2022 Academic Plan, School Year 2022-2023

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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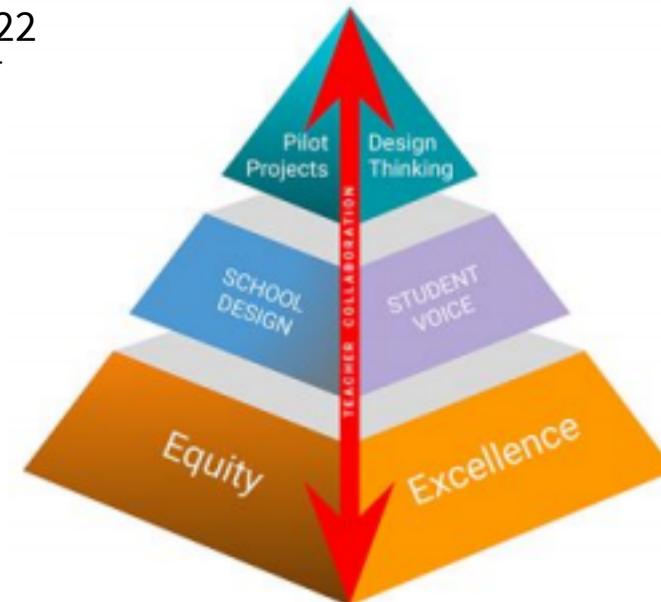
HIDOE Learning Organization

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).

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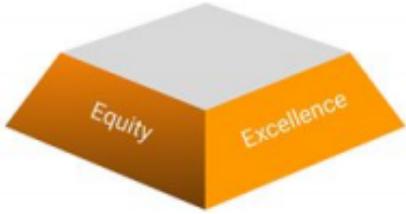
Teaching & Learning Core: Equity and Excellence

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 (SW1)	Theory of Action (SW6)	Enabling Activity (SW 5,6)
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.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*
The 2018-19 data (in black) for all students is the basis for determining the gaps. ● Graduation Rate: 72% *(20-21: 73.5%, 1.5% increase)* ● ELA Meeting Standards*: 48.8% *(20-21: 56.5%, 7.7% increase)* ● Math Meeting Standards*: 20.3% *(20-21: 17.2%, 3.1% decrease)* ● Science Meeting Standards*: 29% *(20-21: 27.2%, 1.8% decrease)* ● Chronic Absenteeism: 21% *(20-21: 32%, 11% increase)* **Gaps are in the SpEd, ELL, and Pacific Islander sub groups. 2018-19 data in black.** *Graduation Rate* ● SpEd: 51% *(20-21: 38%, 13% decrease)* ● ELL: 58% *(20-21: 59%, 1% increase)* ● Pacific Islanders: 46% *(20-21 43%, 3% decrease)* *ELA Meeting Standard (2018-19 data in black)** ● SpEd: 3.3% *(12.6% decrease since 2017)* ● ELL: 12.3% *(9.5% increase since 2017)* ● Pacific Islanders: 26% *(11% increase since 2017, but remains the widest gap)* *Math Meeting Standard (2018-19 data in black)** ● SpEd: 2.7% *(0.5% increase since 2017)* ● ELL: 1.2% *(low participation rate in 20-21)* ● Pacific Islanders: 4% *(1% decrease since 2017)*	*If we leverage a multi-tiered system of support (MTSS) where students receive high-quality research/evidence-based Tier 1 practices, targeted supplemental Tier 2 supports, and additional intensive Tier 3 supports, then all our students' academic, behavioral, SEL, and physical needs will be addressed.* (Healthy Habits, Healthy Schools, Action Oriented Data Decision Making) *If we continue to implement rigorous, engaging, and relevant instruction, then an increased student engagement will result in an increased attendance rate. Improved attendance rate will lead to higher achievement and will potentially close the achievement gap.* (Effective Academic Practices) *If we emphasize literacy and numeracy across the curriculum with clear accountability measures, then our student literacy and numeracy achievement will increase.* (Responsive Capacity Building, Effective Academic Practices) *If each academy strengthens their support for their Pacific Island and EL students, the attendance rate for these subgroups will increase which will result in closing the achievement gap for these students.* (Responsive Capacity Building, Action-Oriented Data Decision Making) *If we continue to use our universal screener data to inform our classroom practices, then we are able to address the academic needs of our students with appropriate interventions and supports. This will result in increased SBA achievement for all students and our*	1. *Establish a Farrington MTSS framework that will align all available resources that support and address the academic, behavioral, SEL, and physical needs of our students. All teachers will then use this framework when they are helping to address the needs of their students.* 2. *Ensure that the Academies of Farrington High School are addressing all the 10 National Standards of Practice (NSOP) from the National Career Academy Coalition Inc. (NCAC) by providing teachers resources for collaboration, professional development, and planning. Meeting all 10 NSOPs will result in higher graduation rates, increased attendance, and improved literacy achievement.* 3. *Departments continue to use common formative assessments to provide actionable feedback for student learning. This will help teachers monitor student progress towards improving SBA scores.* 4. *Academies continue to use data (e.g. universal screener, CFA, longitudinal data) during their RtI process to improve universal instruction and to determine targeted support for students.* 5. *Continue to support programs that provide students with college and career opportunities such as AP, Early College, AVID, Kina`ole.* 6. *Support teacher leaders with resources and professional development that will help them leverage their work with their academy and curriculum teams.* 7. *Increase inclusion and sheltered-instruction classes to support SpEd and EL students.* 8. *Establish clear accountability and monitoring measures after*

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Science Meeting Standard (2018-19 data in black)* • *SpEd:7.4%* *(1.4% increase since 2017)* • *ELL: 3.1%* *(1.6% increase since 2017)* • *Pacific Islanders: 16%* *(10% increase since 2017)* *Chronic Absenteeism (2018-19 data in black)* • *SpEd: 42%* *(20-21: 50%, 8% increase)* • *ELL: 29%* *(20-21: 44%, 29% increase)* • *Pacific Islanders: 41%* *(20-21: 59%, 12% increase)* **There was a decrease in participation rate during the 20-21 testing period* *(CNA, Page 12)*	*subgroups. (Responsive Capacity Building, Effective Academic Practices, Action-Oriented Data Decision Making)*	*providing professional development for literacy and numeracy instruction.* 9. *Continue to engage in learning walks to determine strengths and weaknesses of implementation and for teacher learning.*
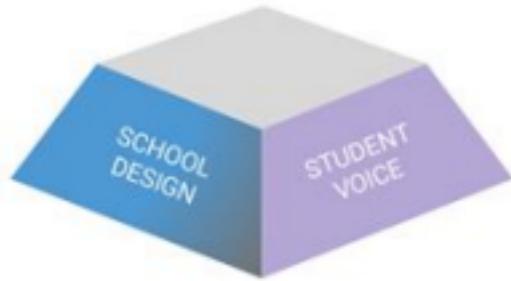
Innovation in Support of the Core: School Design and Student Voice (SW6)

Describe here your complex/school contexts for School Design and Student Voice.

Governor Wallace Rider Farrington High School transitioned into wall-to-wall college and career academies in the 2018-2019 school year. Our academies, collectively called the Academies of Farrington High School, consist of five smaller learning communities: Business, Creative Arts and Technology, Engineering, Health, and Public Service. Student voice and choice drive their experiences in our college and career academies. We promise our students that our academies will prepare them to pursue their passions in a safe, trusting environment focused on rigorous and relevant real-world learning. In 2019, our Health Academy earned the National Career Academy Coalition's (NCAC) model academy certification.

Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

All our other academies are striving to earn national certification from the NCAC beginning in the spring of 2023. The academies continue to leverage rigorous, relevant, and engaging instruction that incorporates the theme of each academy. All academies will continue to use the universal screener data to plan an improved Tier 1 instruction and to provide targeted Tier 2 and Tier 3 support for all students. Once the Farrington MTSS framework is ready, the academies will use the framework to address the academic, behavioral, SEL, and physical needs of all students. The Farrington MTSS will ensure a system wide support, including RtI, that is consistent across all academies. Overall, all the Academies of Farrington High School use the NSOPs to guide their work.

In 20-21, the English department identified a priority literacy standard that has been the focus of the schoolwide common formative assessment initiative. This school year, all departments use the priority literacy standard in implementing and completing a common formative assessment cycle. This emphasis on literacy aligns with the complex area Comprehensive Literacy State Development (CLSD) grant. The goal is to sustain the practice of CFAs for all departments so that they can continue to provide actionable feedback for student learning and for adjusting teacher instruction.

Describe here your Conditions for Success for School Design and Student Voice

All the Academies of Farrington High School will begin to earn national model academy certification by the spring of 2023. Teachers will receive professional development and resources to support their work in meeting all the 10 NSOPs that lead to national certification. Teacher and student voice are also imperative in the success of the school design. Their voice including all stakeholders will engage in the WASC self-study cycle for SY 2022-2023 in preparation for the ACS WASC full visit in the spring of 2023.

SY 2022-23 Measurable Outcomes (SW6)	SY 2023-24 Measurable Outcomes (SW6)	SY 2024-25 Measurable Outcomes (SW6)
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 1. The Farrington MTSS framework will be completed by the end of the school year. 2. Develop a comprehensive plan to address the needs of our Pacific Island students 3. Chronic absenteeism will continue to decrease by 5% for all SpEd, ELL, and Pacific Islander sub groups 4. Academic achievement as evidenced by the SBA and Biology EOC scores will continue to increase by 5% for all SpEd, ELL, and Pacific Islander sub groups. 5. Academies will begin to apply for national certification before the end of the year. 6. As a result of the common formative assessment cycles and Tier 1 academic interventions, the Star data for the priority literacy and math standards will show a 5% increase by the 4th term of 2023. 7. Graduation rates for sub-groups will show a 5% increase by the end of 2022-23. 8. There will be a 2% increase in the two-year and four-year college going rate. **SW 5, 6**	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 1. The Academies of Farrington High School use and leverage the newly developed Farrington MTSS in addressing the academic, behavioral, SEL, and physical needs of all students. 2. All academies receive national academy certification. 3. Chronic absenteeism will continue to decrease by 5% for all SpEd, ELL, and Pacific Islander sub groups 4. Academic achievement as evidenced by the SBA and Biology EOC scores will continue to increase by 5% for all SpEd, ELL, and Pacific Islander sub groups. 5. As a result of the common formative assessment cycles and Tier 1 academic interventions, the Star data for the priority literacy and math standards will show a 5% increase by the 4th term of 2024. Academies begin to utilize Tier 2 academic interventions for students who need more targeted support. Common formative assessments are sustained. 6. Graduation rates for sub-groups will show a 5% increase by the end of 2022-23. 7. There will be a 2% increase in the two-year and four-year college going rate.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 1. The Academies of Farrington High School use and leverage the newly developed Farrington MTSS in addressing the academic, behavioral, SEL, and physical needs of all students. 2. Chronic absenteeism will continue to decrease by 5% for all SpEd, ELL, and Pacific Islander sub groups 3. Academic achievement as evidenced by the SBA and Biology EOC scores will continue to increase by 5% for all SpEd, ELL, and Pacific Islander sub groups. 4. As a result of the common formative assessment cycles and Tier 1 academic interventions, the Star data for the priority literacy and math standards will show a 5% increase by the 4th term of 2024. An academic RtI with all tiers are clearly defined and utilized by the academies. Common formative assessments become an institutional habit. 5. Graduation rates for sub-groups will show a 5% increase by the end of 2022-23. 6. There will be a 2% increase in the two-year and four-year college going rate.

Why you are implementing them? *(SW 6)*	*Why you are implementing them?* *(SW 6)*	*Why you are implementing them?* *(SW 6)*
The college and career academy school design promotes and increases graduation rate, attendance, and achievement. The academies provide students with college and career opportunities that help them transition from Farrington to many post-secondary choices. A rigorous, relevant, and engaging curriculum that is anchored on college (Common Core), industry standards, and the theme of each academy keep students motivated and engaged because they are interested in their learning. The smaller learning communities that result from the college and career academy design also allows a strategic way to address the SEL needs of our diverse population. Students will benefit from targeted instruction as a result of their teachers' use of data from their common formative assessment, universal screener, and other data sources in adjusting their curriculum and instruction.	The Farrington MTSS is "a comprehensive continuum of evidence-based, systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making"(HMTSS Resource Guidance). The college and career academy school design promotes and increases graduation rate, attendance, and achievement. The academies provide students with college and career opportunities that help them transition from Farrington to many post-secondary choices. A rigorous, relevant, and engaging curriculum that is anchored on college (Common Core), industry standards, and the theme of each academy keep students motivated and engaged because they are interested in their learning. The smaller learning communities that result from the college and career academy design also allows a strategic way to address the SEL needs of our diverse population. Students will benefit from targeted instruction as a result of their teachers' use of data from their common formative assessment, universal screener, and other data sources in adjusting their curriculum and instruction.	The Farrington MTSS is "a comprehensive continuum of evidence-based, systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making"(HMTSS Resource Guidance). The college and career academy school design promotes and increases graduation rate, attendance, and achievement. The academies provide students with college and career opportunities that help them transition from Farrington to many post-secondary choices. A rigorous, relevant, and engaging curriculum that is anchored on college (Common Core), industry standards, and the theme of each academy keep students motivated and engaged because they are interested in their learning. The smaller learning communities that result from the college and career academy design also allows a strategic way to address the SEL needs of our diverse population. Students will benefit from targeted instruction as a result of their teachers' use of data from their common formative assessment, universal screener, and other data sources in adjusting their curriculum and instruction.
How will you know that they are causing an improvement? Academies and departments consistently use student data (e.g. universal screener, CFA, attendance, grades) to monitor the progress of students and to adjust instruction. Data will be disaggregated to help us monitor and address the needs of all our subgroups. One or more academies will earn national academy certification while the rest of the academies will continue to establish systems and processes that will help them meet the NSOPs.	*How will you know that they are causing an improvement?* Teachers and staff utilize the newly developed Farrington MTSS. This will be evident in the RtI meetings with the academies and all other action-oriented and student-focused meetings. As a result of this new system, achievement gaps begin to narrow for all the subgroups. Historical Academies of Farrington High School data will reflect an increase in graduation rates, attendance, CTE completers, early college credits, total number of industry certifications, and students participating in work based learning. All academies earn national academy certification from the NCAC.	*How will you know that they are causing an improvement?* All the new systems in place along with all the national certified academies will help us see improvements in narrowing the achievement gap for all our sub-groups. Graduates complete the Profile of an Academies of Farrington High School graduate by meeting all college, career, and life criteria.

Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements (SW1)	Formative Measures (SW1)	Summative Goals
The 2020-2021 STRIVE HI data indicate: . • ELA Meeting Standards: 56.5%* • Math Meeting Standards: 17.2%* • Science Meeting Standards: 27.2%* • Chronic Absenteeism: 21% *low participation rate* The 2020-21 STRIVE HI data include: • Graduation Rate: 73.5% See achievement gap data above (page 2 of this report)	All teachers will create and use common formative assessments based on the protocols for common formative assessment training. Attendance data, course marks, Star data by academy taken at least 3 times a year.	Chronic absenteeism will decrease by 5% and academic achievement (SBA and graduation rates) as reported on StriveHi will continue to increase by 5% for all role groups.
2021-2022 Star Reading Screening Results: • Tier 1 State Standard Mastery on the priority literacy Standard. •	Star screening results and growth reports by academy.	There will be a 5% gain in Star reading and math score from Fall 2021 to Spring 2023. .

Student Outcomes (SY 2022-23)

Measurable Outcome(s) (SW1)	Enabling Activity (SW6)	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% for all students as well as identified subgroups	All teachers will implement rigorous, relevant, and engaging lessons. Academies will leverage the college and career academy school design to find industry partners that will engage all	Yearlong	WSF Title 1 Title 3 CTE	• Admin and peer capacity-building learning walks • Evidence of lesson planning	Quarterly	

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	students Academies will begin to use the Farrington MTSS framework in addressing chronically absent students and at-risk students. Increase home visits to get students back on track **(SW7)** Utilize a community liaison who will engage Pacific Island parents through translated communications, presentations in the community, and hosting on campus parent visits. **(SW7)**				• Biweekly MTSS/RtI academy meetings • Academy leadership teams monitor attendance data	Semi-Quarterly Quarterly	
State assessment scores (SBA ELA, SBA Math, Biology EOC) will increase by 5% for all students and identified subgroups.	Departments will use CFA data to monitor student progress towards the state assessments. Academies will use universal screener data to address an improved instruction in all classes. The math department will continue to align their curriculum with the state standards. They will also begin using the Star Math data to identify a priority standard and to monitor the progress of students towards the priority standard. The teachers will also continue to attend the PRIME workshops and subsequently implement strategies from the workshops. The science department will use teacher developed CFA and IAB/FIAB data to adjust their instructions. A group of science teachers who are attending the National Science Teaching Association conference will facilitate a department professional development.	Yearlong	WSF Title 1 CTE	• All department heads will monitor implementation of the CFAs and department initiatives. • Academy leadership will monitor implementation of academic interventions • Monitor student performance on the universal screener	Quarterly	

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Student Safety on the School Quality Survey will improve by 5%	Academies will use the behavior component of the MTSS to address behavioral issues. Teachers will use the Panorama SEL data to create intervention plans for students who are showing low evidence of SEL. Continue to support programs like Adult Friends for Youth, Teen Center, Hawaii Keiki Nurse, extra and co-curricular programs that help to keep students engaged in school (SW5)	Yearlong	WSF Title 1	● Academies will monitor behavior data and create intervention plans for at risk students. ● School staff will develop plans and monitor implementation ● Administration will monitor the support provided by meeting with appropriate support staff	Semi-monthly Twice a year As needed	
Two-year and four-year college going rate will increase by 2%	Continue to support college and career programs like AVID, Early College, and AP (SW5) Academies will leverage their partnerships with industry and post-secondary partners in introducing students to a variety of post-secondary options. (SW5) EL students will participate in the Governor Explorations and Opportunities Program (GEOP) where they visit university and community college campuses and learn skills that will help them transition into a two-year or four-year college.	Yearlong	WSF Title 1 CTE Grants Title III	● Academy Director will monitor the implementation of the college and career continuum ● AP/AVID coordinator will continue to manage and increase the participation of these programs. ● College counselors will continue to coordinate Early College classes with Honolulu Community College. ● GEOP Coordinators will coordinate the planning and execution of GEOP activities.	Semester	
9th grade retention will decrease by 5%	Academies will use the Farrington MTSS framework to identify students who need intervention plans Summer Bridge program will help 8th grade students transition to high school	Yearlong	WSF Title 1 Gear Up Grant	● Academies will monitor student progress during RtI meetings. ● Summer school director will plan and	Semi-monthly Summer	

| | Increase transition opportunities (middle school visits, parent nights) so that students and parents learn more about the programs at Farrington (SW 7)

The English, Math, Science, and Social Studies departments will continue to hold articulation meetings with their middle school counterparts to ensure that our incoming freshmen are prepared for their core classes. | | | • monitor the Summer Bridge program
• The Academy Director will coordinate transition opportunities for incoming freshmen.
• Department heads will coordinate an articulation meeting at least once a school year. | Semester | |

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity (SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW 5)	School Monitoring Activity (SW 1)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
All teachers will teach rigorous, relevant, and engaging lessons that incorporate literacy and AVID strategies.	Teachers will use academy meetings to plan interdisciplinary units that lead to rigorous, relevant, and engaging lessons. Teachers will attend discipline specific conferences, the AVID institute, and National Career Academy Coalition Conference to continuously learn about rigorous, relevant, and engaging teaching. Teachers will continue to collaborate on developing curriculum that incorporates disciplinary literacy.	Yearlong	WSF Title 1 CTE	• Admin and peer capacity-building learning walks • Evidence of lesson planning • Faculty meeting presentations	Quarterly	
All teachers will receive teacher clarity professional development	Teachers will receive Teacher Clarity professional development from Doug Fisher and they will incorporate evidence-based strategies in their classrooms that increase teacher and	Yearlong	WSF Title 1	• Admin and peer capacity-building learning walks • Evidence of lesson planning	Quarterly	

	student clarity. Department meetings will be used to follow up on teacher clarity initiative (e.g. deconstructing standards, learning intentions, and success criteria). Weekly PD during non-teaching periods (NTP) will also provide teachers time to collaborate.					
All faculty will continue to implement SEL lessons during advisory and to incorporate SEL strategies in their curriculum	Advisory committee will provide SEL lessons and the academies will use SEL data during RtI	Yearlong	WSF Title 1 CTE	● Record of student interventions ● Weekly advisory lesson plans ● Panorama SEL Survey	Quarterly	
All faculty will implement strategies to support EL and Sped students in the mainstream settings.	Continue to promote the Sheltered Instruction Requirement as outlined in the EL Success Plan. Teachers will be provided time and PD for accommodation and Sheltered Instruction strategies.	Yearlong	WSF Title 1 Title 3	● Increased number of teachers earning sheltered instruction qualification	Quarterly	
EL students in newcomer and sheltered instruction classes will receive bilingual support.	Continue to hire bilingual PPTs/PTTs for EL students	Yearlong	WSF Title 1 Title 3	● School staff who work with PPTs/PTTs will monitor and support in the classroom	Monthly	
All departments will complete common formative assessments	Academic coaches continue to support department heads in completing their CFA cycles	Yearlong	WSF Title 1 CTE CLSD Grant	● Department Data Meeting Template	Semester	
All academies continue to analyze universal screener data for an improved literacy instruction in the academies	Data coordinator will continue to disaggregate academy data while the coaches will continue to support teachers with research-based literacy strategies	Yearlong	WSF Title 1 CTE CLSD Grant	● Increased scores on the priority literacy standard as evidence by the universal screener	Quarterly	

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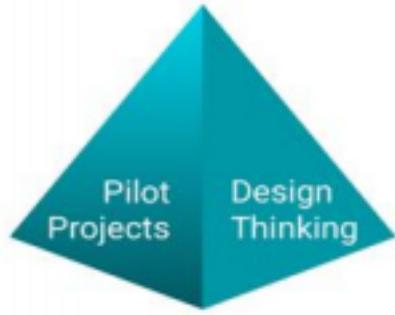
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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. A framework that outlines an MTSS will help the work of the school in addressing all students' academic, behavioral, SEL, and physical needs. The Farrington MTSS working committee representing different role groups will begin to convene in the summer of 2022.The committee will begin to integrate current assets and resources as the foundation of the Farrington MTSS framework. Throughout the school year 2022-2023, the working committee will assess gaps (e.g. policies, practices, and structures) in the framework so that we can address those gaps before a full implementation of the framework in the school year 2023-2024. A focus group of Pacific Island students and parents will meet with a part time teacher and a community liaison to determine their needs. (SW7)	*Please describe your conditions for Success:* A consistent MTSS framework is used across the school (e.g. academies, counseling, and alternative learning opportunities). An increased positive student outcomes (e.g. academic achievement, attendance rate, decreased retention rate, and eventually increased graduation rates) will be evident once the framework is established and adopted schoolwide. An action plan outlining school wide efforts in addressing the needs of our Pacific Island students and parents will be developed after the focus groups are conducted.