2020 Academic Plan, School Year 2020-21

School: Farrington High School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
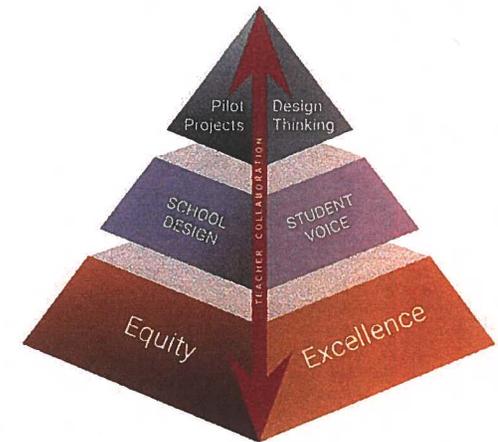
Principal (print):	Al Cargamlh	
Principal's signature:		Date: 5/22/20
Complex Area Superintendent (print):	Rochelle Mahoe, Ph.D.	
Complex Area Superintendent's signature:		Date: 5.26.20

[School Name], [Version 1], [Date]

Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements. *The 2018-19 data for all students is the basis for determining the gaps.* ● *Graduation Rate: 72%* ● *ELA Meeting Standards: 49%* ● *Math Meeting Standards: 21%* ● *Chronic Absenteeism: 21%* *Gap #1 - Special Education students are performing below their peers:* ● *Graduation Rate: 51% (-21%)* ● *ELA Meeting Standard: 3% (-46%)* ● *Math Meeting Standard: 3% (-18%)* ● *Chronic Absenteeism: 42% (-21%)* *Gap #2 - English Language Learners are performing below their peers:* ● *Graduation Rate: 58% (-14%)* ● *ELA Meeting Standard: 18% (-31%)* ● *Math Meeting Standard: 5% (-16%)* ● *Chronic Absenteeism: 29% (-8%)* *Gap #3 - Pacific Islanders are performing below their peers:* ● *Graduation Rate: 46% (-26%)* ● *ELA Meeting Standard: 26% (-23%)* ● *Math Meeting Standard: 4% (-17%)* ● *Chronic Absenteeism: 41% (-20%)* *SW 1*	*What is your Theory of Action (if-then) to improve the achievement gap?* *If we focus on understanding our students' stories and through social-emotional learning (SEL) supports tailored to the needs of our students, then we can better address their SEL needs so that they are able to better achieve academically so that their achievement will improve and the achievement gap will decrease. .* *If we use the data from IAB's (Interim Assessment Blocks) for ELA, Math and Biology and disaggregate them to each sub group for each academy, then academy teachers will know which students need additional support and can provide targeted intervention support for these students and as their achievement goes up, the achievement gap will decrease.* *If we provide each academy with the data for each subgroup, then academies can monitor student progress in focused Response to Intervention (RTI) meetings and make plans to address gaps, then students in these groups will make progress toward proficiency on the Smarter Balanced Assessment (SBA) and improve graduation rates. If the academic achievement of these sub groups improve, the achievement gap will decrease.* *If we focus on literacy across the curriculum with clear accountability measures, then all students will show gains on standardized tests increasing overall scores.* *If we focus on student engagement and relationships, relevant and rigorous instruction, then students will find school more meaningful and attend school and attendance rates will improve. As attendance rates improve, students will learn more and the achievement gap will decrease.*	*What are your Enabling Activities to improve the achievement gap?* ● *Provide professional development and time for faculty and staff to collaborate to develop a comprehensive plan to address the Social Emotional Learning needs of our students* ● *Ensure academies are working toward National Certification by providing training and time for collaboration and planning.* ● *Continue to support programs that level the playing field for students such as AVID, AP, Early College, Internships, Kina'ole,* ● *Provide monthly updated data to each academy to monitor the progress of subgroups in each academy and to be used for RTI sessions that use the PDCA cycle for improvement.* ● *Provide collaboration time for teachers to review IAB data to begin the PDCA cycle for improvement.* ● *Provide bi-lingual supports in the classroom* ● *Increase inclusion classes for SpEd students*
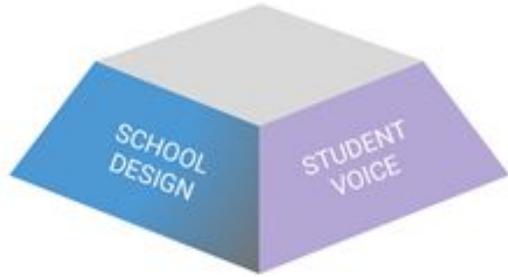
Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice. Farrington High School moved to the wall-to-wall academy starting in 2018 to support students in smaller learning environments that provide opportunities for personalization and stronger relationships to support our students career and college goals. Career academies along with Project Based Learning and Design Thinking provide relevant, rigorous, and engaging learning that will improve attendance and student achievement, areas indicated need improvement. The academy structure includes partners in industry to provide real-world guidance and opportunities for our students. SW 5

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

We plan to continue to support all academies in their path to national certification and revisiting the need for additional academies or programs of study based on student voice. Academies will continue to develop project based learning and design thinking lessons that support student voice and social emotional competencies. In addition, it is essential to provide data to academies that can be used as interim measures progress like the IABs.

Describe here your Conditions for Success for School Design and Student Voice In order for our academy structure to work it is imperative that teachers have the appropriate training and support so they can meet the National Standards of Practice (NSOP) and become nationally certified by 2023.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? *Chronic absenteeism will decrease by 5% and academic achievement as reported on StriveHi will increase by 5%. With the data disaggregated by Academies, there should be better monitoring of students and the focus on PBL and SEL will result in better student engagement.* *All academies will have advisory boards in place that include faculty, community, parent and student voice.* SW 5, 6, 7	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* *Chronic absenteeism will continue to decrease by 5% and academic achievement as reported on StriveHi will continue to increase by 5%. With the data disaggregated by Academies, there should be better monitoring of students and the focus on PBL and SEL will result in better student engagement.* *In addition, all academies will have senior capstone projects in place and each academy will have at least one industry certification.* SW 5, 6	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* *Chronic absenteeism will continue to decrease by 5% and academic achievement as reported on StriveHi will continue to increase by 5%. With the data disaggregated by Academies, there should be better monitoring of students and the focus on PBL and SEL will result in better student engagement.* *In addition all students will have opportunities for job shadowing and/or internships with business partnerships.* SW 5, 6
Why you are implementing them? SW 5, 6 *The academy model is designed to increase personalization in a*	*Why you are implementing them?* SW 5, 6 *The academy model is designed to increase personalization in a*	*Why you are implementing them?* SW 5, 6 *The academy model is designed to increase personalization in a*

smaller learning environment. This allows for closer monitoring of students academically and well as socially so students can be successful in their career and college goals. With our diverse population and number of EL, SpEd, and economically disadvantaged youth, it is important that we address the social-emotional needs for all our students which is critical to their academic success. Career academies along with Project Based Learning and Design Thinking provide relevant, rigorous, and engaging learning that will improve attendance and student achievement, areas indicated need improvement. Student voice will be sought through Advisory Boards.	*smaller learning environment. This allows for closer monitoring of students academically and well as socially so students can be successful in their career and college goals. With our diverse population and number of EL, SpEd, and economically disadvantaged youth, it is important that we address the social-emotional needs for all our students which is critical to their academic success. Career academies along with Project Based Learning and Design Thinking provide relevant, rigorous, and engaging learning that will improve attendance and student achievement, areas indicated need improvement. The senior capstone project gives students a voice in their learning and supports social emotional learning skills and competencies.*	*smaller learning environment. This allows for closer monitoring of students academically and well as socially so students can be successful in their career and college goals. With our diverse population and number of EL, SpEd, and economically disadvantaged youth, it is important that we address the social-emotional needs for all our students which is critical to their academic success. Career academies along with Project Based Learning and Design Thinking provide relevant, rigorous, and engaging learning that will improve attendance and student achievement, areas indicated need improvement. Job Shadowing and internships support student career and college goals.*
How will you know that they are causing an improvement? *Through the RTI process, academies getting monthly updates on their students, academies will know which students to provide additional support to. We will be looking specifically at the sub populations and their attendance, IAB data, and grades to ensure they progress to the next grade level so they will graduate on time.*	*How will you know that they are causing an improvement?* *Through the RTI process, academies getting monthly updates on their students, academies will know which students to provide additional support to. We will be looking specifically at the sub populations and their attendance, IAB data, and grades to ensure they progress to the next grade level so they will graduate on time.* *The number of seniors completing the capstone project will be monitored. The senior capstone project supports the social emotional skills needed to be successful in any career.*	*How will you know that they are causing an improvement?* *Through the RTI process, academies getting monthly updates on their students, academies will know which students to provide additional support to. We will be looking specifically at the sub populations and their attendance, IAB data, and grades to ensure they progress to the next grade level so they will graduate on time.* *We will track the progress of all students on the college and career continuum and graduation profile created as part of NSOP.* *We will track the number of students who go to college and/or participate in student internships.*
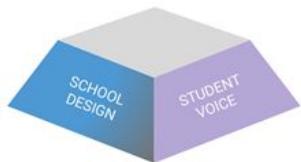
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
The 2018-19 STRIVE HI data indicate: . ● *Graduation Rate: 72%* ● *ELA Meeting Standards: 49%* ● *Math Meeting Standards: 21%*	*Teacher created common formative assessments* *IAB data for ELA, math, and Biology* *Attendance data by academy*	*Chronic absenteeism will decrease by 5% and academic achievement as reported on StriveHi will continue to increase by*

• *Chronic Absenteeism: 21%*	*Course marks*	*5%.*

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity **SW 6**	Duration Fall, Spring, Yearlong	Source of Funds Program ID **SW 5**	School Monitoring Activity **SW3**	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Chronic absenteeism will decrease by 5%	All teachers will implement Quad D lessons and PBL to create engaging lessons so students will want to attend. Academies will find industry certifications for students to earn. Academies will use the RTI system to target students who are chronically absent. Counselors will make home visits to these students to work with families to get students back on track. **SW 7**	Yearlong	WSF CTE Title I	School staff will monitor Quad D and PBL implementation. Twice a month RTI meetings in academies	Quarterly Semi-monthly	
5 % increases in achievement in SBA ELA and math and Biology EOC	ELA, Math and Biology teachers will implement IAB assessments and begin the PDCA cycle for improvement.	Yearlong	WSF Title I	ELA, Math, Science DH will monitor implementation.	Quarterly	
Student safety on the SQS will improve by 5%.	Academies will use the RTI system to target students who are having behavioral issues. Plans for implementation of PBIS and SEL school wide. Continue to support programs like Adult Friends for Youth, Teen Center, co-curricular activities that help to keep students out of trouble. **SW 5**	Yearlong	WSF Title I	Academies will monitor student behavior. School staff will develop plans and monitor implementation. Administration will monitor the support provided by meeting with appropriate staff.	Semi-monthly Quarterly 2x a year	

Ninth grade retention rate will decrease by 5%	Academies will use the RTI system to target students to monitor student grades to ensure that students are on track for the next level.	Yearlong	WSF Title I	Academy staff will monitor student progress.	Semi-monthly	
All academies will have fully functioning academy boards to support relevant and rigorous learning. SW 5	School staff will be given time to plan and coordinate.	Yearlong	WSF Title I CTE	Administration will monitor progress.	Monthly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity SW 6	Duration Fall, Spring, Yearlong	Source of Funds Program ID SW 5	School Monitoring Activity SW 3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
All faculty will teach at least one Quad D/PBL lesson that incorporates AVID strategies.	Teachers will be provided planning time and professional development around Quad D and PBL.	Yearlong	WSF Title I	Lesson plans will be turned in, admin and peer walkthroughs will be conducted to monitor implementation and provide supports.	Quarterly	
All faculty will be trained on how to incorporate SEL in the classroom.	Teachers will be provided planning time and professional development around SEL.	Yearlong	WSF Title I	Lesson plans will be turned in, admin and peer walkthroughs will be conducted to monitor implementation and provide supports.	Quarterly	
All faculty will implement strategies to support ELL and SpEd students mainstreamed in their classroom.	Teachers will be provided planning time and professional development around strategies to support ELL and SpEd students.	Yearlong	WSF Title I Title III	Admin and peer walkthroughs will be conducted to monitor implementation and provide supports.	Quarterly	
ELL students in newcomers and sheltered classes will be provided bi-lingual supports	Continue to hire bi-lingual PPTs/PTTs for ELL students.	Yearlong	WSF Title I Title III	School staff will hire appropriate staff and monitor support in the classroom.	Monthly	

Increase in the number of co-taught inclusion classes in SpEd	Provide training on inclusion and co-teaching for all staff involved.	Yearlong	WSF Title I	School staff will monitor progress of SpEd students in inclusion settings.	Monthly	
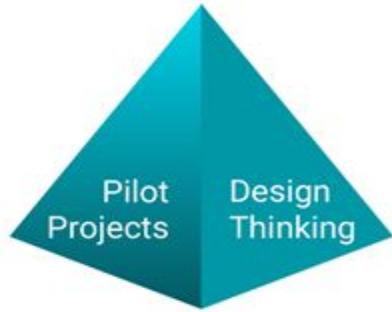
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
Please describe your school's ideas around innovation and pilot projects. *We would like to offer Chromebook short or long term "rentals" for students. We would set up a "rental agency" where students who need to borrow a chrome book for the night can come and sign one out and return the next day. Students can also borrow for a year if needed. This would allow more students access to technology. The COVID-19 distance learning has brought to light many issues of equity. Many students do not have computers at home or do their assignments. This pandemic has also forced many teachers who would not have otherwise, to learn new technologies that can be used to engage students in new learning. No technology can replace the role of a caring teacher, so the blended learning environment is something that would provide flexibility for teachers and students. This would allow students who are busy with family and work commitments a choice when they complete their assignments and would allow them to get help through other means like email or video conferencing apps. We would need the equipment and supplies, space and staff to man this project. This is not a 1:1 project because at this time, not all teachers are trained and ready to effectively teach in this environment.*	*Please describe your conditions for Success:* *We would know we were successful if students are borrowing and returning computers as needed so they can do the work they need. More students would complete assignments because they all would have access to the tools they need when they need it. We would hope to see better GPAs and increase in graduation rate as a result.*