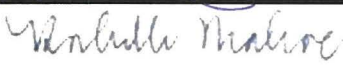


Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Farrington High School Farrington Complex Honolulu District	4.14.2024		
	01/31/2026		Rochelle Mahoe, Ph.D.

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

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 reviewed 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.**

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 'Āina

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 School	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	IXL Teach Town	IXL Teach Town	IXL Teach Town	Teach Town
English Learners	HMH: 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 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
8-12 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 [Insert school name] 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)	[Insert value; refer to cell D58 in the bell schedule tool]
Did your school submit a SCC Waiver Request Form? Please explain.	
Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]	
Summary of Comprehensive Needs Assessment (CNA)	
An externally or 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).	
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?	
1. Data shows consistent improvement in student performance in lower-grade math assessments 2. Middle school students demonstrate above-average growth in reading, as reflected in recent growth percentile data 3. The majority of students maintain attendance rates above 90%, showing a positive trend in engagement	
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.	
1. Disparities exist in technology access across grade levels, with older students having more access than younger ones. 2. A shortage of specialized instructional staff, particularly in special education and EL support, limits targeted interventions 3. Outdated textbooks and limited access to digital tools create barriers to effective learning	
List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.	
1. Reading & Writing (Grades 6–8): Students need to strengthen their ability to analyze complex texts, cite textual evidence to support claims, and organize written responses clearly and coherently. 2. Math (Grades 3–5): Students need to deepen their conceptual understanding of fractions, multiplication, and division and apply these skills to solve multi-step word problems. 3. Social-Emotional Learning (SEL): Students need explicit instruction and opportunities to develop resilience, manage stress, and apply self-regulation strategies so they can sustain focus and persistence during challenging academic tasks like extended reading assignments or multi-step math problems. 4. Attendance & Engagement: Students at risk of chronic absenteeism need support systems that help them attend school regularly and stay engaged in instruction, ensuring they have consistent access to daily lessons in reading, math, and other core subjects. 5. Equitable Access to Learning Tools: Students need consistent access to reliable digital devices and internet connectivity so they can fully engage in academic tasks such as conducting online research, completing standards-based assignments, and receiving timely feedback from teachers.	
What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?	

1. Literacy Instruction

Teachers inconsistently implement evidence-based literacy strategies (explicit modeling, citing evidence, scaffolds for writing), limiting student growth in reading comprehension and writing. Aligned to Indicator 2B.2 – Effective Instructional Practices

2. Math Instruction

Math instruction is not consistently aligned to state standards, and grade-level teams lack a common process for analyzing student work to ensure conceptual understanding before application. Aligned to Indicator 2A.1 – Guaranteed & Viable Curriculum

3. Social-Emotional Learning Integration

SEL instruction is inconsistently embedded into daily classroom practices, and teachers have limited professional development on how SEL routines can support persistence with rigorous academic tasks. Aligned to Indicator 3B.3 – Positive Learning Environment

4. Attendance Systems

Schoolwide attendance monitoring and Tier 1 family engagement practices are not consistently implemented, limiting the ability to intervene early and ensure regular student access to learning. Aligned to Indicator 3C.2 – Student Supports & Intervention Systems

5. Resource Allocation

Resource allocation processes do not consistently ensure all students have equitable access to up-to-date instructional materials, technology, and digital tools needed for learning. Aligned to Indicator 4C.1 – Resource Equity & Allocation

6. Professional Learning

Professional development is not systematically planned or differentiated, resulting in inconsistent teacher skill development in key areas such as differentiated instruction and culturally responsive pedagogy. Aligned to Indicator 1C.2 – Professional Learning System

7. Instructional Leadership

Leadership teams do not consistently use classroom observation and feedback systems to monitor implementation of instructional priorities and provide coaching to teachers. Aligned to Indicator 1B.3 – Leadership Team Monitoring & Feedback

8. Data Use

Regular, structured data analysis protocols are not in place across grade levels, resulting in missed opportunities to adjust instruction based on formative and benchmark assessments. Aligned to Indicator 1D.1 – Data-Driven Decision Making

9. Family Engagement

Family engagement is primarily event-based (e.g., open house, parent nights) rather than focused on building two-way partnerships that support student learning. Aligned to Indicator 4B.2 – Family Engagement in Learning

10. Instructional Coaching

Instructional coaching support is inconsistent, and coaches lack a clear system to provide timely, actionable feedback to teachers that aligns with schoolwide priorities. Aligned to Indicator 2C.1 – Instructional Coaching & Support

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.
2. Building a Data-Driven Culture
Establish clear processes and time for grade-level teams to regularly analyze data, identify gaps, and adjust instruction.
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.
4. Embedding Evidence-Based Literacy Practices
Support teachers to consistently use literacy strategies such as modeling, text-based evidence, and scaffolding extended writing.
5. Ensuring Standards-Aligned Math Instruction
Provide structures for grade-level teams to align curriculum, analyze student work, and address conceptual understanding before moving to application.
6. Establishing Effective Instructional Coaching Systems
Deploy instructional coaches with clear roles, aligned to schoolwide priorities, and focused on providing timely, actionable teacher feedback.
7. Integrating SEL into Daily Instruction
Provide training and routines that help teachers embed SEL strategies into academic tasks to build student persistence and resilience.
8. Implementing Robust Attendance Systems
Strengthen Tier 1 attendance monitoring, early warning systems, and proactive family engagement strategies to reduce absenteeism.
9. Creating Two-Way Family Partnerships
Shift from event-based engagement to sustained, two-way partnerships that equip families to support student learning at home.
10. 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, improve student academic performance in ELA and Math by 20%, enhance regular attendance rates to 95%, and address resource inequities for improved student outcomes.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA and Math proficiency - all grade levels	SBA	ELA - 48% Math - 33%	ELA - 50% Math - 35%	ELA - 53% Math - 38%	ELA - 63% Math - 48%
Regular attendance - all grade levels	IC, LEI Kulia	70%	75%	80%	90%
Resource equity - technology, staffing levels, materials:	surveys, budget, org chart, reports				all inequities addressed
% of teachers trained to integrate technology effectively into instruction		60%	72%	85%	
% of classrooms fully staffed with licensed teachers at the start of the year		70%	80%	90%	
% of instructional support roles filled (coaches, SPED, EL)		60%	75%	90%	
% of students with access to standards-aligned curriculum in core subjects		70%	80%	90%	
% of staff reporting they have sufficient materials for instruction		65%	80%	90%	

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)	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	Strengthen leadership monitoring systems		Title I \$5,000 SI Funds \$25,000 WSF \$5,000 Other: Title IV \$2,500
	Build a data-driven culture		\$
	Develop a coherent professional learning system		\$
	Continue cycles of data review and feedback; deepen differentiated PD		\$
	Refine and sustain leadership/data/PD systems for consistency and long-term impact		\$
			\$
			\$
Effective Instruction and Classroom Practices	Embed evidence-based literacy practices		\$
	Ensure standards-aligned math instruction		\$
	Establish effective coaching systems (aligned to literacy/math priorities)		\$
	Refine coaching systems; sustain consistent instructional practices		\$
			\$
			\$
			\$
Positive and Inclusive Learning Environment	Implement robust attendance systems		\$
	Integrate SEL into daily instruction across classrooms		\$
	Evaluate SEL and attendance systems for fidelity; sustain practices with ongoing monitoring		\$
			\$
			\$
			\$
			\$
Family & Community Involvement	Establish baseline communication channels to support attendance and academics		\$
	Create two-way family partnerships that support learning at home		\$
	Allocate resources equitably; sustain family partnerships with shared leadership roles		\$

Year 1

Year 2

Year 3

Family Commu Engager			\$
			\$
			\$
			\$

**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 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 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
Name of school principal

Lukela Bagood
Name of SCC chairperson


Signature


Signature

4.13.26
Date

04-13-26
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.

SCC Recommendation(s)	Rationale for the SCC Recommendation	Principal's Response to SCC Recommendation