miura, Academic Coach Catherine Ritti, Academic Coach, Literacy Coach	5. Continue to collaborate on Quad D interdisciplinary lessons
Joseph Kealoha, PBIS	6. Continue to grow the Positive Behavior Intervention Support program
Daryl Ishihara/Health Academy Vice Principal Ronald Oyama/Engineering Academy Vice Principal Hartwell Lee Loy Jr./Business Academy Vice Principal Lisa Joy Andres/FCAT Academy Vice Principal Julie Ledgerwood/GPS Academy Vice Principal Lin Hadama/CTE coordinator	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

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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, Farrington will have	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 that provide students with rigorous, relevant and engaging curriculum that includes college and career opportunities that prepare them for college without remediation. ● Academies rich in community partners that provide rigorous and relevant learning experiences. ● All non-diploma SpEd and Foundations ELL students experiencing real world career opportunities through a coherent curriculum that gives them workplace skills to succeed. ● SpEd students and ELL in more inclusion settings. ● A system for Positive Behavior Intervention Supports that 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. ● An attendance rate of 95%. 	<p>Farrington believes in giving all students an opportunity for career and college success. The academy structure is in place to help students be college and career ready with a plethora of community support. This year academies include students from 9th-12th grade to provide more personal support across the grade levels. Although all SpEd and ELL foundation student choose an academy, their involvement maybe limited due to their required classes. The school created the <i>Kina'ole</i> program for students who do not have enough credits to graduate that provides them job opportunities with a curriculum grounded in getting them a community based diploma or the General Education Diploma.</p> <p>Scores on the 2017-18 state assessment improved 5% in math to 26%, 6% in English to 54% and 3% in science to 22%. Data from the Tripod Survey indicate inconsistency in rigor and expectations. The school is working with the <i>International Center for Leadership in Education</i>, in order to bring consistency in instruction around rigor, relevance and student engagement. Data on the SpEd, ELL and Pacific Islanders are still scoring below their peers on the state assessment, but we are seeing decreases in the gap rate. All students need access to a relevant, rigorous, and engaging curriculum that prepares them to be successful in their post-high goals.</p> <p>Last year, 46% of all seniors attended college, most going to</p>

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- An APRN clinic on campus to service all student health needs.
- Partnerships with community agencies to that provide a safe learning environment. i.e. Adult Friends for Youth, YMCA, HPD.

community college (32%) as it is a viable economic option for many. There has been steady increases in the number of students who do not need to take remediation classes as well. Last year, 29% took college level math and 54% college level English. The ACT composite average is 16.4, still below college readiness benchmarks. There is an increase in the number of students taking AP classes and Early College course as well.

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.

Many incoming freshman still lack basic skills in math as indicated on the Algebra Readiness Assessment created by teachers. 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.

All categories on the School Quality Survey show increases except Safety. This is the first year in the last three years that this number has declined. We are seeing an increase in vaping and use of alcohol and drugs this year as well. The Response to Intervention Bi-Monthly meetings are a way for all academies to discuss students with regard to issues relating to Attendance, Grades and Behavior. The aim is to develop an Action Plan and to track progress. Tardies are also an issue this year and needs to be addressed in order to prepare students to be college and career ready.

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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 college going programs i.e. Early College, AP, AVID, Summer Bridge programs <ol style="list-style-type: none"> Continue to send teachers to AP institute for training Support Early College with a coordinator position Increase courses as demand allows Support Extended Learning Opportunities i.e. Summer Bridge for ELLs and incoming freshman Coordinate more CTE Early College courses 	2017-2020	AP Coordinator College Counselor	<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 checked="" type="checkbox"/> Other Early College Grant, Gear Up <input type="checkbox"/> N/A	Increase in the college going rate by 3-5% annually 2015-48%, 2016-47%, 2017-46%, 2018-46% Increase the number of students enrolled in AP classes by 5-10% annually. 2016-165, 2017-177, 2018-198 Increase the number of students taking EC classes by 5-10% annually. 2015-16-155, 2016-17-210, 2017-18-299
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"> Implement integrated academy curriculum to span grades 9 to 12. Provide staff development to implement “teaming” and leadership concepts. Restructure schedules to provide academies with time to plan, coordinate curriculum, assess and address student needs Continue the process of having Academies become nationally certified Continue to design and implement Quad D lessons Send academy teachers to NCAC Conference in November 2017 Partner with agencies that provide 	2018-20	Academy Vice Principal CTE/Academy Coordinator Curriculum Coordinator	<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 checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other (Grant) <input type="checkbox"/> N/A	Decrease in 9 th grade retention rate - 3-5% per year. 15-16-13.1%, 16-17-11.8%, 17-18-13.7% Increase in graduation rate by 3-5% per year. 15-16-75.2%, 16-17-72.9%, 17-18-73.1% Decrease in the college remedial rate for English and math by 2-5% a year. Math 2016-34%, 2017-34%, ELA 2016-29%, 2017-14% Tripod Survey results on 7 C's will increase by 2% annually. 2016 – 65%; 2017 – 69%; 2018 – 68% SBA scores for literacy and math will increase by 3-5% per year for all students. Math 16-17-22%, 17-18-26%

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	<p>real world experiences for students and teachers</p> <p>Implement a rigorous Math curriculum that is relevant to Academy focuses.</p> <ol style="list-style-type: none"> 1. Pilot a Geometry In Construction class in the Engineering Academy 2. Pilot an Algebra In Retail class in the Business Academy 				<p>ELA 16-17-50%, 17-18 54%</p> <p>Close the achievement gap by 3-5% a year. Math 16-17 14%, 17-18 8%</p> <p>ELA 16-17 36%, 17-18-19%</p> <p>Monitor and report attendance rate quarterly to increase the attendance rate by 1-2%.</p> <p>2018 (Nov 1) 92.8%</p> <p>2019 (Mar 28) 91.8%</p> <p>Monitor and report mid-term checks to reduce the # of Fs by 1-3% quarterly.</p> <p>MT #1-1,307/Q1-1131 (-176)</p> <p>MT#2-1706/Q2-1364 (-342)</p> <p>MT#3-1666/Q3-1361 (-305)</p>
<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>2018 (Nov 1) 92.8%</p> <p>2019 (Mar 28) 91.8%</p> <p>Monitor and report mid-term checks to reduce the # of Fs by 1-3% quarterly.</p> <p>MT #1-1,307/Q1-1131 (-176)</p> <p>MT#2-1706/Q2-1364 (-342)</p> <p>MT#3-1666/ Q3-1361 (-305)</p>
<p>SpEd students and ELL will be included in more</p>	<p>Better placement and monitoring of SpEd and ELL students</p>	<p>Placement meetings should</p>	<p>SpEd VP</p> <p>ELL VP</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>	<p>Close the literacy and math achievement gap by 3-5% a year.</p>

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<p>classes with their regular ed peers with appropriate supports.</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 ELL students with an appropriate universal screener and use data to adjust instruction. 6. Pilot blended learning environments to support ELL and SpEd students. 	<p>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 SpEd students</p>	<p>SpEd and ELL department chairs Academic Coach Literacy Coach Sp</p>	<p><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>	<p>Math 16-17 14%, 17-18 8% ELA 16-17 36%, 17-18-19%</p> <p>SpEd students in inclusion classes will pass their classes with a C or better 70-100% of the time. (need baseline) To be reported summer 2019</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. SpEd ELA 2017-15%, 2018-3% SpEd Math 2017-2%, 2018-n/a ELL ELA 2017-3%, 2018-3% ELL math 2017 n/a 2018 n/a</p> <p>Increase in the graduation rates for SpEd and ELL students by 1-2% annually SpEd 2016-37.9% 2017-50.8% ELL 2016- 61%, 2017-58.1%</p> <p>Monitor Mid Term grade checks to reduce the # of Fs for SpEd and ELL students by 1-3% quarterly.</p> <table border="1" data-bbox="1570 1068 1984 1317"> <tr> <td>2018-19 SpEd</td> <td>2018-19 ELL</td> </tr> <tr> <td>MT1-148</td> <td>MT1-386</td> </tr> <tr> <td>Q1-115</td> <td>Q1-360</td> </tr> <tr> <td>MT2-166</td> <td>MT2-471</td> </tr> <tr> <td>Q2-132</td> <td>Q2-402</td> </tr> <tr> <td>MT3-132</td> <td>MT3-440</td> </tr> <tr> <td>Q3-127</td> <td>Q3-402</td> </tr> </table> <p>Monitor and report the ELL and SpEd attendance rate quarterly to increase in</p>	2018-19 SpEd	2018-19 ELL	MT1-148	MT1-386	Q1-115	Q1-360	MT2-166	MT2-471	Q2-132	Q2-402	MT3-132	MT3-440	Q3-127	Q3-402
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					attendance rate by 1-2% quarterly. 2018-19-- 2 nd Term ELL-Q2-88.7%, Q3-86.7% SpEd-Q2-86.9%, Q3-84.5%																																			
A system for Positive Behavior Intervention Supports will be in place for a safer learning environment that supports achievement in the areas of Attendance, Grades and Behavior.	<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. Identify strategies to improve student satisfaction and performance (ASCA - Improving Attendance, Grades and Behavior) Work on programs to reduce disciplinary incidents. <p>Create an effective attendance policy that addresses tardies and unexcused absences.</p> <p>Academies will hold meetings to discuss students and plan for interventions at least 2 x a month.</p>	<p>Continue with program of rewards every term.</p> <p>Add additional feature to the PBIS plan per year</p> <p>Pilot lockout in 2018-19</p> <p>Start in fall 2018</p>	<p>PBIS team</p> <p>Counseling Team</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 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>Academic Honors Data (3.0+) SY 2017-18:(Term 1): 1151 SY 2018-19 (Term 1): 1095 (4.9% decrease from last year)</p> <p>Increase in student positive responses on the SQS for safety by 3-5% per year. Spring 2017-73% Spring 2018-63%</p> <p>Reduce the # of Ch 19 Class A-C incidents by the end of the year by 3-5%. 2017-18 Total Referrals 105. 2018-19 Term 1-101 Referrals 2018-19 Term 3 180 Referrals (+75)</p> <p>Increase % of student on track (95% attendance & 0 Fs in core classes) by academy, by Quarter</p> <table border="1" data-bbox="1459 1104 1953 1291"> <thead> <tr> <th></th> <th>Bus</th> <th>Cul</th> <th>Eng</th> <th>FCAT</th> <th>Hea</th> <th>Tch</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>84</td> <td>84</td> <td>94</td> <td>83</td> <td>92</td> <td>84</td> </tr> <tr> <td>Q2</td> <td>79</td> <td>84</td> <td>92</td> <td>81</td> <td>92</td> <td>80</td> </tr> <tr> <td>Q3</td> <td>74</td> <td>78</td> <td>89</td> <td>75</td> <td>88</td> <td>73</td> </tr> <tr> <td>Q4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Bus	Cul	Eng	FCAT	Hea	Tch	Q1	84	84	94	83	92	84	Q2	79	84	92	81	92	80	Q3	74	78	89	75	88	73	Q4						
	Bus	Cul	Eng	FCAT	Hea	Tch																																		
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9Through collaboration middle schools and parents, incoming	<p>Vertical articulation with middle schools</p> <ol style="list-style-type: none"> Meet with middle school 			<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II	<p>Decrease the % of students scoring less than 50% of the teacher created Algebra Readiness Assessment by 5-</p>																																			

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<p>freshman will have selected their career path and have the skills needed to be prepared for success in high school.</p>	<p>personnel to collaboratively share concerns and create a plan to begin articulation</p> <ol style="list-style-type: none"> 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 Meet with parents to explain options for academies and/or individual goals for students to begin the post-high school planning Continue to offer Summer Bridge for incoming freshmen 	<p>2017-2020 + Fall 2017 Planning, articulation with middle schools Spring 2018- begin articulation, parent meetings</p> <p>2018-20 Continue to collaborate</p>	<p>Academic, Literacy and Math Coaches</p>	<p><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>	<p>10%. 2017-18-28% 2018-19- 30%</p> <p>Monitor 2-week grade checks to reduce the # of Fs for freshmen students by 1-3% quarterly. 2018 Q1 MT-587/2688=21.8% 2018 Q1-518/2776=18.6% 2018 Q2 MT-708/2455=28.8% 2018 Q2-604/2775=21.7% 2018 S1-403/2033=19.8% 2019 Q3 MT-697/2683=25.9% 2019 Q3-624/2761=22.6%</p> <p>Decrease in 9th grade retention rate - 3-5% per year. 15-16-13.1%, 16-17-11.8%, 17-18-13.7%</p> <p>Parent satisfaction ratings on the SQS will increase by 2-4% annually. 2017-86.1% 2018-87.1%</p>
<p>Remediate the gap in students' understanding and skills in math</p>	<ol style="list-style-type: none"> Identify students who lack basic math understanding and skills Implement a math program to addresses students' individual needs involving basic math understandings and skills. 	<p>2017-20</p>	<p>Math VP Math DH</p>	<p>X 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 (Grant) <input type="checkbox"/> N/A</p>	<p>Decrease the % of students scoring less than 50% on the teacher created Algebra Readiness Assessment by 5-10%. 2017-2018 28% 2018-2019 30%</p> <p>Decrease in 9th grade retention rate - 3-5% per year. 15-16-13.1%, 16-17-11.8%, 17-18-13.7%</p>

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<p>Improve students proficiencies in math</p>	<ol style="list-style-type: none"> 1. Implement SBA style questions in to Algebra 1, Algebra 2, and Geometry curriculum and assessments. 2. Create a database to track how well they are performing on SBA benchmarks in grades 9 - 11. 	<p>2018-19</p>	<p>Math VP Math DH</p>	<p>X WSF</p> <ul style="list-style-type: none"> <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 (Grant) <input type="checkbox"/> N/A 	<p>SBA scores for literacy and math will increase by 3-5% per year for all students.</p> <p>Math 16-17 21%, 17-18 26%</p> <p>ELA 16-17 48%, 17-18 54%</p> <p>Close the achievement gap by 3-5% a year.</p> <p>Math 16-17 14 pts, 17-18 8 pts</p> <p>ELA 16-17 39 pts, 17-18 19 pts</p> <p>Increase the passing rate for math classes.</p> <p>2018 Q1-82.9%, S1 80.9%, Q3 77.6%</p>
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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, Farrington will have...	Rationale:
<ul style="list-style-type: none"> ● A common understanding of rigor, relevance and student engagement across all classrooms. <ul style="list-style-type: none"> ○ Incorporated Quad D lessons in all classes. ○ Inter-disciplinary lessons that cross academies. ● A culture of openness and sharing where more teachers are empowered to provide their own professional development for each other. ● Teachers presenting at state and national conferences. ● All teachers trained in using ELL and SpEd strategies in the classroom. ● 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 teachers are empowered to determine their own professional development needs and become leaders of their own professional development that contributes to student success is a top priority. The culture of openness and sharing requires time for teacher collaboration and developing teacher leaders and will result in collective teacher efficacy and student learning.</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>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 interdisciplinary 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 Continue to support interdisciplinary 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 <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>	<p>Tripod Survey results on 7 C's will increase by 2% annually. 2016 – 65%; 2017 – 69% 2018 – 68%</p> <p>SBA scores for literacy and math will increase by 3-5% per year for all students. Math 16-17-21%, 17-18 26% ELA 16-17-48%, 17-18 54%</p> <p>Monitor and report the attendance rate quarterly to increase in attendance rate by 1-2%. 2018 (Nov 1) 92.8% 2019 (Mar 28) 91.8%</p> <p>Monitor and report mid-term checks to reduce the # of Fs by 1-3% quarterly. MT #1-1,307/Q1-1131 (-176) MT#2-1706/Q2-1364 (-342) MT#3-1666/Q3-1361 (-305)</p>

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	<p>math classes</p> <p>4. Increase computer access to support instruction</p>				
<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"> Continue to provide opportunities for teachers to learn from each other in strategies that support learning for all students Send teachers to professional conferences that align to the school area of focus. i. e. AVID, PBIS, WIDA, SpEd, ELL, Academies, Math, ELA, Science, Soc Studies, CTE, Model Schools Focus on equity and culturally responsive schools Increase opportunities to train school level mentors 	<p>AVID, Quad D, PBL is ongoing. The others on the list will be determined by teacher.</p>	<p>Literacy and math coaches</p>	<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>x CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Teacher satisfaction rating on the SQS will improve by 2-5% annually.</p> <p>2017-72.5%</p> <p>2018-74.4%</p> <p>SBA scores for literacy and math will increase by 3-5% per year for all students.</p> <p>Math 16-17-22%, 17-18 26%</p> <p>ELA 16-17-50%, 17-18 54%</p> <p>Close the achievement gap by 3-5% a year.</p> <p>Math 16-17 14%, 17-18 8%</p> <p>ELA 16-17 36%, 17-18-19%</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, Farrington High School will have	Rationale:
<ul style="list-style-type: none"> ● A system to identify and monitor student progress, programs, policies, and professional development. ● Improved communication and consistency with all stakeholders. ● Academies and” academy-like” programs will implement advisory boards and partnerships with businesses and post-secondary organizations. ● Improved parent outreach for marginalized populations. 	<p>Data on the School Quality Survey show teacher satisfaction on the SQS is increasing. In 2016, teacher satisfaction was at 51.8% and last year it increased to 74.4%. Although the increase is promising, big change toward wall to wall academies will be an adjustment for all. It will have implications for staffing, facilities, and training. Communication and strategic planning time will be important to a successful transition.</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. Information from the state Longitudinal Data System (LDS) is providing data by academies and will be used by academy teams to improve its systems of support.</p> <p>Improving outreach to marginalized populations who are not finding success in school is also an area of need. The Pacific Islander population data as a whole, is below that of their peers in attendance, as well as, academics.</p> <p>Parents play an important role in their teen’s education as well. Parent involvement needs strengthening. Although we have had parents 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. Designate a person to spearhead the collection of data 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</p>	<p>Designate a person to spearhead data collection-Term 4, 2019</p> <p>Begin collecting and analyzing data starting in 2019</p> <p>Monitoring of programs, policies to start in 2019-20 SY</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 2018-19.</p> <p>Baseline data will be taken in 2018-19 SY.</p>

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	could be used to identify who needs interventions and support or identify students for EC or AP classes				
	<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 Partner with PREL to provide parent outreach for Micronesian population 	<p>Start in 2018-19</p> <p>Parent outreach for Micronesians to start in Term 4 of 2019</p>	Principal ELL Coordinator	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Coordinator will make at least 3-10 new relationships with community partners in the Pacific Islander Community.</p> <p>Improve the on-track ratings for the Micronesian population by 3-5% a year. Term 1 2018-64% on track Term 3 2019-60% on track (-4%)</p> <p>Improve the attendance rate of Micronesian students 2018-19-Term 3-80%</p>
Farrington will have improved communication and consistency with all stakeholders.	<p>Provide more parent meetings</p> <ol style="list-style-type: none"> Survey parents to see what they want to know more about Plan specific workshops, publicize Find interpreters for parent meetings and interpret important documents Have more parent outreach 	Start in 2017-18	Principal SSP	<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>Increase in the parent satisfaction rating on the SQS by 3%-5% annually. 2017-86.1% 2018-87.1%</p>

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	<p>Create more avenues for clarifying policies and programs</p> <ol style="list-style-type: none"> 1. Find additional ways for smaller groups of teachers to connect with admin regarding questions clarification on policies and programs 2. Reinforce the use of current avenues of communication. i.e. APC or Ad Council 3. 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>Teacher satisfaction rating on the SQS will improve by 2-5% annually. 2017-72.5% 2018-74.4%</p> <p>Administrator walkthroughs at least once a week.</p>
<p>Academies and "academy-like" programs will implement advisory boards and partnerships will businesses and post-secondary organizations.</p>	<p>Support academies in becoming nationally certified</p> <p>Designate academy administrators to network with business and post-secondary organizations.</p> <ol style="list-style-type: none"> 1. Provide support and training for staff in the formation and facilitation of advisory boards. 2. Invest in team building 3. Provide PD for academies 	<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>	Academy VP CTE/Academy Coordinator	<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 checked="" type="checkbox"/> CTE <input checked="" type="checkbox"/> Other (Grant) <input type="checkbox"/> N/A	<p>Academies will make progress on the 10 NSOP Standards rubric.</p> <p>All academies will have advisory boards in place by the end of 2018.</p> <p>Business Engineering FCAT-Yes GPS Health-Yes</p>

