NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Farrington High School
Academic Plan
SY 2025-2026

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Farringtonhighschool.org

☐ Non-Title 1 School ☑ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Alfredo Carganilla	
(signature)	April 9, 2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
[Insert signature] *(signature)* 5/9/2025 Rochelle Mahoe (Apr 9, 2025 11:57 HST)	[Insert date] 04/09/2025

Farrington High School Academic Plan, Final Version, April 9, 2025
Farrington - Kaiṣer - Kalani Complex Area

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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	California Expository Re… ▾	Carnegie Learning High Sch… ▾ MOW 1: A Modeling Approach to Algebra	Gizmos & STEMscopes	Teacher created and/or "World History: Connections to Today"
10	California Expository Re… ▾	Carnegie Learning High Sch… ▾	Gizmos & STEMscopes	Teacher created and/or "The Americans"
11	California Expository Re… ▾	Carnegie Learning High Sch… ▾	Gizmos & STEMscopes	MHH-Teacher created and/or "A History of Hawai'i" PID-Teacher created and/or "United States Government: Our Democracy"
12	California Expository Re… ▾	Carnegie Learning High Sch… ▾	Gizmos & STEMscopes	Varies by course
12 Trigonometry		Other: ▾ Textbook: Precalculus with Trigonometry		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	IXL	IXL	IXL	
English Learners	• Houghton Mifflin Harcourt (MHM): English 3D • Scholastic Action • MobyMax	• MobyMax • Scholastic SuperSTEM	• MobyMax	• Scholastic Action • MobyMax

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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 <u>screening and/or progress monitoring assessments</u> 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
Grade 9 - 12	STAR Enterprise ▾	STAR Enterprise ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report:
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2023
Type of <u>Last Visit</u>: Full Self-Study ▾

Year of <u>Next Action</u>: 2026
Type of <u>Next Action</u>: Mid-Cycle Report & Visit ▾

Year of <u>Next Self-Study</u>: 2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	**Student Need:** Improve literacy and critical thinking skills across disciplines for all students especially for Special Education, ELL and Pacific Islander subgroups. **Root/Contributing Cause:** 1A) Students lack the stamina and skills for reading complex texts. 1B) Students lack access to a range of informational texts in different disciplines.
2	**Student Need:** Improve math skills for all students especially for Special Education, ELL and Pacific Islander subgroups. **Root/Contributing Cause:** 2A) Students are not entering 9th grade ready for Algebra 1 and/ or high school math. 2B) Math classes are currently not cohorted with academies so Star data is not shared among an academy team of teachers. 2C) Star is the school universal screener, but it needs to be more closely aligned to high school math skills. (e.g. algebra, geometry, etc) 2D) Students struggle with reading and interpreting math problems and the ability to identify which math skills to apply. 2E) Students find it difficult to deconstruct geometric problems and often struggle with associating vocabulary with concepts 2F) SBA is challenging for students.
3	**Student Need:** Close the achievement gap between Non-High Needs (NHN) and High Needs (HN) groups by increasing achievement, rigor, relevance and engagement for all students, including English Learners, Special Education, and Pacific Island populations. **Root/Contributing cause(s):** 3A) Although the pandemic was a major factor in learning loss, pivoting curriculum pacing to meet students' lost learning is imperative. 3B) Poor attendance contributes to learning loss 3C) The school needs to have a clear definition and understanding of what rigor looks like in the classroom, so every student can experience rigorous activities that will increase critical thinking. 3D) Some teachers lessened their emphasis on using the Quad D rubrics. (Rigor, Relevance and Engagement) 3E) The school needs to improve its progress monitoring system for all students. 3F) There is some inconsistency of implementing project based learning (PBL). 3G) The school has a diverse population of students which can add many perspectives, but this is also a challenge causing language barriers, cultural differences and cultural relevance. 3H) The school lacks consistent implementation of highly effective, research based teaching strategies. 3I) 53% of students are from Low Socio-Economic backgrounds which is a challenge to closing the achievement gap between the NHN and HN groups.

4	**Student Need:** Increase student regular attendance focusing on 9th grade retention. **Root/Contributing cause(s)** 4A) There is an ineffective transition process for students entering high school from middle school, especially for newcomer students acclimating to western education expectations. 4B) Students' SEL scores show a lack of sense of belonging, grit, self-efficacy, and student-teacher relationships. 4C) There is a lack of relevance in curricula and connections to real-world issues in the students' community. 4D) Poor student-teacher or student-student relationships can negatively impact success in 9th grade causing a low sense of belonging and make it less likely for students to ask for help. 4E) A large disadvantaged population with many challenges that make it difficult for them to attend school regularly.
5	**Student Need:** Increase parent communication and engagement. **Root/Contributing cause(s):** 5A) Limited access to translations and translators for parent information and events. 5B) No consistent system for dissemination of information to parents and families.

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.

1	**Targeted Subgroup:** Special Education (SPED) **Identified Student Need(s):** Increase student achievement in SBA ELA, Math, and Biology EOC, therefore decreasing the achievement gap between Non-High Need (NHN) and SPED.

Sped	2021-2022	2022-2023	2023-2024	The SPED population shows increases in math and science proficiencies over three years and a 3.6% decrease with ELA, however, decreases in proficiency with all subjects from SY 22-23 to 23-24 are notably significant (CNA 25-26).
ELA	10.7	19.2	7.1	
Math	3.3	16.1	9.6	
Biology EOC	3.1	11.1	3.7	

2	**Targeted Subgroup:** English Language Learner (ELL)

Identified Student Need(s): Increase student achievement SBA ELA, Math and Biology EOC, therefore decreasing the achievement gap between NHN and ELL.

ELL	2021-2022	2022-2023	2023-2024	The EL population also shows significant change in ELA proficiency from SY 22-23 to 23-24 with a decline from 27.8% to 8.3%. (CNA 25-26).
ELA	16.9%	27.8	8.3	
Math	NA	8.6	2.3	
Biology EOC	NA	5.4	5.0	

3	**Targeted Subgroup:** Low Socioeconomic Status (LSES)

Identified Student Need(s): Increase student achievement SBA ELA, Math and Biology EOC, therefore decreasing the achievement gap between NHN and LSES.

LSES	2021-2022	2022-2023	2023-2024	Three year changes for the LSES population show significant decreases in ELA and math but a slight increase with science which improved by 5.6% from SY 22-23 to 23-24. (CNA 25-26).
ELA	54.9	58.2	37.2	
Math	20.5	21.9	13.3	
Biology EOC	25.9	21.3	26.9	

| 4 | **Targeted Subgroup:** Native Hawaiian and Pacific Islanders

Identified Student Need(s): Increase student achievement in SBA ELA, Math, and Biology EOC, in order to decrease the achievement gap between NHN and Native Hawaiian and Pacific Islander populations.

	Native Hawaiian			Pacific Islander		
	ELA	Math	Science	ELA	Math	Science
2021- 2022	58	13	9	32	3	7
2022 -2023	41	25	15	44	10	7
2023 -2024	24	15	25	39	5	8

The Native Hawaiian population showed a spike in proficiency in SY 21-22 then a downward trend from 21-22 to 23-24. Proficiency fluctuated over the four years with the Pacific Islander population which shows the largest gap from the school in SY 23-24 with 24% proficient. This indicates that the Pacific Islander population is in most need of support with ELA (CNA 25-26).

In SY 22-23, SBA math proficiency rates peaked for the school and all ESSA populations shown. In SY 23-24, the school's math proficiency . . . and Native Hawaiian populations fell by 10%, and the Pacific Islander population's proficiency fell from 10 to 5%. The Pacific Islander population continues to have the largest gap from the school and is in most need of support with math (CNA 25-26).

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Reading Proficiency	1) A, B	1.1.2 (1) Strengthen reading instruction in all	All students show a	☑ WSF, $50,000

1.1.2. All students read proficiently by the end of ninth grade. All students who do not read proficiently receive necessary and timely support to become proficient.	2) D 3) G, H, I	classrooms. (SW6)
		
		A. Include Reading strategies and scaffolds
		  a. Academic and domain vocabulary
		  b. Practice Oral Fluency
		  c. Increase access to complex texts
		    i. Focus on text dependent questioning.
		  d. Focus on comprehension strategies
		    i. Summarizing, making inferences, drawing conclusions, identifying main/central ideas, supporting details, author's purpose, organizational and text structures, syntax, and semantics. (Use AVID, etc)
		    ii. Include multiple opportunities for students to read a text with a different purpose.
		    iii. Build prior knowledge to help student high needs groups (ELL, Sped, Pacific Islanders)
		B. Academy Data Teams identify and support non proficient students with interventions provided by Academy Coaches.
		
		(Lisa Joy Andres - Vice Principal)
		(Brad Tanabe - ELA DH)
			5% growth towards increasing their Star grade level scores towards 9th grade reading proficiency 3x times a year (Fall, Winter, Spring).
			
			The school uses Learning Walks to ensure that 75% of classrooms create environments that support reading and comprehension proficiency every month.
			
			The ELA department will show a 5% increase in comprehension and reading using CFA data at least twice a times year using pre- and post assessments.
				☑ Title I, $50,000 (PD, PLC)
				☑ Title 1, $75, 000 (stipends, PTT, subs)
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Oter:__, $

| Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of ninth grade. All students who are not proficient receive necessary and timely support to become proficient. | 2) A, D, E, F
3) G, H, I | 1.1.3 (1) Strengthen Algebra Skills. (SW6)
  A. Provide scaffolded support during the summer to strengthen deficit areas
    a. Include summer program targeted at addressing students who are Gr. 8 SBA approaching proficiency
    b. Include summer program targeted at students who are well below Gr. 8 SBA proficiency
  B. All math teachers will utilize the Carnegie curriculum as base instruction
    a. Supplemental aides will also be used to support review and practice
  C. All math teachers will utilize Building Thinking Classrooms instructional strategies
  D. Coordinate articulation sessions
    a. Farrington teachers will articulate at least once a quarter to:
      i. Create and agree upon common formative assessments
      ii. Review and analyze common formative assessments in order to determine strengths, needs, trends and next steps
      iii. Track student progress and/or lack thereof and determine next steps
    b. Vertical articulation sessions with both middle schools in the complex will be scheduled to:
      i. Ensure vertical alignment of algebra skills
(Kimberly Saula - Math VP)
(Erika Ebanez - Math DH) | All students show a 3% growth towards increasing their Star grade level scores towards 9th grade reading proficiency 3x times a year (Fall, Winter, Spring).

The school uses Learning Walks to ensure that 75% of classrooms create environments that support math vocabulary and student engagement once every month.

The math department will show an increase of 3% growth for their CFA made SBA questions using pre- and post-assessments at least two times a year. | ☑ WSF, $50,000
☑ Title I, $125,000 (Eqmt to support new curriculum)
☑ Title 1, $25,000 (subscriptions)
☑ Title 1, $50,000 (PD, PLC)
☑ Title 1, $75,000 (stipends, subs, PTT)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		EA 1.1.3 (2) Math teachers will mimic SBA questions with Carnegie questions.		
		A. Students are engaged in explaining their thinking process to solving equations and problems.		
		(Kimberly Saula - Math VP)		
		(Erika Ebanez - Math DH)		
		EA 1.1.3 (3) Students will be exposed to logic questions in all courses to build thinking and logic skills.		
		(Kimberly Saula - Math VP)		
		(Erika Ebanez - Math DH)		
		EA 1.1.3 (4) Students will have multiple opportunities to practice graphing and data analysis across content areas.		
		(Kim Saula - Math VP)		
		(Erika Ebanez - Math DH)		
		(Hartwell Lee Loy - Social Studies VP)		
		(Lisa Joy Andres - English VP)		
		(Alfredo Carganilla - Science VP)		
		(Leimamo Keanini - School Strategic Planner)		

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1) A, B
2) C, D, E, F
3) A, B, C, E, G, H, I | EA 1.1.4 (1) Teachers continue work on deconstructing focus standards that will be part of their curriculum map. (SW6)

A. Identify concepts (n) and skills (v)
B. Identify key academic and domain vocabulary, and common definitions as needed.

(Leimamo Keanini - School Strategic Planner)
(Coaches)

EA 1.1.4 (2) Students practice deconstructing prompts across all content areas.

A. PD in content areas on how to deconstruct prompts.
B. School develops school-wide activities to deconstruct prompts and complete a common formative assessment (CFA) or constructed response (CR) from across content areas.
    a. Data gathered to track student, teacher, and school growth and needs.

(Leimamo Keanini - School Strategic Planner)
(Coaches)

EA 1.1.4 (3) Academies use data team process to collect and analyze data to plan for individual students who need additional support.

A. Identify areas for improvement.
B. Gather data and Identify root causes.
C. Select interventions and develop action plan.

(Kimberly Saula - Vice Principal)
(Julie Ledgerwood - Vice Principal)
(Hartwell Lee Loy - Vice Principal)
(Jill Yoshimoto - Vice Principal) | All students show a 5% growth towards increasing their Star grade level scores towards proficiency 3x times a year (Fall, Winter, Spring)

All students will show an increase of 3% growth for their CFA made SBA questions using pre- and post-assessment at least two times a year.

The school uses Learning Walks to ensure that 75% of classrooms post Teacher Clarity Questions on a routine basis at least twice a quarter. | ☑ WSF, $50,000
☑ Title I, $50,,000 (PD, PLC)
☑ Title 1, $85,000 (Stipends, PTT, sub)
☑ Title 1, $150,000 (technology, computers, TV, projectors, whiteboards)
☑ Title 1, $70,000 (subscriptions)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| | | (Lisa Joy Andres - Vice Principal)

EA 1.1.4 (4) The school develops an incentive and/or recognition for student's academic growth and excellence.
    A. Star celebrations
    B. SBA Recognition
(Kimberly Saula - Vice Principal)
(Julie Ledgerwood - Vice Principal)
(Hartwell Lee Loy - Vice Principal)
(Jill Yoshimoto - Vice Principal)
(Lisa Joy Andres - Vice Principal)

EA 1.1.4 (5) Students have access to technology and schoolwide subscriptions to support their academic success (SW6).
    A. Computers, calculators, large screen TV, whiteboards
    B. Renaissance/Star, IXL, StemScOpes, NewsELA, Explore Learning/ Gizmos, Ed Puzzle, Talking Points, MagicSchool AI.
(Leimamo Keanini - School Strategic Planner) | | |

| 1.1.5. All students transition successfully at critical points, from middle to high school, **AND** from high school to post-secondary opportunities, **AND** during non-traditional times (e.g., new students mid quarter). | 1) A, B
3) A, B, C, D, E, F, G, I
4) A, B, C , D | EA 1.1.5 (1) Implement a Freshman Seminar Course to help students transition to high school. (SW6).

  A. Adopt or create a Freshman Seminar curriculum that includes strengthening students' SEL and their academic success.
  B. Counselors and Freshman Seminar teachers will collaborate on a process to check in with students about grades, attendance, and SEL.
  C. Help facilitate transition to Farrington High school for new students.

(Julie Ledgerwood - Vice Principal)
(Hartwell Leeloy - Vice Principal)
(Carlee Kim - Academy Coach)

EA 1.1.5 (2) Continue Summer Programs to provide transition opportunities for all students including ELL, SPED, Native Hawaii and Pacific Islander populations.
  A. Summer Bridge
  B. College and Career Explorations and opportunities
(Julie Ledgerwood - Vice Principal)
(Jaena Kruze - College Counselor)
(Akiko Giambelluca - EL Coordinator) | Students show a 5% increase in student SEL scores during Panorama testing at least 3x a year and align a 3% increase to the students academic achievement in Star or CFA scores.

Freshman Seminar counselors and teachers will develop a check-in criteria system to meet with students by the end of the first quarter. | ☑ WSF, $50,000
☑ Title I, $25,000 (stipends, PD, PTT, subs)
☐ Title II, $
☑ Title III, $100,,000
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:
☐ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.

1.2.1. All students desire to and attend school regularly.	3) A, B, C, D, E, F, G. I
	 4) A, B, C, D
		EA 1.2.1 (1) All teachers develop lessons/ units using elements from the rigorous, relevant, and engaging rubrics (e.g. Quad D, PBL, interdisciplinary units) (SW6).
		   A. Teachers use the Rigor, Relevance and Engagement rubrics.
		   B. Provide planning and collaboration time for teachers.
		 (Alfredo Carganilla - Principal)
		 (Leimamo Keanini - School Strategic Planner)
		 (Coaches)
		
		 EA 1.2.1 (2) Support teachers to build relationships with students so they come to school.
		   A. In-service training focusing on SEL activities to promote a sense of belonging and strengthen student-teacher relationships in advisory.
		   B. Include student voice on SEL activities
		 (Jill Yoshimoto - Vice-Principal in charge of Counselors)
		 (Grace Domingo - Student Activities Coordinator)
		 (Kim Saula - Vice-Principal in charge of PBIS)
			Students Panorama classroom engagement and valuing school scores increase by 5% by the end of the end or quarter 4 with quarterly progress monitoring.
			
			 Students' Panorama SEL scores increase by 5% by the spring testing period with quarterly progress monitoring.
			
			 The school's daily student attendance rate increases by 3% by the end of quarter 4.
				☑ WSF, $50,000
				 ☑ Title 1, $25,000 (PD, PLC)
				 ☑ Title I, $25,000 (subs, stipends, PTT)
				 ☐ Title II, $
				 ☐ Title III, $
				 ☐ Title IV-A, $
				 ☐ Title IV-B, $
				 ☐ IDEA, $
				 ☐ SPPA, $
				 ☐ Homeless, $
				 ☐ Grant:__, $
				 ☐ Other:__, $

| 1.2.2. All students demonstrate positive behaviors at school. | 3) E, G, I | EA 1.2.2 (1) Academies will begin to use the Farrington MTSS framework to encourage positive behaviors in school (SW6).

    A. Incentive and recognition programs
        a. Perfect Attendance
        b. ALOHA Awards
    B. Academies develop team bonding activities for all students.

(Kimberly Saula - VP)

(Joe Kealoha - Counselor) | Students' Panorama SEL scores (for safety) increase by 5% by the spring testing period with quarterly progress monitoring.

The school's daily student attendance rate increases by 3% by the end of quarter 4. | ☑ WSF, $5,000
☑ Title I, $5,000 (subs, stipends)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |
| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | 3) E, G, H, I
4) A, B, C, D | EA 1.2.3 (1) All teachers will receive information about Nā Hopena Aʻo.

    A. Training by Office of Hawaiian Education (OHE) to all staff
    B. Resources by OHE to support the classroom environment.
    C. Elements of Nā Hopena Aʻo are used in classes.
        a. Posters and HA:BREATH statements

(Carlee Kim - Academy Coach) | Students' Panorama SEL sense of belonging and valuing school scores increase by 5% by the spring testing period with quarterly progress monitoring. | ☑ WSF, $5,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Position of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

1.3.1. All students, throughout their 9-12 experience, engage in a variety of career, community, and civic opportunities.	1) A, B
	2) A, B, D
	3) E, G, I
	4) C
		EA 1.3.1(1) Academies continue to use the College and Career Continuum to assure that all students are exposed and ready for opportunities after high school.
		   A. Career fair
		   B. Community service learning
		   C. High wage, High demand job Guest Speakers
		   D. CTE Coursework
		   E. Internships
		   F. SPED work-based learning
		   G. Support ELL and Pacific Islander population with student or teacher translators.
		
		(Erin Kamikawa - CTE Coordinator / Academy Director)
		
		EA 1.3.1 (2) Academies continue to provide exploratory career, community and civic opportunities with support from their advisory board or business partnerships.
		(Erin Kamikawa - CTE Coordinator / Academy Director)
			75% of all students track and complete their yearly progress in their student portfolios by the end of the 4th quarter.
			
			Academies select at least 2 enabling activities from the academic plan and monitor its progress at every quarter to show a 3% increase.
				☑ WSF, $40,000
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:
				☐ Other:__, $

		EA 1.3.1 (3) Academies start to align the Academic Plan and the Academy Action Plan to monitor progress of NSOP 1 and 2 once every quarter. A. Monitor students growth in academies using STAR, CFA, attendance, CTE certifications. (Kimberly Saula - Principal Health Academy) (Julie Ledgerwood - Principal Public Service Academy) (Hartwell Lee Loy - Principal Business Academy) (Jill Yoshimoto - Principal Innovatieve Design Engineering Academy) (Lisa Joy Andres - Principal Creative Arts & Technology Academy)		

K-12 Alignment				

K-12 Alignment
 	
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways (e.g., Career Academies, International Baccalaureate, CTE).
	1) A, B
	2) A, B, C
	3) E, G, H, I
	4) A
	5) A, B, C
		EA 1.3.2 (1) English, math, science and social studies continue to work on vertical articulation with middle schools to identify the needs of incoming ninth grade students including, Sped, EL and Pacific Islanders (SW6).
		
		    A. Provide time for curriculum map development. Provide planning time for teachers to address the needs of incoming students with actionable next steps.
		    B. Collaborate to use and share strategies from middle and high school to support students prior knowledge.
		(Brad Tanabe - ELA DH)
		(Erika Ebanez - Math DH)
		(Celeste Pali - Science DH)
		(Akiko Giambelluca - EL Coordinator)
		(Mary Kamau - Sped DH)
		(Jennifer Grant - SS DH)
		(Leimamo Keanini - School Strategic Planner)
		
		EA 1.3.2 (2) Academies participate and present information with middle and elementary schools about academy pathways, certifications, and other high school opportunities.
		    A. Academy visits to middle and elementary schools.
		    B. Middle School Parent Night presentations
		        a. ELL and Pacific Islander, Seal of Biliteracy candidate, students present information to groups in their home language.
		(Erin Kamikawa - CTE Coordinator / Academy Director)
		(Jaena Kruse - College Counselor / GEAR UP Liaison)
		(Agie Koanui - AVID and AP Coordinator)
			Articulation agendas include 1-2 actionable next steps with semester updates by the end of quarter 4.
			
			9th grade enrollment in AVID, AP or college-level courses will increase 5%.
			
			ELL and Pacific Islander enrollment in AVID, AP or college-level courses increase 3% with quarterly progress monitoring of potential candidates by the end of quarter 4.
			
			Academies increase industry certifications by 5% by the end of quarter 4 with semester progress monitoring.
				☑ WSF, $25,000
				☑ Title I, $25,000 (PD, PLC)
				☑ Title 1, $25,000 (stipends, subs, PTT)
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:
				☐ Other:__, $

		EA 1.3.2 (3) Information is shared with middle school students and parents about AVID, Advanced Placement, college-level courses offered at Farrington High School to especially include ELL and Pacific Islanders. 　　A.　Promote information in home language with Seal of Biliteracy candidate students' presentations and/or adult translators as needed. 　　B.　Share information to EL classes. (Angie Koanui - AVID/AP Coordinator) (Jaena Cruze - College Counselor) (Akiko Giambelluca - EL Coordinator)		
1.3.3.　All students graduate high school with a personal plan for their future.	3) E, G, I 4) A, E	EA 1.3.3 (1) All students participate in the development of a Personal Transition Plan (PTP) throughout their high school career. 　　A.　Develop a mentoring program of upperclassmen to support students. 　　　　a.　Include Seal of Biliteracy students who speak their home language to support ELL and Pacific Islander students. (Erin Terada - Testing Coordinator) (Akiko Giambelluca - ELL Coordinator)	75% of juniors will complete their PTP by the end of term 4 with quarterly progress monitoring.	☑ WSF, $10,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

★ **All students are taught by effective teachers.**
★ **All schools are staffed by effective support staff.**
★ **All schools are led by effective school administrators.**

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

2.1.1
All **teachers** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.
	1) A, B
	2) A, D, E, F
	3) G, H, I
		EA 2.1.1 (1) All teachers receive information about and opportunities towards SIQ certifications.
		   A. ELL strategies will be shared with teachers as part of teacher professional development.
		   B. Increase opportunities for small and whole group discussions for differentiated strategies.
		(Akiko Giambelluca - ELL Coordinator)
			SIQ trained teachers will increase by 7% by the end of the 4th quarter.	☑ WSF, $5,000
				☐ Title I,
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:
				☐ Other:__, $

| 2.1.2. All **teachers** are effective or receive the necessary support to become effective. | 1) A, B
2) A, B, C, D, E, F
3) A, C, D, E, F, G, H, I
4) B, C, D | EA 2.1.2 (1) Provide teachers with continued support during and after their mentorship program.

  A. Develop an onboarding system for all teachers that include a designated instructional coach for:
      a. Classroom environment
      b. Instructional, scaffolding and differentiated strategies.
      c. Include strategies from SIQ, WIDA, AVID ELL, and SPED.

(Alfredo Carganilla - Principal - Science)
(Hartwell Lee Loy - Vice Principal - Social Studies)
(Lisa Joy Andres - Vice Principal - English)
(Jill Yoshimoto - Vice Principal - Counselors)
(Julie Ledgerwood - Vice Principal - SPED)
(Kimberly Saula - Vice Principal - Math)

EA 2.1.2 (2) Continue PD for teachers to use Star to monitor student progress. (SW6)
  A. Teachers use Star to determine students' needs and strengths to intentionally plan interventions to support students in reading and math. Strategies.
      a. PD on using STAR and ZPD/ IRL reading levels (similar to Lexile) to determine growth and proficiency.
      b. Strategies to work with different tiered groups of students based on need
(Roxanne Agcaoili - Data Analyst)
(Leimamo Keanini - School Strategic Planner)

EA 2.1.2 (3) Provide teachers with information, access, and PD for the Rigor, Relevance, and Engagement (RRE) rubrics for instruction. (SW6) | Admin Learning Walks to collect data to show 75% of classroom environments.and teaching strategies continue to support all students.

All students show an increase of 3-5% in selected standard(s) on the Star Mastery Level reports monitored 3x a year (fall, winter, spring)

All teachers use the RRE rubrics to increase rigor, relevance and student engagement by 3% on student Panorama engagement and value of schools scores with quarterly progress mentoring. | ☑ WSF, $70,000
☑ Title I, $130,000 (PLC PD and interdisciplinary PD)
☑ Title 1 $150,,000 (Travel for academies and content areas)
☑ Title 1, $80,000 (Subs and stipends)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:
☐ Other:__, $ |

| | | A. Academies use the RRE when developing interdisciplinary lessons.
(Leimamo Keanini - School Strategic Planner)

EA 2.1.2 (4) Teachers continue work on Teacher Clarity Questions to include posting, reviewing, and assessing. (SW6)
  A. Learning Intentions/targets, relevance and success criterias are posted or readily available for all students and teachers to refer to regularly.
    a. Teachers explain the Learning Intention/ targets, relevance and success criteria.
    b. Teachers frequently assess students to check for understanding to meet the target or make adjustments as needed.
      i. Building prior knowledge for topic and/or vocab.
      ii. Asking questions or discussion time to assess students' growth and needs.
(Leimamo Keanini - School Strategic Planner)
(Coaches)

EA 2.1.2 (4) Teachers attend professional learning conferences to keep abreast of the most recent learning and strategies in their content areas and in education. (SW6)
  A. NCTE, NCTM, NSTA, NCSS, NCAC, ASCA, SHAPE, CEC, PNWI, PBL Works, Hanahauoli, SOTF, ACTFL, Innovate, ITSE
(VPs, Kimberly Saula, Julie Ledgerwood, Hartwell Lee Loy, Jill Yoshimoto, Lisa Joy Andres)
(Leimamo Keanini - School Strategic Planner) | | |

| 2.2.2. All schools' **support staff** are effective or receive the necessary support to become effective. | 3) E, G, H, I
5) B | EA 2.2.2 (1) All support staff will be included to receive PD on Farrington MTSS Behavioral Supports and other professional development opportunities for: (SW6)

    A. MTSS
    B. Panorama
    C. Star
    D. Na Hopena A'o
(Kim Saula - Vice Principal)
(Joe Kealoha - Counselor)

EA 2.2.2 (2)
    A. Establish an "Onboarding" system for all staff including those hired throughout the year.
        a. Create a system for tracking the completion of Performance Appraisal System (PAS)
        b. Provide ongoing feedback and coaching through the use of the Performance Appraisal System (PAS)
(VPs, Kimberly Saula, Julie Ledgerwood, Hartwell Lee Loy, Jill Yoshimoto, Lisa Joy Andres)
(Leimamo Keanini - School Strategic Planner)

EA 2.2.2 (3) Focus on supporting Custodial, SASA, Cafeteria and Security throughout the year.
    A. School, District, State and National PD opportunities to help improve performance.
(Administration - Alfredo Carganilla, Kimberly Saula, Julie Ledgerwood, Hartwell Lee Loy, Jill Yoshimoto, Lisa Joy Andres) | Students' Panorama SEL sense of belonging and valuing school scores increase by 5% by the spring survey period with quarterly progress monitoring. | ☑ WSF, $10,000
☑ Title 1, $10,000 (stipends and subs.)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:
☐ Other:___, $ |

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	5) A, B	EA 3.3.1 (1) Continue to meet regularly with the School Community Council. (SW6).
		  A. Provide Strive Hi Data in reviewing the Academic and Financial plan.
		  B. Two community meetings for feedback on the academic and financial plan.
		  C. Review progress of the implementation of the Academic plan.
		  D. Timely input of minutes and agenda online to inform and provide feedback for school community.
		
		(Alfredo Carganilla - Principal)
			70% of meetings with all required stakeholders represented by the end of the 4 quarter.	☐ WSF, $
				☑ Title I, $ 2500 (refreshments for Academic and financial plan meetings)
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Family and Community Engagement (required for Title I/III; IDEA)	3) G, I
	5) A, B
		EA. 3.3.2 (1) Provide information to families and community members about the school expectations and academies. (SW6)
		  a. Middle School Parent Night
		  b. Grade Level Parent Night
		  c. Academy Parent Night
		  d. Include opportunities for parents to join academy advisory boards and the SCC
		    i. Parent focus groups
		(Erin Kamikawa - CTE DH/ Academy Director)
		(Alfredo Carganilla - Principal)
		(Kimberly Saula - Principal Health Academy)
		(Julie Ledgerwood - Principal Public Service Academy)
		(Hartwell Lee Loy - Principal Business Academy)
		(Jill Yoshimoto - Principal Innovatieve Design Engineering Academy)
		(Lisa Joy Andres - Principal Creative Arts & Technology Academy)
		(Leimamo Keanini - School Strategic Planner)
			Parent school quality survey increase responses by 3%
			
			Increase academy parent night participation by 3% in all academies
			
			Increase ELL parent night participation by 3%
				☑ WSF, $ 5000
				☑ Title I, $ 3000 (refreshments)
				☑ Title 1, $3000 (supplies)
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

| | | EA 3.3 2 (2) Implement a schoolwide system to provide information to families in a timely manner about student progress and/ or school activities. (SW6)

   a. Continue to use School messenger to notify families of important school wide information and updates.
   b. Provide information/ PD to teachers and parents/ families about Talking Points, a text translation app for ELL families.

(Leimamo Keanini - School Strategic Planner)

(Akiko Giambelluca - ELL Coordinator) | Track data from Talking Points usage reports to increase parent's awareness and engagement in school and academic activities by 3% by the end of the year. | |

APPENDIX A: 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.	Yes
Bell Schedule: FHS Bell Schedule SY 24-25 Bell Schedule Calendar	