







### Situation Analysis Making the Numbers



Rationale: Farrington faculty and staff do a lot for our students, but the test scores aren't improving. We need to be more systematic and focused in order to improve the academic success of our students.




| Present Situation  | S. W. O. T   |  |  |   | Our Alternatives   |
|--|--|--|--|---|--|
|  | Strengths  | Weakness   | Opportunities  | Threats   |  |
| <ul style="list-style-type: none"> <li>❖ Different teachers at different points in terms of what they want and need for the data.</li> <li>❖ Beginning level-need to know proficiencies or stanine to highest level-disaggregated data broken down by benchmark and standard.</li> <li>❖ Those that will use it, use it. Others just want basics.</li> <li>❖ Assessment coordinator creates custom reports.</li> <li>❖ Some teachers don't know what to do with the data.</li> <li>❖ We're data rich but information poor.</li> <li>❖ We get the results of the HSA in the beginning of the summer.</li> <li>❖ Eight grade data is available, but not using it to our advantage.</li> <li>❖ 07 HSA scores: 53% Reading and 18% math. Reading 17% for ESL group, 3% for SPED, Participation rates not met.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Willingness of Assessment Coordinator to develop custom reports for teachers.</li> <li>❖ Teachers that are assessment savvy.</li> <li>❖ Made significant gains in Reading scores.</li> <li>❖ Partnership with HCC, Kuder, Personal Statement, College, Financial Aid workshops</li> <li>❖ GEAR UP program</li> <li>❖ AVID program</li> <li>❖ Hale structure helps support student achievement, personal contact, harder to fall through the cracks</li> </ul> | <ul style="list-style-type: none"> <li>❖ About 50% of teachers are not using the data to fullest extent.</li> <li>❖ No plan for how to use data effectively. Lack of time and resources and knowledge (to an extent) to analyze data.</li> <li>❖ English and Math not widely embraced school-wide.</li> <li>❖ Still struggling with math because entire faculty not comfortable with high school math; negative attitudes toward math.</li> <li>❖ Need to increase math within the curriculum, not seen as separate.</li> <li>❖ Not enough focus school-wide 9-12, too much on the HSA.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Need to research alternative quarterly/monthly assessments.</li> <li>❖ Get support for acknowledge and recognize positive achievements of students and teachers</li> <li>❖ Increase family and community involvement and awareness of importance of education</li> <li>❖ State support for ESL training</li> <li>❖ Improvement in public image</li> </ul> | <ul style="list-style-type: none"> <li>❖ Restructuring take over</li> <li>❖ Students not being prepared for the skills needed for success in the 21<sup>st</sup> century, will lead to more despair in community</li> <li>❖ Too much testing and not making AYP creates a negative image within and outside our school</li> <li>❖ Not making AYP will impact reputation of our students and school to outsiders</li> <li>❖ Testing overload</li> <li>❖ Societal and post-secondary costs with having ill-equipped workers</li> <li>❖ Felix 5 implementation costs (i.e., personnel, labor, litigation)</li> </ul> | <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>❖ Graduates will have a clear path to success</li> <li>❖ Industry will have employees</li> <li>❖ Staff buy-in</li> <li>❖ Student confidence</li> <li>❖ Out of restructuring</li> <li>❖ Increase in student success</li> <li>❖ People will want to send their kids to FHS.</li> <li>❖ People will want to work at FHS.</li> <li>❖ Pride in making the numbers.</li> <li>❖ Positive public image</li> </ul> <p><b>Costs</b></p> <ul style="list-style-type: none"> <li>❖ Personnel for Assessment and Professional Development in ESL, Differentiation and assessments.</li> <li>❖ Incentives and recognition awards</li> <li>❖ Subs for training</li> <li>❖ Training and testing</li> </ul> |



| Present Situation   | Strengths   | Weakness  | Opportunities | Threats | Our Alternatives  |
|---|---|---|---------------|---------|---|
| <ul style="list-style-type: none"> <li>❖ No system in place to recognize students and teachers.</li> <li>❖ Need for additional support for assessment.</li> <li>❖ College board SAT scores are below state and national averages.</li> <li>❖ The number of seniors taking SAT is flat lined at around 130 over the last 3 years.</li> <li>❖ # of Running Start students 20-30.</li> <li>❖ HSTW Assessment show CTE students have done better than Random group in all areas (Reading, Math, Science) In 2006 Random group made significant gains.</li> <li>❖ 20% of the population is ESL (500+), many newcomers with very limited skills.</li> <li>❖ 12% SPED. Various degrees of disability, many who still have to test.</li> <li>❖ Not consistently achieving 5 Felix benchmarks (SPED)</li> <li>❖ More non-diploma SPED students will be participating in HSA testing</li> </ul> | <ul style="list-style-type: none"> <li>❖ School wide efforts in reading, writing, to an extent math have had an impact on increasing scores.</li> <li>❖ Small gains have been made to address the Felix benchmarks</li> <li>❖ Sharing results on State testing with students</li> <li>❖ Celebrations for students who made</li> </ul> | <ul style="list-style-type: none"> <li>❖ Quarterly assessments are not aligned to our block schedule nor is it timely.</li> <li>❖ Students don't see the relevance of various assessments and school doesn't have a defined plan to promote the importance of it.</li> <li>❖ Acceptance of low expectations and defeatist attitudes in some faculty and students</li> <li>❖ Lack of perseverance in many students to overcome challenges.</li> <li>❖ Need a way to focus and develop self-efficacy in staff and students</li> <li>❖ Failure to make Felix 5 benchmarks</li> </ul> |               |         | <p>materials</p> <ul style="list-style-type: none"> <li>❖ Time for training</li> <li>❖ Upgrading computers and software for assessment and training</li> </ul> <p><b>Probability of success</b></p> <ul style="list-style-type: none"> <li>❖ Will make AYP in 4 years for all cell groups.</li> <li>❖ See dramatic increases in post-high school programs</li> <li>❖ Increase of the number of students taking college placement and entrance exams, running start.</li> <li>❖ Will meet Felix 5 by 2009</li> </ul> |







| Action Initiative Plan<br>Making the Numbers   |   |
|--|---|
| Circle Team Leader: Cindy Werkmeister<br>Circle Team Members: Marianne Honda, Sylvia Koo, Sandy Pyun, Bruce Hirotsu<br>Champion: Shannon Goo   |   |
| Action Initiative<br><span style="font-size: 2em; color: blue;">2C</span>  |   |
| <p><b>Concerns:</b></p> <ul style="list-style-type: none"> <li>• Everyone has to believe that our students are capable of achieving these goals and as frustrating as it may get at times, teachers need to believe they can get students to reach these goals.</li> <li>• Most students not academically ready for tests.</li> <li>• Students don't follow through and they procrastinate.</li> <li>• Getting faculty to see how standardized tests assess critical thinking that can be incorporated throughout the curriculum.</li> <li>• Time to develop and ensure critical thinking skills are incorporated into curriculum.</li> </ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Making #'s                             <ul style="list-style-type: none"> <li>○ AYP</li> <li>○ Increase in the Graduation Rate</li> <li>○ Increases in the # of students getting into and going to post-secondary institutions.</li> </ul> </li> </ul> | <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>• Better prepared students for future.</li> <li>• Academically desired school.</li> <li>• Power of <b>self-efficacy</b> (students believe they can achieve and faculty believes in their ability to empower students to achieve) prevalent on campus.</li> </ul> |

| Objectives  | Action Steps   | By?  | Today's status  | Accountability/<br>Funding   | Monthly Evaluation   |
|---|--|--|---|--|--|
| <p><b>In 2012, we will meet AYP:</b><br/> <b>Reading: 72%</b><br/> <b>Math: 64%</b></p> | <ul style="list-style-type: none"> <li>• Create a school wide professional development plan to enable teachers to have a strategic plan to prepare students for any standardized test.</li> <li>• Develop a team of non-teaching resource facilitators to work with math teachers and other groups to develop lessons that will focus on increasing reading comprehension and math skills and interpret the data so teachers can use it to inform instruction and create formative assessments.</li> <li>• Work on <i>increasing self-efficacy</i> through professional development and collegial relationships</li> <li>• Focus on integration of GLOs with standards in curriculum area.</li> <li>• Work on getting all PTTs sub certified so they can take over classes when teachers are pulled out.</li> <li>• Continue to train staff on SPED and ESL compliance issues</li> </ul> | <ul style="list-style-type: none"> <li>• Begin planning and determine data points of evaluation in the summer of 08.</li> <li>• Begin implementing and data collection for pilot group in fall of 08.</li> <li>• Evaluate program and expand if feasible.</li> <li>• By Spring 08</li> <li>• Annually</li> </ul> |    | <p>S. Koo<br/>C. Werkmeister</p> <p>Subs for 30 teachers 1 day a month.<br/>\$140 X 30 = \$4200<br/>X 8 months = \$ 33,600 a year.</p> <p>Sub certification classes tuition is \$150/ teacher</p> <p>Contract for facilitator or PTT \$17 k.</p> | <p>Compliance with objective</p>  <p>Compliance with cost</p>  <p>Compliance with schedule</p>  |
|   | <ul style="list-style-type: none"> <li>• Explore creating our own quarterly assessment data for state that is aligned to what we are teaching in the block.</li> <li>• Break down assessment data (HSA, quarterly reports (gr 10), HSTW etc...) so that teachers can understand and use data to inform instruction.</li> <li>• Give data to CIA group to work on school wide initiatives.</li> </ul>   | <ul style="list-style-type: none"> <li>• By Summer of 08</li> <li>❖ Fall of 08</li> </ul>  |    | <p>B. Hirotsu<br/>C. Werkmeister<br/>W. Horikami<br/>Math/LA teachers</p> <p>Stipends \$ 4500 for teachers to work over the summer to create the assessments</p>   | <p>Special Resources Needed</p>  |
|   | <ul style="list-style-type: none"> <li>• Relook at advisory schedule <ul style="list-style-type: none"> <li>• Daily MTWTF, short period to build more positive relationships &amp; one long one, once a week.</li> <li>• Class level mass advisory assembly once a month (planned by grade level), 2 regular, 1 to practice reading, writing and math skills and attitudes and values, GLOs, timelines for post secondary.</li> <li>• Grade checks in advisory</li> <li>• Personal Transition Plan coordinator and staff to coordinate advisory materials</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Begin discussions in Spring 09</li> <li>• Training teachers in Fall of 2009,</li> <li>• Implement in 2010-11.</li> <li>• Began in Nov 07</li> </ul>   |  | <p>_____?</p> <p>Administration Registrar, Advisory group</p> <p>Resources: \$1000</p> <p>PTP coordinator PTT \$17K</p>  |  |

| Objectives   | Action Steps  | By?   | Today's status  | Accountability/<br>Funding   | Monthly Evaluation |
|--|---|---|---|--|--------------------|
| <p>In 2012, we will meet AYP:<br/> Reading: 72%<br/> Math: 64%<br/> Continued...</p> | <ul style="list-style-type: none"> <li>Academic pep rally and celebrations for students who do well academically (on HSA, Scholarships, College Acceptance, Running Start, HSTW Assessment etc...) make AYP through advisory periods.</li> <li>Promote via myspace, school website, school paper, bulletins, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>Began in Fall 07 with current juniors. In Spring 08 will hold pep rally with sophomores.</li> <li>Fall 08 continue pep rally with junior class and with senior class who have taken the HSA Science and Writing in 07.</li> <li>Continue process.</li> <li>Plan for additional celebrations in Fall 08.</li> </ul> |  | <p>W. Horikami<br/> C. Werkmeister</p> <p>Resources:<br/> \$5000 annually for celebrations</p> <p>\$10,000 for HSTW assessments</p>  |                    |
|  | <ul style="list-style-type: none"> <li>Focus professional development on ESL and Differentiated strategies for all teachers.</li> <li>Focus professional development on reading and math across the curriculum</li> <li>Teachers with low levels of success based on formative assessment data will be provided PD support to help students <ul style="list-style-type: none"> <li>Collect data of class profiles ( Merge data of HSA and school assessment grades)</li> <li>Compare individual student performance on standardized assessment, grades and final exams</li> <li>Develop and implement appropriate intervention plans to address student learning needs</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Begin to plan out options in January 08, complete plan by June 08. Implement plan beginning in Fall 08.</li> </ul>   |  | <p>C. Werkmeister<br/> W. Horikami<br/> S. Koo</p> <p>Assessment Coordinator<br/> PTT costs<br/> \$34K<br/> PD costs<br/> \$2000</p> |                    |

| Objectives                | Action Steps  | By?   | Today's status  | Accountability/<br>Funding   | Monthly Evaluation |
|---------------------------|---|---|---|--|--------------------|
| <b>Grad rate:<br/>85%</b> | <ul style="list-style-type: none"> <li>Continue GEAR UP partnership w/...9<sup>th</sup> graders FHS for math advancement, online hybrid mix of computer and class. Ainoa Inc.</li> <li>Plan for possible partnership with GEAR UP to help freshmen who need a credit to get to 10<sup>th</sup> grade. Hybrid in-school on-line courses.</li> <li>Study credit data – to determine how many 9<sup>th</sup> graders are not passing required courses after session 1.</li> <li>Determine which students are placed based on data. Sample: # of required credits needed, attendance (thinking of students with good attendance, but just can't make it)</li> </ul> | <ul style="list-style-type: none"> <li>Jan 08 is the first pre-algebra class taking Algebra on-line.</li> <li>Collect data on effectiveness (grades, algebra exit exam)</li> <li>Discussion in 2007-08</li> <li>Possible implementation in Spring 09 for 9<sup>th</sup> going to 10<sup>th</sup> grade</li> </ul> |    | <p>S. Goo<br/>Gear Up Rod<br/>Labordor<br/>Ainoa Inc...<br/>Math department</p> <p>Funds for 1<sup>st</sup> year provided by GEAR UP</p> |                    |
|                           | <ul style="list-style-type: none"> <li>Partner with HCC to have sophomores take the COMPASS at the end of their sophomore year and offer summer brush up course in math for motivated students who need to increase math COMPASS scores.</li> <li>Have juniors take COMPASS in 2008-09</li> <li>Offer ALEX course (brush up math and English courses) for juniors.</li> </ul>   | <ul style="list-style-type: none"> <li>May 2009-take COMPASS</li> <li>Summer course 2009</li> <li>Plan for juniors to take COMPASS at HCC</li> <li>Plan for ALEX at Farrington in Spring 09</li> </ul>  |    | <p>Counselors<br/>L. Luczak<br/>C. Anderson, HCC<br/>C. Hottenstein,<br/>HCC</p> <p>Costs funded by HCC if school provides lab</p>       |                    |
|                           | <ul style="list-style-type: none"> <li>Focus on integration of GLOs with standards in curriculum area for all grade levels.</li> <li>Develop school wide GLO assessments</li> </ul>   | <ul style="list-style-type: none"> <li>Begin in 2008-09</li> <li>Begin in 2009-10</li> </ul>  |  | <p>C. Werkmeister</p>  |                    |

| Objectives  | Action Steps   | By?   | Today's status  | Accountability/<br>Funding  | Monthly Evaluation |
|---|--|---|---|---|--------------------|
| <b>Grad rate:<br/>85%</b>                                     | <ul style="list-style-type: none"> <li>• Build more display cases to promote student achievement</li> <li>• Publicize honor roll, scholarship recipients with pictures in showcase.</li> <li>• Give each class a showcase and let them be responsible for upkeep</li> </ul>  | <ul style="list-style-type: none"> <li>• Begin discussions in Fall 2008.</li> <li>• Build display cases in Spring 2009.</li> <li>• Fall 2010</li> </ul> |  | SAC along with Grade Level Advisors w/possible support from:<br>Registrars<br>College Counselor<br>Building and Construction instructors or New Hope. Workplace readiness class through OS center<br><br>Cost: \$6000 |                    |
| <b>100 students will be enrolled in Running Start classes</b> | <ul style="list-style-type: none"> <li>• Faculty meeting announcements to promote Running Start through Academies/Programs and Advisory beginning in grade 9.</li> <li>• Increase publicity of courses offered, tuition information, etc</li> <li>• Create after school tutorial Compass test or 'brush up' courses for reading, writing, math placement.</li> </ul> | <ul style="list-style-type: none"> <li>• Beginning in January 2008</li> <li>• Planning to start in 2008-09 SY</li> </ul>                                |  | Counselors VP<br>_____?<br>HCC Contact Resources:<br>After School tutors<br>1 PTT (\$17K)   |                    |

| Objectives   | Action Steps  | By?   | Today's status  | Accountability/<br>Funding  | Monthly Evaluation |
|--|---|---|---|---|--------------------|
| <p>150 Sophomores and 200 Juniors will take the PSAT</p> <p>300 Juniors and/or Seniors will take a college placement exam (SAT, ACT and/ or Compass)</p> | <ul style="list-style-type: none"> <li>Create after school tutorial and/or SAT prep.</li> </ul>   | <ul style="list-style-type: none"> <li>Planning to start in 2008-09 SY</li> </ul>   |    | VP – Leonore Higa _____?<br>Resources:<br>1 PTT   |                    |
|  | <ul style="list-style-type: none"> <li>Train all staff on Kuder</li> <li>Work on long term plan for Kuder follow through</li> </ul>   | <ul style="list-style-type: none"> <li>Began in fall of 2007. Will continue to develop throughout 07-08</li> <li>Completion of entire faculty by 2008-09</li> </ul>           |    | HCC staff<br>SSP Coordinator<br><br>College Career Counselor<br>Grade Level Counselors  |                    |
|  | <ul style="list-style-type: none"> <li>Partner with HCC to create opportunities for workshops like Personal Statement, Scholarships, Financial Aid etc.</li> </ul>  |   |   |   |                    |
|  | <ul style="list-style-type: none"> <li>Timeline for post-secondary options incorporated into advisory. (Tasks in each grade level) <ul style="list-style-type: none"> <li>Standardize process (i.e. In 11<sup>th</sup> grade begin personal statement writing, when to take SAT etc)</li> <li>Free services to assist in writing personal statements available i.e., Educational Enterprises</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Counselors began process in fall of 07.</li> <li>Fall 2007 begin to finalize process and include in advisory for 2008-09 SY</li> </ul> |    | Counselors  |                    |
|  | <ul style="list-style-type: none"> <li>Plan to mass test students for PSAT as long as state funded.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin planning and funding by March 2009 to administer in fall of 2009</li> </ul>  |    | Counselors<br>Assessment Coordinator  |                    |
|  | <ul style="list-style-type: none"> <li>Scholarship page in the school paper , daily paper and school website to promote positive academic achievement.</li> <li>Showcase pictures of scholarship recipients and how much money and where they are going.</li> </ul>   | <ul style="list-style-type: none"> <li>April-May 2008</li> </ul>  |  | FACF<br>College Career Cnslr<br>PCNC<br>Newswriting Advisor<br>Photography teacher<br>College Career Counselor<br>Resources: \$500/yr |                    |
|  | <ul style="list-style-type: none"> <li>Develop post-graduate survey. (Possible ideas: online survey, website, alumni websites, class reunions)</li> </ul>   | <ul style="list-style-type: none"> <li>June 2009</li> </ul>   |  | SSP<br>Web Team<br><br>Resources:<br>\$ 500 for mailing and IMC costs   |                    |