



COMPOSITE SCHOOL PLAN

FARMINGTON HIGH SCHOOL - SY 2021

PRINCIPAL RICH SWANSON

SCHOOL 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.

SCHOOL PURPOSE

The purpose of Farmington High School 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 2000 students in its third 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 5% of the population reports as economically disadvantaged, and less than .2% report English as a Second Language. About 6% of the student body are receiving special education services.

STAFF

Farmington High School is projected to start its third school year with 76 faculty members, four administrators, five 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 learning environment. The faculty, staff, and students at Farmington High School have been an integral part of the many academic, athletic, and performing arts achievements.

Farmington students have started to form unique traditions and experiences. School pride is evident at all athletic events, performances, and community gatherings.

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. A Mentoring and Phoenix Success (M.A.P.S. advisory) class 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 have found 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 have quickly excelled in their abilities.

ADDITIONAL INFORMATION

Farmington High School has a unique mentoring period called Mentoring and Phoenix Success (M.A.P.S). Students attend M.A.P.S. 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 three 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 one-on-one 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 M.A.P.S. 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, two 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 in 2019. The junior class scored the highest in the district on the ACT with a 22.3 composite average.

In the areas of athletics and the performing arts, Farmington High students continued to excel.

- Boys Golf – Region 5 Champions, 2nd in State
- Volleyball – Region 5 Champions, 2nd in State
- Boys Cross Country – Region 5 Champions, State Champions
- Girls Cross Country – Region 5 Champions, 2nd in State
- Marching Band – State Champions
- Football – Region 5 Champions
- Girls Soccer – Region 5 Champions
- Girls Basketball – Region 5 Champions
- Wrestling – Multiple State Finalists and a State Champion
- Drill Team – State Champions

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.

In the 2020 school year, FHS has added 11 teacher assistants to support student learning. These TA positions are designed to reduce the need for substitute teaching in the building. Each TA is specifically trained in the FHS learning model, assigned to a core department, and is available to support teachers and students. This has led to a reduction in lost instructional time when teachers are absent or attending professional development.

AREAS OF NEEDED IMPROVEMENT

- Communication
 - Farmington High School will continue to improve avenues of communication between parents, students, and the community at large. Information regarding personalized learning will continue to be disseminated to all stakeholders in an effort to support growth and challenge learners with rigor and relevance.
- Goal Setting
 - Students are starting to set daily, weekly, and long-term goals. Farmington High is seeking to help learners establish their own self-directed goal setting processes. While significant progress has been made in this area, many students are still not utilizing this life-long learning resource.
- Purposefulness and Growth Mindset
 - FHS students are assisted by their teachers in gaining skills that will help them to be successful in postsecondary education and the career field of their choice. Focusing in on skill development as opposed to point or grade accumulation has been a slow process. Teachers, administrators, and support staff will continue to work on making assignments purposeful as they seek to build a student culture focused on growth and development.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR 2019 COMPOSITE SCHOOL PLAN

PRIOR YEAR 2019 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%.

Met Goal (comments optional)

Comments:

PRIOR YEAR 2019 GOAL #2:

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

Did Not Meet Goal (comments required)

Comments:

Farmington High School established a 97% graduation rate in the opening year without a single dropout. The 3% who didn't graduate are students continuing their education at the Vista Education Center utilizing district support services. These students will continue to receive special education services.

PRIOR YEAR 2019 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.

Met Goal (comments optional)

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

CURRENT YEAR 2020 GOAL #1:

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

Progressing according to plan

Comments:

Farmington 11th grade students have successfully completed the statewide ACT and are anxiously awaiting the results. FHS has already seen impressive growth within their practice tests. On the first practice ACT test, the junior class had a composite average of 21.3. On the second practice test, students improved to 22.0.

CURRENT YEAR 2020 GOAL #2:

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

Progressing according to plan

Comments:

Counselors and support staff are working hard to assist seniors prepare themselves for graduation. Mentor teachers are maintaining strong relationships with their senior students to help support their social and emotional learning.

CURRENT YEAR 2020 GOAL #3:

Teacher-mentors will maintain an 85% or higher weekly goal setting average in their Personal Learning Time (PLT) classes.

Progressing according to plan

Comments:

Goal setting has fluctuated throughout the year, but students are continuing to set and achieve daily and weekly goals.

CURRENT YEAR 2020 GOAL #4:

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

Progressing according to plan

Comments:

Measuring at the end of each term, students have been striving to stay caught up in each of their core classes. Students will continue to improve as they approach the end of the school year.

LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$ 505.89
B - Allocated new funds for current year 2020	\$ 177,471.00
C - TOTAL Budget for current year 2020	\$ 177,976.89
D - Projected spending during current year 2020	\$ 177,976.89
E - Expected carryover from current year 2020	\$.00
F - Projected new funding for next year 2021	\$ 229,940.00
G - Total projected funding for next year 2021	\$ 229,940.00

GOALS AND PLANNED ACTIONS / RESOURCES

2021 NEW GOAL #1:

Improve the ACT composite score for juniors by .8 from the practice exam in November 2020.

District Strategic Plan Area:

Student Growth & Achievement,

Academic area(s) addressed by the goal:

Reading, Mathematics, Science, Social Studies,

Measures to determine progress/successful completion of the goal:

- ACT practice test results (11/20, 01/21)
- Statewide ACT test results (4/21)

Action Plan:

- Preparation for current 10th grade students for the ACT Aspire test.
- Preparation and administration of two full length ACT practice exams.
- Enrollment for every junior in Canvas courses with video explanations for each practice test question.
- Enrollment for every junior in Edgenuity prep courses.
- ACT parent presentation in December 2020.

- ACT lessons delivered in each core subject area, customized specifically to FHS students' needs.
- Test preparation tips and tutorials delivered throughout the school year in M.A.P.S. classes.

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

Yes (complete the budget sections)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$.00	\$.00	
Professional and Technical Services (300)	\$ 12,000.00	\$.00	ACT prep services, including full-length practice tests, Canvas course, and professional services.
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 12,000.00	\$.00	
GOAL TOTAL:	\$12,000.00		

2021 NEW GOAL #2:

Maintain a drop-out rate of 2% or lower for the 2020-2021 school year.

District Strategic Plan Area:

Student Growth & Achievement,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics, Fine Arts, Health, Science, Social Studies, Technology, World Languages,

Measures to determine progress/successful completion of the goal:

- Drop-out reports for the 2021 school year.
- Graduation rate for the 2021 school year.
- Enrollment numbers for AP, CE, and CTE pathway courses.
- 2021 S.O.A.R report.

Action Plan:

- MAPS (Mentoring and Phoenix Success) classes will be taken by all students, which will provide them with a building level mentor who assist them and monitor their academic progression.
- Counselors will provide all students with Career and Comprehensive Guidance lessons, in addition to providing responsive services.
- Additional sections in core specific subject areas will be used to lower class sizes, allowing for increased support and individualized instruction.

- Fund productivity salary and benefits for class size reduction and the addition of advanced courses and unique programs. 16 additional year-long sections, or 32 semester sections will be paid from LAND Trust funds.
- Farmington High will purchase supplies to equip students and teachers with the technology needed for curriculum and instructional delivery from LAND Trust funds.
- Quarterly drop-out prevention meetings and home visits to reduce absenteeism.
- The promotion of advanced level coursework (AP, CE, Honors) which will help students become prepared for each transitional level.
- Personalized and career specific coursework within each student's pathway of interest.
- Providing students with the resources and guidance needed to obtain a WSU General Education Letter of Completion.
- Weekly Local Case Management Team meetings specifically assisting students who are lacking academic credit.
- Credit recovery courses to connect learners with an educator who can assist them in generating missing credit and provide support and motivation.

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

Yes (complete the budget section)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
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Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 167,940.00	\$.00	147,197.03 for class size reduction and increased offerings in advanced academic areas. \$11,000.00 for a Scholarship Advisor position.
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Software (670) / Technology Hardware < \$5000 (650)	\$ 50,000.00	\$.00	Computer refresh support, cloudbooks, student and staff technology devices. These technology items will allow students to advance and remediate according to individual need, helping to increase the graduation rate and lower our drop-out percentage. No individual item will exceed \$5000.
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 217,940.00	\$.00	

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
GOAL TOTAL:	\$217,940.00		

2021 NEW GOAL #3:

District Strategic Plan Area:

Student Growth & Achievement, Culture,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics, Fine Arts, Health, Science, Social Studies,
Technology, World Languages,

Measures to determine progress/successful completion of the goal:

Action Plan:

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

Yes (complete the budget section)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
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Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$.00	\$.00	
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$.00	\$.00	
GOAL TOTAL:	\$.00		

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 229,940.00
I - Total projected funding for next year 2021	\$ 229,940.00
J - Total planned expenditures for next year 2021	-\$ 229,940.00
K - Planned carryover into following year 2022	\$.00
L - Is planned carryover more than 10% of projected new funds?	No

PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)

If the planned expenditures in the goals are provided by the district, a grant, or another unanticipated funding source, leaving additional funds to implement the goals, we will use those funds to further enhance our current goals. If additional funds are available beyond those needs, the Community Council will vote and amend for further expenditures as needs might arise for our students.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website,

If Other: Please explain

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: 3/12/2020

Number who approved: 12

Number who did not approve: 0

Number who were absent or abstained: 3