

Farmington High School School Development Plan 2017-2018



Message from Farmington High School:

Teaching and learning at Farmington High School is active, engaging, challenging, purposeful, and student-centered, as aligned with the Farmington Public Schools **Vision of the Graduate Thinking and Learning Skills, Core Beliefs, and the Framework for Teaching and Learning**. As “leaders of their own learning,” students are independent and resourceful learners. Our primary goal is to ensure that **all** students are successful.

In partnership with our students, faculty, and staff, we are excited to launch this school year by renewing our commitment to engaged learning and high achievement within a supportive learning environment.

Farmington High School’s Goals for 2017-18:

➤ **Culture and Climate**

- To partner with students, faculty, and staff to promote a positive school culture and climate as exemplified by the Farmington Public Schools Core Beliefs

➤ **Academic Achievement**

- To improve student mastery of the Vision of the Graduate thinking and learning skills
- To prepare students for success in Honors and Advanced Placement classes
- To facilitate student access to systems of support

➤ **Teaching and Learning**

- To increase opportunities for students to create authentic, high-quality work for real audiences consistent with the standards of the Framework for Teaching and Learning (Purpose-Driven Learning, Purposeful Engagement)



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Curt Pandiscio (Assistant Principals), Mary
Lundquist (Dean of Students)



One School



One Community



One Us

Goal #1 Culture and Climate

- A. To partner with students, faculty, and staff to promote a positive school culture and climate as exemplified by the Farmington Public Schools Core Beliefs

Performance Indicators:

- Panorama survey results will show an increase in positive culture and climate

Strategic Actions:

Partnerships	<p>A1. Engage in faculty and student focus groups to share ideas and develop action steps and strategies to foster a positive school culture and climate</p> <p>A2. Provide multiple opportunities for student engagement in positive curricular and co-curricular activities</p> <p>A3. Enact action plans through the Educator Evaluation and Professional Development process for promoting a positive environment conducive to learning at the school and classroom levels</p>
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Goal #2 Academic Achievement

- A. To improve student mastery of the Vision of the Graduate thinking and learning skills
- B. To prepare students for success in Honors and Advanced Placement classes
- C. To facilitate student access to opportunities for support

Performance Indicators:

- Students will demonstrate mastery of the Vision of the Graduate thinking and learning skills as measured by performance on the Recurring Performance Tasks
- Students will demonstrate success in Honors and Advanced Placement classes as measured by enrollment and academic performance data
- Students will successfully access opportunities for support as measured by student feedback and intervention data

Strategic Actions:

Vision of the Graduate Thinking and Learning Skills	<p>A1. Audit and refine the Recurring Performance Tasks in support of individual student mastery of the Vision of the Graduate thinking and learning skills. This will include calibrating scoring of Vision of the Graduate rubrics for the Recurring Performance Tasks</p> <p>A2. Benchmark student mastery of Vision of the Graduate thinking and learning skills against global standards using the College and Work Readiness Assessment (CWRA+)</p>
Success in advanced courses	<p>B1. Support vertical alignment of knowledge and skills in departmental course offerings to support student success in advanced level courses</p> <p>B2. Use Collaborative Instructional Rounds and Coaching Visits as feedback and professional growth opportunities to support all learners' success in advanced level courses</p> <p>B3. Promote mindset through the developmental counseling program in support of students' aspirations to engage in challenging, rigorous work</p>
Student Support	<p>C1. Identify and address students in need of additional support</p> <p>C2. Use Case Review and the Family and Student Support Team (FASST) to design and implement Tier</p>

	2 and Tier 3 interventions C3. Leverage the Academic Ineligibility Appeals Process to support academic improvement
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Goal #3 Teaching and Learning

- A. To increase opportunities for students to create authentic, high-quality work for real audiences consistent with the standards of the Framework for Teaching and Learning (Purpose-Driven Learning, Purposeful Engagement)

Performance Indicators:

- Students and teachers will use learning celebrations as opportunities to publicly share work
- Students (through the use of technology and other means) will connect to authentic audiences (peer groups, outside experts, etc.)
- Students will have access to models and exemplars of high-quality work and expert judging and critiquing of their own work
- Students will have opportunities to use expert and peer feedback and self-reflection to revise and improve their own work
- Panorama survey results will show an increase in student choice

Strategic Actions:

A. Authentic, Purpose-Driven Learning	A1. Build community relationships in support of authentic, purpose-driven learning A2. Develop cross-curricular lessons/units/courses in support of student engagement A3. Design opportunities for students to use technology to connect students to authentic experiences and real audiences A4. Integrate opportunities into curriculum, instruction, and assessment for students to create authentic, high-quality work for real audiences
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**FARMINGTON HIGH SCHOOL
LONGITUDINAL REPORT OF ACADEMIC ACHIEVEMENT**

MID-TERM & FINAL EXAM STANDARDS – ALL LEVELS/ALL GRADES

Standard calculated as grade of 60% or better

Subject	Test	2012-13	2013-14	2014-15	2015-2016	2016-17
English	Mid-Term	98	98	99	98	99
	Final	96	97	99	98	98
Math	Mid-Term	83	85	86	88	88
	Final	82	84	82	83	86
Science	Mid-Term	82	85	90	93	95
	Final	82	87	88	92	93
Social Studies	Mid-Term	97	96	98	99	98
	Final	96	96	97	99	99
World Languages	Mid-Term	96	94	97	96	98
	Final	95	93	96	96	96

CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT) – GRADE 10

Percentage of Grade 10 Students At or Above State Goal

Test	2011	2012	2013	2014	2015	2016	2017
Math	81.0	78.5	77.6	N/A	N/A	N/A	N/A
Science	76.9	73.4	73.1	69.8	68.5	77.0	68.0
Reading Across the Disciplines	77.2	69.8	74.9	N/A	N/A	N/A	N/A
Writing Across the Disciplines	89.5	84.6	85.6	N/A	N/A	N/A	N/A

Advanced Placement (AP) Tests – Grade 11 & 12 Students enrolled in AP Classes

	2011	2012	2013	2014	2015	2016	2017
Percentage of Students Scoring 3 or better	77	79	74	75	73	76	77

Scholastic Assessment Test (SAT) Scores

Test	2011	2012	2013	2014	2015	2016	2017
Critical Reading	548	539	552	548	553	553	N/A
Writing	558	550	555	551	559	548	N/A
*ERW (Evidence-Based Reading & Writing)							588
Math	551	559	571	571	577	564	N/A
Critical Reading Percentage Who Scored 600 or Above	32	25	33	29	29	35	**N/A
Math Percentage Who Scored 600 or Above	36	36	44	43	40	41	**N/A

*ERW (Evidence-Based Reading & Writing has now replaced the Critical Reading and Writing sections.

**Data is no longer broken down in this format.

Farmington High School Positive School Climate Indicators

Student Responses*

Key Indicators	2014-15	2015-16	2016-17
The adults at school treat me with respect.	87%	91%	87%
Students treat each other with respect at this school.	55%	65%	58%
I feel safe when I am at school.	90%	93%	90%
Adults enforce the rules fairly.	63%	70%	63%
I feel safe on the bus.	91%	95%	92%

Parent Responses*

Key Indicators	2014-15	2015-16	2016-17
The school is a safe place for my child.	98%	99%	99%
Teachers at this school care about my child.	92%	93%	92%
The school promotes understanding among students from different backgrounds.	90%	90%	91%
The school's behavior expectations are clearly communicated.	92%	96%	95%
Students are nice to each other at this school.	84%	85%	87%

*Questions are updated on an annual basis and may vary from year to year.

Student Discipline Data

Discipline	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
# Out-of School Suspensions	17	47	28	13	18	16
# of Students	17	38	24	11	17	15