<Farrington HS> <Farrington-Kaiser-Kalani> <Link to CNA>	9/9/2026		Principal: Laurie Luczak
	9/10/2026		CAS: Rochelle Mahoe, Ph.D.
	9/21/2026		Rampal Singh, SIS Administrator

☑ Title I ☐ Non-Title 1	☑ Comprehensive Support & Improvement School	☐ Additional Targeted Support School	☐ Kaiapuni School	☐ Self-Contained ☐ Shared Site

Rationale:
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewd regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. ***No separate Academic Plan is required.***
SY25-26 Academic Financial Plan https://drive.google.com/file/d/1Oo1vYxFp4gkdGlTcfInFQHbvSwXNg-_6/view?usp=sharing

School Planning Team Members:

	School	HIDOE
Mission	Promote rigorous learning through relevant instruction and supportive relationships to prepare students to be college and career ready.	We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.
Vision	Success for all students exemplifying the Farrington Way	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	Respect, Responsibility, Integrity, Learning, Serving, Teamwork	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and ʻĀina

Viable Quality Instructional Materials

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12 Grade	California Expository Reading and Writing	Carnegie Learning High S	Gizmos and STEMscopes	
	Select One	Select One		
	Select One	Select One		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	Teach Town	Teach Town	Teach Town	
English Learners	HMH: English 3D Scholastic Action MobyMax	MobyMax Scholastic SuperSTEM	ModyMax	Scholastic Action MobyMax

Hawaii Multi-Tiered System of Support (HTMSS)

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

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

☑ Panorama ☑ School-created template ☐ Other:

Universal Screening and Progress Monitoring Assessments

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
9-12 Grade	STAR Enterprise	STAR Enterprise
	Select One	Select One
	Select One	Select One

School Bell Schedule

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Farrington High School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1188
Did your school submit a SCC Waiver Request Form? Please explain. Farrington will focus on direct classroom instruciton	No

Bell Schedule: [26-27 Farrington High School Bell Schedule]

Summary of Comprehensive Needs Assessment (CNA)

An externally oe complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress). SW1

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

There is strong pride in the school by the community and school stakeholders with a respect for student voice.
Fall 2025 Panorama Student Assessment Survey indicated 77 percent of students feel they have a teacher or adult from school they can count on to help them and 87 percent responded favorably about how respectful their teacher is toward them.
Fall 2025 Panorama Teacher and Staff Well-Being Survey indicated that 97 percent of teachers and staff responded favorably that their work matters to them, and 94 percent responded favorably that the work they do is meaningful for them. Across teacher and support staff groups there was a positive response to the relationships they have with each other. They feel supported by their colleagues.
These positive relationships and pride in the school community provide a strong foundation for change and school improvement. The staff collegial relationships can be leveraged for building collective efficacy on campus and the positive student -staff relationships can be leveraged build high academic expectations for all students.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.

*The CNA findings indicate there are opportunity inequities among some groups of students on campus.
*Classroom observations indicate that there is inequity among what teachers of the same content are teaching and the resources being utilzed resulting in a lack of fidelity to a GVC and grade-level standards.
*The CNA findings indicate there is inconsistent implementation of all three tiers of instruction so that students are able to get the support needed. Tier I does not focus on grade level standards. Classroom walk-throughs found that in only 23% of classes were students engaged in work that led to mastering grade level standards.
*There is a need to revisit the RtI Processes for students to ensure students get the academic interventions they need. Tutorials, where focus groups indicated is where students have an opportunity for academic assistance occur outside the school day. There is a lack of Tier II or Tier III opportunities within the school day.
*There are a plethora of options, supports and opportunities for those students who are highly motivated and interested in going to college. There are not as many supports and opportunities for those students who are intested in a work and/or career pathway post-secondary.

List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.

ELA: Students in all grade levels need access to grade level standards (at expected level of profiency) and a tiered system of supports for those who are struggling. Students do not have consistent access to grade level learning activities during Tier I instruction which prevents them from being able to successfully apply grade level standards when assessed. The achievement gap for high needs students (English Learners, Special Education and Econcomically Disadvantaged) is significant (29% below non-high needs students).
Math: Students in all grade levels need access to grade level standards (at expected level of profiency) and a tiered system of supports for those who are struggling. Students do not have consistent access to grade level learning activities during Tier I Instruction which prevents from being able to successfuly apply grade level standards when assessed. The acievement gap for high needs students (English Learners, Special Education and Econcomically Disadvantaged) is significant (9% below non-high needs students).
Graduation Rates: There is a need a tiered-system of supports that allows struggling students to get the academic support needed during the school day without having to rely on after-school tutorials for reteach opportutnies. A consistent system for monitoring credits and on-track status is neeeded within the counseling department.
Attendance: A majority of the students (55%) on campus meet the critiera for chronically absent.

What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?

1. The school does not have structured professional learning communities that collaborate on all aspects of data-driven instructional cycles, including consistently within departments and across the school, deconstructing standards, creating common formative assessments, analyzing student data, and making data-informed instructional decisions.
2. The school does not have clearly defined roles and responsibilities for leaders at the school, department, and academy levels that communicate and reinforce performance expectations, including instructional practices expectations for individual teachers and teams.
3. Classroom instruction does not have structured protocols for professional learning communities to regularly review student evidence to make data-informed instructional decisions, including differentiated skills-based intervention with the school day and appropriate scaffolds for struggling students.
4. School leaders do not conduct regular classroom walkthroughs to provide feedback to teachers that reinforces cognitive and content alignment of grade level standards, instruction, and assessment that includes identified schoolwide research-based instructional practices for student engagement.
5. While the school does have a significant focus on higher-level coursework and college-bound programs, the school does not have a clear vision they have shared with stakeholders for career-and trade-bound students.

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.
(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

1. Strengthening Leadership Monitoring Systems: Build consistent structures for leaders to observe classrooms, give feedback, and ensure instructional priorities are implemented. (1.1, 2.3)
2. Building Data Driven Culture: Establish clear processes and time for content teams to regularly analyze data, identify gaps, and adjust instruction. (1.1, 2.3, 3.1, 3.2)
3. Developing a Coherent Professional Learning System: Design ongoing, differentiated professional learning aligned to school priorities, with coaching and follow-up to support transfer to classrooms.(2.2)
4. Establishing Highly Effective Tier I Instruction in All Classes: Tier I instruction will be based on grade-level standards; presented to students with clarity; incorporate research-based best practices that cognitively engage students in the learning including modeling, academic discourse, and writing that support students in moving from conceptual understanding to application.
5. Establishing Effective Instructional Coaching Systems: Deploy instructional coaches with clear roles, aligned to schoolwide priorities, and focused on providing timely, actionable teacher feedback. (2.2, 2.3)
6. Establishing Positive Schoolwide Culture: Integrating SEL into Daily Instruction. Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience. (3.1)
7. Implementing Robust Attendance Systems: Strengthen Tier 1 attendance monitoring, early warning systems, and proactive family engagement strategies to reduce absenteeism. (4.3)
8. Creating Two-Way Family Partnerships: Shift from event-based engagement to sustained, two-way partnerships that equip families to support student learning at home. (4.3)
9. Allocating Resources Equitably: Develop transparent processes to ensure all students have access to current instructional materials, technology, and learning tools.

Goal (developed from CNA student learning needs):

By 2028, Farrington High School will increase
* ELA SBA proficiency to 65%
* Math SBA proficiency to 35%
* Science EOC proficiency to 45%
* Regulary Attendance to 85%
* EL GTT to 37%

through through the consistent implementation effective instructional practices and frequent monitoring of the school's 3 Year Success Plan.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	Actual scores 2026	By 2027	By 2028
ELA SBA	HI-Strive	56%	57%	52%	60%	65%
Math SBA	HI-Strive	15%	20%	18%	26%	35%
Science (Bio - EOC)	HI-Strive	32%	35%	28%	40%	45%
Regular Attendance (<18 days absent)	HI-Strive	72%	75%	72%	80%	85%
On Time Graduation (4 Year Rates)	HI-Strive	70%	73%		74%	75%
EL GTT (WIDA)	HI-Strive	10%	15%		25%	37%

Strategies Timeline
Year 1 - Build foundation

Year 2 - Scale and embed
Year 3 - Refine, strengthen, and sustain all

Focus	Strategies (taken from prioritized practices and indicators in the CNA) (SW6)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)
Strong Leadership and Strategic Planning	(1) Establish (Identify and Define): Highly Effective Tier 1 instruction (Look Fors/Sounds Like)	Admin Team - Principal & Vice Principals	$ 30,000 (WSF)
	(1) Calibration for Leadership: Highly Effective Tier 1 instruction (Look Fors/Sounds Like)	Admin Team	$ -
	(1) Admin Team to conducts walkthroughs to gather data (Look Fors/Sounds Like)	Admin Team	$ -
	(1)Revisit training in and monitoring of Highly Effective Tier 1 Instruction		$ 60,000 (Title 1)
	(1)Sustain Highly Effective Tier 1 instruction		$ 60,000 (Title 1)
	(2)Establish expectations, purpose, outcomes, intended outcomes, etc. to support PLCs (data driven meetings)	Admin Team, DH, Academy Leads, Data Consultant	$ 60,000 (WSF)
	(2)Communicate expectations, purpose, outcomes, intended outcomes, etc. for PLCs	Admin Team - Principal & Vice Principals	$ -
	(2)Review/evaluate PLC processes - select/refine school wide PLC process	Admin Team, DH, Academy Leads, Data Consultant	$ -
	(2)Implement and monitor implementation of PLCs	Laurie Luczak	$ 60,000 (WSF)
	(2)Refine and Sustain PLCs		$ -
	(3)Develop a Coherent Professional Learning (PD) System	Admin Team - Principal & Vice Principals School Strategic Planner (SSP)	
	(3)Monitor professional learning (PD) system and begin coaching and follow up support transference to classrooms		$ 60,000 (WSF)
	(3)Refine professional learning (PD) system and strengthen coaching and follow up support transference to classrooms		$ 75,000 (Title 1)
	(9) Define and conduct resource audit and develop a transparent resource allocation process	Admin Team, Ad Council	$ -
	(9)Allocate resources based on school's prioritized goals and definition of resource equity; Monitor throughout the year		$ -

	(9)Analyze and measure impact of resource allocation; Sustain resource allocation process		$ -
			$
Effective Instruction and Classroom Practices	2. Building Data Driven Culture: Establish clear processes and time for content teams to regularly analyze data, identify gaps, and adjust instruction. (1.1, 2.3, 3.1, 3.2) ---- Define highly effective Tier 1 instruction what it looks like, sounds like on our campus	SSP, ELA Admin	$ 60,000 (WSF)
	2. Provide extended learning opportunities to support transition and academic success to support on track graduation.	Summer Learning Program Director (VP)	$ 60,000 (WSF)
	2. Observe and monitor data practices - analyze, close gaps and adjust instruction.		$24,000 (Title 1) $115,812 (18927)
	2. Refine data processes with data teams for sustainability		$ -
	4. Establishing HIghly Effective Tier I Instruction in All Classes:Support teachers to consistently use literacy strategies such as modeling, text-based evidence, and scaffolding extended writing. (3.1, 3.2) This includes travel to professonal conferences.		$ 105,000 (Title 1) $115,813.00 (18927)
	4. Establishing HIghly Effective Tier I Instruction in All Classes: Provide structures for content teams to align curriculum, analyze student work, and address conceptual understanding before moving to application. (3.1, 3.2)		$ 475,000 (Title 1) $115,812.00 (18927)
	5. Establishing Effective Instructional Coaching Systems: Deploy instructional coaches with clear roles, aligned to schoolwide priorities, and focused on providing timely, actionable teacher feedback. (2.2, 2.3)		$ 75,000 (WSF)
	6. Establishing Positive Schoolwide Culture: Integrating SEL into Daily Instruction. Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience. (3.1)		$ 75,000 (WSF)
	9. Allocating Resources Equitably: Develop transparent processes to ensure all students have access to current instructional materials, technology, and learning tools. (2nd 90 day cycle)		$ 250,000 (Title 1)
	9. Review and Assess the Allocated Resources Equitably: Develop transparency processes to ensure all students have access to current instructional materials, technology, and learning tools.		$ -
	9. Review and Assess the Allocated Resources Equitably: Sustain transparent processes to ensure all students have access to current instructional materials, technology, and learning tools.		$ -

Positive and Inclusive Learning Environment	**MOVED TO Instruction to Year 2 Under Establishing Effective Tier I:** Establish Literacy, Math, and Science inclusive instructional strategies that can be implemented across all content areas	Admin Team	$ 60,000 (WSF)
	Establish SEL and attendance strategies that can be implemented across all content areas (7, 8)	Counseling DH	$ -
	MOVED TO Instruction to Year 2 Under Establishing Effective Tier I: Train all faculty on the various strategies and how they can implement them in their content areas (4, 5, 6a, 7, 8)	Teacher Leaders, District RT	$ 75,000 (WSF) $ 75,000 (Title 3)
	MOVED TO Instruction to Year 2 Under Establishing Effective Tier I: Monitor and receive feedback on strategies that were implemented. (4, 5, 6a, 7, 8)	DHs, Leads, Admin Team	$ -
	Establishing which classrooms are lacking or may be in need of resources (ex. Chromebooks, notebooks, etc.) (9)	DHs, Leads, Admin Team	$ -
	Allocating Resources Equitably: Develop transparent processes to ensure all students have access to current instructional materials, technology, and learning tools. (9)	Admin Team, DHs	$ -
			$
			$
			$
Family & Community Engagement	Collect baseline data on communication channels with families to support students (7/8)	EL Coordinator Tech Coordinator SAC SSP	$ -
	Engage parents in career and trade oriented pathways within the academices that provide interactive partnerships and showcase examples of opportunities. (Orientation, Induction, Interships)	CTE Coordinator CCR Counselors Community Liasion	$ 10,000 (Title 1)
	Create two-way family partnerships that support learning at home. Provide training and routines that help families embed SEL strategies at home to build student persistence and resilience (7/9) (Subscription for TalkingPoints)	CTE Coordinator CCR Counselors Community Liasion	$ 5,500 (Title 1)
	Allocate resources equitably; sustain family partnerships with shared leadership roles (10)	Principal	$ 5,000 (Title 1)
	Continue to develop two-way family partnerships that support learning at home. Provide training and routines that help families embed SEL strategies at home to build student persistence and resilience (7/9)	EL Coordinator Tech Coordinator SAC SSP Admin Team	$ 5,500 (Title 1) $ 4,066 (18935)

			$
			$
			$

Appendix A: School Community Council Assurances Form

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions to the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions to the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The <Insert school name> School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.

2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.

3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
   - ☐ A School Community Council Meeting was conducted on Date to share the school data and gather input on student priorities.
   - ☐ A School Community Meeting was conducted on Date to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
   - ☐ *Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]*

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.

5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: Date

Attested:

Farrington High School Principal	Signature					Date
Laurie Luczak						9/2/2026

SCC Chairperson	Signature					Date

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature					Date

Hawaii State Department of Education School Academic Plan & Financial Plan
Annual Assurances and Recommendation for Approval

The Farrington High School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.

2. The SCC reviewed its responsibilities under the Board or Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.

3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

   ☑ A School Community Meeting was conducted to share the school data and gather input on student priorities.
   Date of School Community Meeting: November 17, 2025

   ☑ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
   Date of School Community Meeting: March 30, 2026

   ☐ Other (list) Examples: School Leadership Team, Curriculum Committee School Safety Committee, School CSSS Cadre
   _____, _____, _____, _____

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.

5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date** 4/13/2026

Attested:

Laurie Luczak		4.13.26
Name of school principal	Signature	Date
Lukela Bagood		04-13-26
Name of SCC chairperson	Signature	Date