

Farrington High School Strategic Plan (2005-2008)

Goal #1: Improve Student Achievement through Standards-Based Education

Objectives:

- 1.1 Require standards-based teaching and learning in all classrooms
- 1.2 Ensure proficiency in reading, mathematics, and science
- 1.3 Ensure all students demonstrate the six General Learner Outcomes
- 1.4 Coordinate parents and other resources to achieve effective, standards-based education

Measure	Baseline	Annual Benchmarks
1. Increase the percent of students attaining proficiency in reading on statewide assessments.	41% of 10 th graders meeting reading proficiency on the 2005 HSA. (2004-05 NCLB School Report)	44% proficient in SY 2006 50% proficient in SY 2007 56% proficient in SY 2008
2. Increase the percent of the students attaining proficiency in mathematics on state-wide assessments	11% of all 10 th graders meeting math proficiency on the 2005 HSA. (2004-05 NCLB School Report)	21% proficient in 2005 28% proficient in 2006 38% proficient in 2007
3. Increase in reading, math and science proficiency on the HSTW Assessment for random sample.	Based on the 2004 Assessment of random seniors: 34% met proficiency in reading 34% met proficiency in math 14% met proficiency in science (2004 HSTW Report)	Increase in all areas by 5% annually.

Prioritized Strategic Actions

2005-2006	2006-2007	2007-2008
Provide opportunities for teachers to work on common standards-based units.	Ensure standards-based instruction and assessment in all classrooms.	Use benchmark maps created by state to align courses to standards.
Continue school wide constructed response, looking at student work together. Begin process with main idea and school wide math lesson.	Coordinate school wide efforts to increase achievement in math and reading.	Use Instructional Needs report to determine additional school wide efforts to increase science, math and reading proficiency.

Clarifying Comments:

Reading achievement scores increased sharply due in part to school-wide efforts to include constructed response-writing, based on previous test data. Data analysis to identify student needs will continue to be a focus. There were increases in math scores in all content strands, but not enough to meet the state math benchmark. Since monthly training on sample HSA math problems revealed that teachers need assistance in addressing math standards and skills, school will pursue state/district assistance to acquire math technical assistance.

Farrington High School Strategic Plan (2005-2008)

Goal #2: Provide comprehensive support for all students

Objectives:

- 2.1 Provide the social, emotional, and physical environments that address student safety and well-being.
- 2.2 Nurture our children into becoming caring, contributing, and ethical practitioners of a democratic society

Measure	Baseline	Annual Benchmarks
1. Increase the daily attendance	89.6% Average daily attendance for SY 04-05	91% Attendance in 2005 93% Attendance in 2006 95% Attendance in 2007
2. Increase the % of students reporting they feel safe at school	38% positive student responses on the 2003 School Quality Survey for Safety and Well-Being. (SSIR, 2004-05)	Increase by 5% bi-annually starting in 2005.
3. Decrease in 9 th grade retention rate.	18% in 2004-05 (Trend Report, 2004-05)	Decrease by 2% annually.
4. Decrease in the # of Class B suspensions	89 in 2004-05 (SSIS database, 2004-05)	Decrease by 2% annually.
5. Decrease the number of students missing 25%-50% of their classes in a month	252 students in October 2005, roughly 10% of student body.	Decrease by 2% annually.

Prioritized Strategic Actions

2005-2006	2006-2007	2008-2009
Collect and evaluate data on student behavior from SSIS data base.	Assess and improve the effectiveness of the procedures and programs addressing student behavior.	Continue to update policies and programs based on data collection and collaboration.
	Plan for alternative educational options for alienated youth.	Implement program options for alienated youth.

Clarifying Comments:

The school has a variety of support systems in place for students (see Quality Student Support section in the 2005 Accreditation Report). With the reduction of alternative educational opportunities for alienated youth, the school needs to work on a plan to support this population. Traditionally, there have been no alternative programs for students until they turn 16. Feeder schools are indicating an increase in students with multiple needs. Collaboration with middle school personnel has increased to improve support provided to incoming freshmen.

Farrington High School Strategic Plan (2005-2008)

Goal #3: Continuously improve performance and quality

Objectives:

- 3.1 Continuously improve student performance
- 3.2 Continuously improve school quality
- 3.3 Continuously improve system quality

Measure	Baseline	Annual Benchmarks
1. Increase in reading, math and science proficiency on the <i>HSTW</i> Assessment for random sample.	Based on the 2004 Assessment of random seniors: 34% met proficiency in reading 34% met proficiency in math 14% met proficiency in science (<i>2004 HSTW Report</i>)	Increase in all areas by 5% annually.
2. Increase the number of students participating in "Running Start."	20 classes enrolled in at Honolulu Community College in SY 2004-05 (<i>Honolulu Community College</i>)	Increase by 10 classes annually.
3. Increase in the # of students taking the College Board SAT and increase in average verbal and math scores.	In 2004-05... 53 juniors took the SAT 131 seniors took the SAT Average scores for juniors: 415 verbal, 467 math Average scores for seniors: 417 verbal, 452 math	Increase the average verbal and math scores by 10 points annually. Increase the number of students taking the College Board SAT by 15 annually.
4. Increase in the positive responses in Standards Based Learning and Satisfaction ratings by teachers and students on the School Quality Survey.	2003 Teacher Results: 78% Standards Based Learning 39% Satisfaction 2003 Student Results: 57% Standards Based Learning 48% Satisfaction	Increase by 3% bi-annually starting in 2005.

Prioritized Strategic Actions

2005-2006	2006-2007	2007-2008
Provide opportunities for teachers to look at student work together.	Maintain a school-wide professional learning community focused on student achievement.	Revisit and reassess instructional practices based on discussion of student performance.
Provide professional development in standard based assessment.	Support best practices in standards-based instruction and assessments.	Continue to support and share best practices in standards-based instruction and assessments.

Clarifying Comments:

Data indicates that many Farrington graduates are not prepared for freshmen-level courses at the community colleges (based on COMPASS results). College Board scores are also below state and national averages. There are many programs in place to support students with post-secondary plans, but there is a need to make instruction more rigorous and develop on-going assessments for learning. In the past three years, there has been an increase in the number of new teachers due to many veteran teachers retiring. In order to maintain the quality of instruction, the school has started a teacher mentor program and continued to conduct professional development school-wide. A professional collaborative culture is being developed.