

Situation Analysis

School Support Services & Second Chance Opportunities

Rationale: Over 36% of the Farrington Students meet two or more criteria for CSAP at risk students and 10% of these students meet 5 or more criteria as well as having 50% of the students qualify for free and reduced lunch and 11% living in the housing; with this knowledge the school needs to create a variety of Standard Based ways to reach these students to be successful now in the school and in future..

Present Situation	S. W. O. T				Our Alternatives
	Strengths	Weakness	Opportunities	Threats	
<ul style="list-style-type: none"> ❖ 2005-06 Data 895 Students met 2 or more CSAP Criteria ❖ 2006-07 Data by January 2007 over 495 student met 2 or more CSAP Criteria ❖ 60% of the school qualifies for Free and Reduced lunch ❖ 11% of students live in Federal Funded housing. ❖ 5% of students are homeless ❖ 10 % who have Power of Attorney (POA) ❖ Students who do not achieve or meet Standards are: ❖ School has one CSAP Out reach Counselor, One ALC – Alternative Learning Coordinator, 2 SSC, 1 Social Worker, 1 Public Health Nurse, 2 Behavioral Health Specialist, 8 grade level counselor. 	<ul style="list-style-type: none"> ❖ Parents, Guardian, Department Of Health Care Coordinators, surrogate parents, ❖ Department of Human Service (DHS) workers choose to put their students at Farrington because of the programs and the teachers who demonstrate that they care about each individual student and take them as they are. ❖ Counseling staff that looks for a variety of workable options for the student to be successful. 	<ul style="list-style-type: none"> ❖ No clearly defined steps on how to access various program. ❖ No progression model start and end there. ❖ Data is collected but not shared or interpreted in a uniformly Manner. ❖ No clear understanding on the purpose of the SMP program. ❖ Lack of common understanding and expectation of what 2nd chance means and how does school measures success with our programs. 	<ul style="list-style-type: none"> ❖ Partnership with Susannah Wesley CBASE program ❖ For older student partnering up Farrington Adult School. ❖ Working with Alternative to find out where a kids need to be so that they can be successful in the alternative programs. ❖ Work with district/state in developing an alternative Learning Center for those who meet specific criteria. 	<ul style="list-style-type: none"> ❖ Society will to keep the low end students where they are. ❖ Drugs, alcohol and other substance abuse. ❖ Lack of funding from the state to do alternatives. ❖ No Child Left Behind not addressing each child the same when they are different. ❖ Media glorifying the world and wrong things. 	<p>Data Needed</p> <ul style="list-style-type: none"> ❖ CSAP Data – # of students, programs, success in various classes ❖ SPED Data # of students, program (dip/non) Success in regular ed. ❖ Post Farrington Data – when exited how many successful and not. ❖ Reading and math levels of students annually ❖ List of student interventions and their success/failure rates. <p>Risks</p> <ul style="list-style-type: none"> ❖ Teacher buy in ❖ Student buy in ❖ Lack of funding ❖ Lack of facilities

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<ul style="list-style-type: none"> ❖ In school options for students: Special Education Classes – Diploma and Non Diploma, Special Motivation Program SMP courses, Modified scheduling, Spirit of Aloha Cooking Program, Employment Training Program, Saturday School, Credit Recovery program – After school and Summer options. ❖ Out of School options for non certified Special Education Students – None at this time. ❖ Out of School options for SPED certified Students – Ho’okupono Day treatment program, Mahana (Autism school). ❖ DOH Program available to Severe Emotional Behavioral Disordered Student (SEBD) or have Individual Education Program – Marimed – Group Homes, Therapeutic foster homes ❖ Post Secondary planning program Project Ho’omahala available for Kalihi students who meet a qualification starts from Age 15 till 22. ❖ Parents who have private insurance also can access some programs/therapy for their children. ❖ Court associated programs – HYCF- Olomana school, Detention Home, Palama Settlement School 	<ul style="list-style-type: none"> ❖ Success is defined individually in the school – Diploma, certificate, CBASE diploma, GED or work all are acceptable ❖ Two Behavioral Health Specialist that work directly with student but also attend meetings to help others to address the special needs of the students ❖ Caring environment is shown by the majority of staff on campus, ❖ Students choose to continue to stay here and if they leave for alternatives they return to let the school know how they are doing ❖ Majority of school staff believes that all students can learn it is what, how much that differs for each child ❖ GRADs program addresses the needs of those who are going to be parents, and who are parents’ outreaches to the home is done to get the student back into school. ❖ Teen Center addresses on campus needs of 	<ul style="list-style-type: none"> ❖ Majority of the students want a program but lack the focus and skills to figure out how to achieve this. ❖ Nature verses Nurture – teachers enable student and therefore they never learn how to achieve themselves and cause the school problems. ❖ Defining for all what the school’s belief if not policy for action when basic needs of students are not being met so how does the school address the student educational needs. ❖ No alternative settings available for students who are very disruptive and cannot handle a normal school setting and length of day. ❖ Defining clearly last chance – Age – 16, number credits and what else to stop giving opportunities when students choose to fail. ❖ Agreement on steps 	<ul style="list-style-type: none"> ❖ Work with Probation officers and court officials in developing a program that would assist adjudicated students in being successful in school. ❖ Outreach to community in what are the options and that sometimes we need to take these options for betterment of the student. ❖ Classes in the community that teaches parents on ways to assist their child in becoming a self directed learner. ❖ Work with a company or school or organization to develop a school wide program that will address the math and reading needs of the school in all classes. 	<p>See above</p>	<p>Benefits</p> <ul style="list-style-type: none"> ❖ Increase graduation rate ❖ Decreased number of CSAP students ❖ Improved Attendance rates ❖ Improved ELL and SPED scores on HSA ❖ Increased number of students who contributing back to society once they left school <p>Costs</p> <ul style="list-style-type: none"> ❖ Computer programs \$20,000 ❖ Computers \$20,000 ❖ Personnel ❖ Larger Special Education Classes ❖ Fewer SPED only classes <p>Probability of success</p> <ul style="list-style-type: none"> ❖ Problem is not fixable but it can be maintained, this is a consistent problem with society that will always exist but to what extent will be determined by the programs set out and buy-in we get from all role groups.

Present Situation	Strengths	Weaknesses	Opportunities	Threats	Our Alternatives
<ul style="list-style-type: none"> ❖ Programs who assist Students in staying in school – Adult Friends for Youth, YMCA, SES tutoring, Project Ho’omahala. ❖ 25-30 Adjudicated students (probation officers assigned) Additional 25-30 students are Protective Supervision who have an intake probation officer ❖ Drug issues are increasing going from street drugs to increase abuse with over-the-counter drug abuse. ❖ Pregnant Teens male and female are 35 -40 students a year. 	<p>students who need additional support to be successful in school – Individual counseling, group activities (peer mediation and anger management, smoking cessation), on going lunch safe haven for all students</p> <ul style="list-style-type: none"> ❖ Teen Center works with students with alternative lifestyles and identity issues. ❖ Project Ho’omalaha is grant for the Kalihi area only that is assisting students who have Emotional/Behavioral problems in focusing on the now and planning for the future. ❖ Adult Friends for youth – Gang intervention is working on our school campus with various gang groups in developing improved coping skills that will assist them in all aspects of life. ❖ YMCA program deals with students who have a substance abuse problem and developing coping skills, not a treatment 	<p>and or timeline to get students assistance and demonstrating what we have done – using Ecsss Database for record keeping.</p> <ul style="list-style-type: none"> ❖ ESL/ELL population that comes to us at age 16 or older and we do not have enough time to get them to a diploma. ❖ Not enough classroom to create more smaller Learning Environments possible for SPED and ELL populations who are trying to earn a diploma ❖ Support classes for student who leave alternative /SMP or even Spirit program. ❖ A defined way (process or procedure) to get student back to regular education classes (when it is possible). ❖ Math program to get student to meet the HSA benchmark. ❖ Only one social worker available on 			

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	<p>program but a prevention program.</p> <ul style="list-style-type: none"> ❖ Students want to graduate from Farrington 	<p>campus at this time, searching since 2007 Spring for a replacement</p> <ul style="list-style-type: none"> ❖ Child care Facility for pregnant teen children is not available, but one is being worked on. ❖ CSSS process is in place but needs to be explained to school on a regular basis 			

Situation Analysis
School Support Services & Second Chance Opportunities

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Champion: Martha Burt

Action Initiative
IB

- Concerns:**
- That the community continues to prevent the student from being successful.
 - Drug dependency increases to out of control.
 - Federal Government pulls out the support for housing
 - Gangs take over the housing not allowing students to be educated.
 - Teachers are not able to change their teaching styles to meet the individual needs of the students.

- Benefits**
- A school full of students who desire to achieve more than what they believe they can achieve.
 - Increased amount of high School graduates.
 - Increased amount of students who go for some form of post secondary placement.
- Deliverables:**
- Better prepared students for future.
 - Academically desired school.
 - Power of self-efficacy prevalent on campus.
 - An array of alternatives programs to meet the diverse needs of our students.
 - An array of services specific to the diverse needs of our students.

Objectives	Action Steps	By?	Today's status	Accountability/ Funding	Monthly Evaluation
<p>1. Provide comprehensive supports and opportunities for all students</p> <p>2. Develop a sense of HOPE for all students and family</p> <p>3. Develop personal value/self worth to want to achieve in all students.</p> <p>4. Create Options for all students who desire to do more.</p> <p>5. Work with the community to expect more from the students of the community.</p>	<p>ESLL Second Chance</p> <ul style="list-style-type: none"> • Develop appropriate programming based on individual needs of the clientele for those who cannot graduate: <ul style="list-style-type: none"> ○ Immediate Work placement ○ Those who can attend adult school – ○ Those who can enroll directly after leaving Farrington in an adult school. • Develop an array of Assessments to determine skill levels for either education or alternatives for students – Kuder, Learning styles, Pre-CBase Screening, Work skills assessment • Work with School to Work in developing Working options for the students who will not be able to participate in additional educational opportunities and will be going directly into work • Work with the mentor program to create mentor program that would put students of same language based together. • Work with the school to develop elective classes that are language rich and in a least restrictive environment that will allow students exposure to the English language 	<ul style="list-style-type: none"> • Begin planning and determine data points of evaluation in the summer of 08 • Begin implementing and data collection for pilot group in fall of 08. • Evaluate program and expand if feasible. • By Spring 2008 	<p>○</p> <p>○</p>	<p>C. Nakayama/G. James</p> <p>Subs for 5 teachers 1 day a month. \$140 X 5 = \$700 X 8 months = \$ 5,600 a year monthly meetings/testing data</p> <p>Documentation/teaching materials and supplies \$500</p> <p>Testing Material – \$1,000 skills</p>	<p>Compliance with objective</p> <p>○</p> <p>Compliance with cost</p> <p>○</p> <p>Compliance with schedule</p> <p>○</p> <p>Special Resources Needed</p> <p>○</p>
	<p>SMP Second Chance</p> <ul style="list-style-type: none"> • Develop a SMP all inclusive program/Hale grade plan for 9th and 10th grade students that has a guidance/motivational piece built in • Develop a system of assessments which will assist in programming and assessing skills at the start and end of the program. • Develop a transition plan upon completion of program 	<ul style="list-style-type: none"> • Fall of 08 • Fall of 2008 • Spring of 09 	<p>○</p> <p>○</p> <p>○</p>	<p>C. Perez, S. Hamada, J. Glenn</p> <p>Stipends \$ 1,500 for teachers to create the Project based curriculum and assessments based on 9th and 10th grade standards.</p>	

Objectives	Action Steps	By?	Today's status	Accountability/ Funding	Monthly Evaluation
	<ul style="list-style-type: none"> • Work with School to Work in developing work options for students who will do not want to be able to participate in additional educational opportunities and will be going directly into work • Develop/find/create/alter a Guidance/Motivational curriculum (Why Try?) that is beneficial to at Risk Students • Develop a Leadership/community service credits for School Community, Farrington Community or other communities. • Add a physical component into the program 	<ul style="list-style-type: none"> • Spring of 2009 • Fall of 2009 • Fall of 2009 • Fall 2009 	<ul style="list-style-type: none"> ○ ○ ○ ○ 	<p>Assessment to evaluate progress of student and vocational interest \$400</p> <p>Motivational Guidance program/materials = \$500 Subs for 3 teachers 1 day a month. \$140 X 3 = \$420 X 8 months = \$ 3,360 Annual for monthly meetings on testing data Equipment for weekly physical Ed. Program \$1,000</p>	
	<p>SPED – Second Chance</p> <ul style="list-style-type: none"> • Develop a 9th grade non-diploma program using the diploma track safety net and appropriate final exam to appropriate place students in the correct programming – See SPED flow charts. • Develop a 10-12th grade non-diploma program using the Pre-Cbase curriculum to assist in development of curriculum • Provide CBASE pre-testing to see if student would be successful in the CBASE or not and use for Post-Testing as well to see on the growth of the student. <p>DIPLOMA SPED</p> <ul style="list-style-type: none"> • Create the support component for those students who are in regular education courses but need some direct SPED services. 	<ul style="list-style-type: none"> • Fall of 2009 • Fall 2010 • Fall 2010 • Fall 2008 	<ul style="list-style-type: none"> ○ ○ ○ ○ 	<p>Extra Prep to be given to person who wants to take the lead during school year 08-09 Special Education Teachers Special Education teachers Summer stipend \$3000.00 CBASE pre testing materials \$500.00</p> <p>Combined classes so that regular and Special Ed teacher are together to give</p>	

Objectives	Action Steps	By?	Today's status	Accountability/ Funding	Monthly Evaluation
	MATH SUPPORT <ul style="list-style-type: none"> • Research and develop a program that works on fundamental skills. Check into MSL (Multi Sensory Learning) for a short pullout program for math • Look for solutions for Diploma track students to be in a combined class that would use multi-sensory teaching and chunking of information. 	<ul style="list-style-type: none"> • Fall 2008 • Fall of 2008 levels of programs to be tested 	<input type="radio"/> <input type="radio"/>	support MSL tutor (\$17,000 PTT) Materials \$400 Larger class sizes to free up teacher to combine teach.	
	SPIRIT OF ALOHA <ul style="list-style-type: none"> • Create a year long option for the program that offers variety of experience – direct work. • Create a specific criteria and objective to be used to identify the appropriate people • Work with SPED and ELL to create opportunities for them to give direct exposure to various job – field trips/excursions direct work in the fields 	<ul style="list-style-type: none"> • Fall of 2008 levels of programs to be tested • Fall of 2008. • Fall 2009 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	C.Fukada/Z. Magaoay Administration, Community Off Campus Facility \$2000/month rent Teaching materials and Teacher \$85,000/year teacher \$17,000/PTT \$1500/year teaching material Computers and program \$10,000	
	Alternative Learning Program <ul style="list-style-type: none"> • Work on developing the alternatives on and off campus depending on needs of the student. • To provide students an opportunity to gain skills to use either to return to regular school or to go into Alternative Education Program with the chance to earn a CBASE diploma, in a non-conventional school setting • Create the instruction that gives student the support needed to be successful in school and/or community. 	<ul style="list-style-type: none"> • Fall 2008 • Fall 2010 • Fall 2010 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	\$17,000/Year/PTT Materials \$10,000/ computers, printers, program ELL PTT \$17,000/Year Program Purchase - \$50/computer - \$1500 per Math Lab	

Objectives	Action Steps	By?	Today's status	Accountability/ Funding	Monthly Evaluation
	<p>Academic Supports</p> <ul style="list-style-type: none"> • ELL – Develop a 9th/10th grade support plan that allows for direct support inside regular education classrooms – Trained math PTT who have ELL background as well • ELL – Develop a specialized support class that addresses Math and Reading to assist in improving HSA scores <p>MATH SUPPORT</p> <ul style="list-style-type: none"> • Research and develop a program that works on fundamental skills. Check into MSL (Multi Sensory Learning) for a short pullout program for math 	<ul style="list-style-type: none"> • Fall 2008 • Fall 2009 • Fall 2009 	<p>○</p> <p>○</p> <p>○</p>	<p>\$17,000/Year/PTT</p> <p>Materials \$10,000/ computers, printers, program ELL PTT (\$17,000/Year)</p> <p>Program Purchase - \$50/computer - \$1500 per Math Lab</p>	