



Farmington High School

Composite School Plan
2019-2020

Principal Rich Swanson

PURPOSE

DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Farmington High is to promote the mission of learning first for all. To accomplish our mission, we provide students with learning opportunities through purpose, personalization, and preparedness. These opportunities are unique in scope, and provide students with flexibility associated with the time, pace, and place in which they learn. Farmington High recognizes the inherent value of each individual student. We look to perform at the highest levels in all arenas. Farmington High School students are expected to leave the public education system with an advanced academic skill set which will allow them to be successful in higher education, technical programs, and the career industry.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Farmington High School is located in the heart of Farmington Utah, just 18 miles north of Salt Lake City. Students attending the school reside in the Farmington and neighboring Kaysville communities. The majority of students attending school at Farmington High come from Farmington and Centennial Jr. High Schools.

STUDENT BODY

Currently, Farmington High School is projected to serve over 1900 students in its second year and will rapidly grow over the ensuing years. Of the projected students, 93% are Caucasian, 3% Hispanic, 2% identifying with multiple races, and less than 1% from the Asian, African American, Pacific Islander, and Native American demographic groups. Around 6% of the population reports as economically disadvantaged, and less than .5% report English as a Second Language. About 7% of the student body is receiving special education services.

STAFF

Farmington High School is projected to start its second school year with 75 faculty members, 3 administrators, 5 counselors, and additional secretarial and support staff. The faculty members selected are some of the most experienced and innovative in their respective fields. Almost half of the certified staff members have master's degrees or advanced certifications. All FHS faculty and staff members are dedicated in supporting lifelong learning.

SCHOOL CULTURE

Farmington High School has started as one of the most innovative and student-centered high schools in the state of Utah. Personalized learning options allow students to have more input on the pace, place, and timing of their educational experience. Teachers have greater access to information on student proficiency and progress. This allows for targeted intervention and enrichment. Using a blended instructional model, both students and teachers benefit from proven instructional practices in a 21st century environment. The faculty, staff, and students at Farmington High School have been an integral part of the many academic, athletic, and performing arts achievements.

UNIQUE FEATURES & CHALLENGES

Farmington is the first high school in the Davis School District to utilize technology in delivering a school-wide blended and competency-based learning model. Students have one-to-one computer access across all grade levels. Educators within the building have been tasked with creating digital curriculum and instructional options that allow for flexibility and personalization among students. Personal Learning Time has been established within the school day to allow for students to receive specific mentoring

from an educator who will help to guide them into postsecondary education and a future career field. There are many unique challenges associated with opening a new high school. Building a unique culture and climate which are focused on academic achievement and extracurricular excellence are always at the forefront. It will take time for a brand-new faculty to begin to establish the norms and expectations which are typically associated with a high achieving teaching staff. Students coming from different school environments will find it difficult at first to establish a unique identity and sense of school spirit and pride. Farmington High School, along with its educators, students, and parents, are confident in their ability to work together and strive for distinction in every arena.

ADDITIONAL INFORMATION

Farmington High School has a unique mentoring period called Personal Learning Time, or PLT. Students attend PLT 4 days in a week for 50 minutes at a time. Every student is randomly assigned a teacher-mentor who will assist and guide them for all 3 years of their high school experience. During this time, students set daily and weekly goals for academic success. They work on projects, assessments, and assignments which are personally selected by the student. The teacher-mentor has 1-on-1 meetings with each student every other week. In these meetings, the mentor and student review progress, goals, career aspirations, and roadblocks to educational success. The PLT program pairs every student in the school with a caring adult who is genuinely interested in student learning and growth.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Farmington High School has immersed itself in academic achievement, cognitive skill development, and habits of success. A robust ACT success plan was implemented, including classroom integration among all core subject areas, 2 full-length practice tests, and multiple support resources. Junior students raised the school's average composite score from 21.0 to 21.8 in a short 8 weeks while preparing for the state test. Students taking the ACT test on the scheduled calendar dates boasted an average composite score of 24.9.

In the areas of athletics and performing arts, Farmington High set a high bar in its inaugural year. The marching band finished 2nd in their state competition. The golf team finished 2nd in state, and cross country finished 3rd. Girls tennis and both basketball teams finished in 2nd place within Region 5. The drill team finished 3rd overall in the 5A classification, and we had several wrestlers do well in the state competition. Our football team qualified for the state playoffs as well.

AREAS OF RECENT IMPROVEMENT

Farmington High is making great strides in the area of community outreach and education. There are increasing numbers of parents and community members who are becoming familiar with our learning management system, Summit. Through training, online videos, emails, weekly text messages, and one-on-one meetings, faculty and staff members are providing information about personalized and competency-based learning.

AREAS OF NEEDED IMPROVEMENT

Farmington High School can improve by updating and creating resources for students and parents which provide advanced information on the learning model. There is a lot of misinformation on what personalized learning looks like, and the administration, faculty, and staff members have the responsibility to educate and support community members with questions. Additional materials and resources will be developed over the summer and throughout the school year.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

Farmington High School will increase the percentage of students scoring at or above the ACT college readiness benchmarks in each subject area by 1%, and across all four areas by 1%.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

In November, a baseline was established on the first practice test of 25.27% of students being proficient in all four ACT subject areas. That number increased to 38.50% on the second practice test. Actual test results will be available in Spring 2019.

Current Year Goal #2:

Farmington High School will establish a 98% graduation rate for the opening 2018-19 school year.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Counselors and administrators are working hard to provide students with educational options. Students on the verge of not graduating are being provided with appropriate placement options and postsecondary guidance.

Current Year Goal #3:

90% of Farmington High School's educators will meet or exceed the Davis School District averages on administrative observations and student and parent surveys.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

The educators at Farmington High School have done well on observations, with most educators meeting or exceeding the district averages. The student and parent surveys were lower than the district averages in quite a few areas. These areas will become a focus point for professional goals in the upcoming school year.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$- 0
B – Allocated new funds for 2018-2019	\$158,889.00
C – Total Budget for 2018-2019.....	\$158,889.00
D – Projected spending during 2018-2019.....	\$158,889.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$177,471.00
G – Total projected funding for 2019-2020	\$177,471.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Farmington High School will improve its average composite score by .3 on the State issued ACT exam.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

1. 2020 ACT Profile Report
2. ACT Score Reporting

Action Plan:

1. PLC teams will work within their content areas to integrate ACT preparation into their instructional practices.
2. ACT preparation courses will be provided to all students who are taking Driver's Education, as scheduled for their corresponding term.
3. ACT preparation classes outside of the school-day will be available to FHS students several times throughout the year.

4. Tutoring in mathematics will be provided as an after-school program, in addition to support labs within the daily schedule.
5. PLT (Personal Learning Time) classes will be taken by all students, which will provide them with a building level mentor who will help to provide them with ACT specific resources and support.
6. Farmington High will purchase a practice ACT test will be administered at least 10 weeks before the state test. Students will be given a detailed report and will be enrolled in an online prep course.
7. FHS will hold an ACT Information Session for parents and students.
8. Students will meet with the College Readiness Coordinator who will be funded by the school to set ACT and scholarship goals.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$11000.00	Salary for a College Readiness Coordinator, placing a focus on ACT improvement and scholarship assistance.

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Prof. Services	\$	\$8800.00	ACT practice test and associated services.
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$19800.00	

GOAL #2:

Maintain or increase the graduation rate established in the opening 2019 school year.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

1. Preliminary graduation rate (June 2020)
2. Final adjusted graduation rate (October 2020)

Action Plan:

1. The promotion of advanced level coursework (AP, CE, Honors) which will help students become prepared for each transitional level.
2. Personalized and career specific coursework within each student's pathway of interest.
3. Providing students with the resources and guidance needed to obtain a WSU General Education Letter of Completion.
4. Weekly Local Case Management Team meetings specifically assisting students who are lacking academic credit.
5. Credit recovery courses to connect learners with an educator who can assist them in generating missing credit and provide support and motivation.

6. PLT (Personal Learning Time) classes will be taken by all students, which will provide them with a building level mentor who assist them and monitor their academic progression.
7. Counselors will provide all students with Career and Comprehensive Guidance lessons, in addition to providing responsive services.
8. Additional sections in core specific subject areas will be used to lower class sizes, allowing for increased support and individualized instruction.
9. Fund productivity salary and benefits for class size reduction and the addition of advanced courses and unique programs. 10 total productivity periods.
10. Farmington High will purchase supplies to equip students and teachers with the technology needed for curriculum and instructional delivery.
11. Additional training for teacher-mentors to aid all students regarding career development/exploration and long-term goal setting.
12. Quarterly drop-out prevention meetings and home visits to reduce absenteeism.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$88000.00	Productivity salary and benefits for class size reduction and the addition of advanced courses and unique programs. 10 total productivity periods.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$35000.00	Computer Refresh - Student cloudbooks, staff equipment, and labs.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$123000	

GOAL #3:

Teacher-mentors will maintain an 85% or higher weekly goal setting average in their PLT classes to increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, Fine Arts, Health, Foreign Language, and Social Studies - content areas-by supporting teacher development and expertise throughout academic areas listed.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input checked="" type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

1. Weekly data reports on mentoring progress in the Summit platform.
2. Summit term data accountability reports (4 total).
3. Compare end-of-level testing results to see improvements made.

Action Plan:

1. Teacher-mentors will receive a minimum of 3 dedicated professional development trainings on mentoring and building rapport with students (stipends provided).
2. Students will set daily and weekly goals in PLT. These goal setting sessions will be teacher-led and monitored.
3. Teachers will analyze mentoring data on a monthly basis in their PLC collaboration time.
4. Administrators will provide support through new teacher training and outreach.

5. Academic resources will be provided to students in the form of after school content labs, including tutoring and assessment support.

6. A Spanish language intern will be funded to support students in their world language development.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$34671.00	Salary and benefits for a Spanish language intern and for department collaboration and mentor training.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Total	\$	\$34671	

GOAL #4:

Farmington High School will maintain a 75% or higher average of students having 1 or fewer incomplete grades in core classes.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

1. Term progress reports in the Summit platform.
2. Mentoring data in the Summit platform.

Action Plan:

1. PLT (Personal Learning Time) classes will be taken by all students, which will provide them with a building level mentor who assist them and monitor their academic progression.
2. Weekly Local Case Management Team meetings specifically assisting students who have multiple incomplete grades.
3. Academic resources will be provided to students in the form of after school content labs, including tutoring and assessment support.
4. Student recognition programs for maintaining appropriate progress in core subject areas.

Will LAND Trust funds be used to support the implementation of this goal? Yes (*complete the budget sections below*) No (*skip the budget sections below*)**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.**

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$177,471.00

I – Total projected funding for 2019-2020 \$177,471.00

J – Total planned expenditures for 2019-2020 \$177,471.00

K – Planned carryover into 2020-2021 \$0.00

L – Is planned carryover more than 10% of projected new funds?

Yes

No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Larger than projected distributions will be addressed with the community council and will be allocated to salaries and benefits as addressed in goal #3.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/7/2019**

Number who approved: **10**

Number who did not approve: **0**

Number who were absent or abstained: **2**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning



FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols