



# FARMINGTON PUBLIC SCHOOLS

Empowering Global Citizens



## **Farmington High School School Development Plan 2022-2023**



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## *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 Global Citizen**, updated **Core Beliefs**, and the **Framework for Teaching and Learning 2.0**. As “leaders of their own learning,” students are independent and resourceful. Our primary goal is to ensure that **all** students are successful. We seek to ensure that **all** students graduate from Farmington High School as lifelong leaders of their own learning, both college and career ready, and prepared for civic engagement.

In partnership with our students, faculty, and staff, this school year we remain committed to engaged learning, high achievement, and a sense of belonging for **all** students. Together, we will seek to inspire positive change as “One School – One Community – One Us!” The River Hawks are ready to soar into the 2022-2023 school year!

### **Farmington High School’s Goals for 2022-23:**

- **Culture and Climate**
  - Equip and empower all students to become the Vision of the Global Citizen by increasing a sense of belonging to our school community through Social and Emotional Learning (SEL) and equity strategies to promote a positive school culture and climate that is inclusive, equitable and responsive to the needs of all.
- **Academic Achievement**

Examine and utilize data to:

  - Close opportunity gaps and achievement gaps in order to inform and shape teaching and learning experiences.
  - Promote all students’ access to college-level coursework.
  - Refine systems of challenge and support so there are multiple and varied ways for all students to attain mastery.
  - Certify student mastery of the Vision of the Global Citizen skills through the VOGC Assure Learning Experience (ASPIRE and Capstone-H Exhibitions).
  - Leverage the principles of mastery-based learning to support student success.
- **Teaching and Learning**
  - Forge deep connections with all students, personalizing teaching and learning in support of social and emotional well-being.
  - Implement culturally responsive teaching and learning strategies.
  - Enact student-centered teaching and learning in a block schedule as articulated in the Framework for Teaching and Learning (FTL).
  - Embed Tiered intervention strategies, and provide challenge and support opportunities within the block schedule, to support students’ academic success.



One School



One Community



One Us

### Goal #1 Culture and Climate

- A. Empower all students to demonstrate the Vision of the Global Citizen skills by increasing a sense of belonging to our school community through Social and Emotional Learning (SEL) and equity strategies, in turn promoting awareness of self and others.

#### Performance Indicators:

- o Feedback from students and families (surveys, focus groups, reflections) will indicate a deep sense of student belonging.
- o A collection of artifacts will demonstrate our commitment to social emotional learning and equity. These include, but are not limited to, observational data related to school-wide implementation of RULER and culturally responsive teaching and learning.

#### Strategic Actions:

##### A. Partnerships

A1. Engage faculty, staff and students in developing and implementing programs, events and strategies to foster a positive school culture and climate that is inclusive, culturally competent, and equitable. Partnerships include, but are not limited to, the Yale Center for Emotional Intelligence (RULER), Equal Opportunity Schools, and experts on developing Restorative and Proactive Communities.

A2. Collaborate as a professional learning community to develop, assess, and reflect on systems and routines that cultivate a sense of inclusion for all students, faculty and staff in support of equity, social justice, and SEL. This will include a full-faculty read of Zaretta Hammond’s book, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*.

### Goal #2 Academic Achievement

- A. Close opportunity gaps by increasing access to college-level coursework for all students.
- B. Refine systems of support and challenge in order to meet the diverse needs of FHS students.
- C. Certify student mastery of the Vision of the Global Citizen skills through the VOGC Assured Learning Experience (ASPIRE and Capstone H Exhibitions) for the class of 2023.
- D. Re-orient to district-wide Principles of Mastery Based Learning, considering implications for assessment and grading.

#### Performance Indicators:

- o Student enrollment in advanced level courses will increase.

- o Student responses to stakeholder survey questions related to challenge and support will show success of refinements.
- o Students will show mastery of course standards and VOGC skills in Exhibitions of Learning in Capstone and ASPIRE courses.
- o Revised departmental grading practices aligned to district Principles of Mastery Based Learning will result in school-wide coherence.

**Strategic Actions:**

**Advanced Course Enrollment**

- A1. Systemically promote mindsets that support students’ aspirations to engage in challenging work, collaborating with educational partners when appropriate.
- A2. Engage in partnerships with post-secondary institutions including the University of Connecticut Early College Experience (ECE) and Tunxis Community College to provide additional access and opportunities for advanced level work.

**Systems of Support and Challenge**

- B1. Continue to develop systems and routines that foster assessment capable learners where students are able to accurately monitor, evaluate and reflect on their own achievement through timely and accurate feedback on their performance.
- B2. Leverage the Framework for Teaching and Learning 2022 to refine opportunities for challenge and support made possible by the block schedule
- B3. Implement WIN Block during Hawk’s Nest to provide additional academic support to students on a regular basis.

**ASPIRE/ Capstone**

- C1. Provide a wide variety of ASPIRE/Capstone courses to meet student interests.
- C2. Utilize newly developed rubric designed by ASPIRE/Capstone steering committee to measure student mastery of the VOGC.

**Mastery Based Learning**

- D1. Audit and assess departmental grading practices and ensure consistent and timely communication with stakeholders.

**Goal #3 Teaching and Learning**

- A. Implement culturally responsive teaching and learning practices in support of student mastery of the Vision of the Global Citizen skills.
- B. Enact student-centered teaching and learning in a block schedule to promote deeper learning for all students.
- C. Embed systems of challenge in the classroom, including Tier 1 strategies to provide challenge and support opportunities within the block schedule to promote academic success.

**Performance Indicators:**

- o Revision and implementation of recurring performance task assessments and the ASPIRE/Capstone Exhibitions of Learning will demonstrate student mastery of the VOGC.
- o A collection of artifacts will demonstrate student-centered teaching and learning as articulated in the Framework for Teaching and Learning.
- o Students’ academic success will improve as a result of Tier 1 interventions and systems of challenge and the resources provided within the block schedule, evidenced by teacher AIM goals.

**Strategic Actions:**

<b>VOGC</b>	<p>A1. Engage in a book study and professional learning of Zaretta Hammond’s text <i>Culturally Responsive Teaching and the Brain</i> in order to build teachers’ capacity to implement culturally responsive practices.</p> <p>A2. Provide opportunities for students to develop the skills articulated in the VOGC, with a focus on Empowered Learner and Engaged Collaborator.</p>
<b>Student Centered Teaching and Learning</b>	<p>B1. TARG-IT Goals will be aligned with Empowered Learner or Engaged Collaborator to promote action research toward a student centered classroom.</p> <p>B2. Utilize the Framework for Teaching and Learning and Theory of Deeper Learning to access student centered learning expectations to drive planning, curriculum and instruction.</p> <p>B3. Provide opportunities for faculty to engage in teacher externships to promote the implementation of the VOGC skills in curriculum that is relevant and meaningful.</p>
<b>Tier 1 Systems of Challenge and Support</b>	<p>C1. Embed Tier 1 classroom interventions to support all learners’ academic success, including UDL strategies.</p> <p>C2. Implement Hawk’s Nest structures (WIN) that facilitate challenge and support time for students to meet their academic goals.</p>

## Longitudinal Report of Academic Achievement Farmington High School

### Mid-Term & Final Exam Standards - All Levels/All Grades Standard calculated as grade of 60% or better

Subject	Test	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
English	Mid-Term	99	98	99	99	*	Most departments no longer give traditional mid-term and final exams. End of semester summative assessments varied by department.
	Final	98	98	97	*	*	
Math	Mid-Term	88	87	88	83	*	
	Final	86	88	81	*	*	
Science	Mid-Term	95	95	93	82	*	
	Final	93	92	91	*	*	
Social Studies	Mid-Term	98	98	98	99	*	
	Final	99	99	99	*	*	
World Language	Mid-Term	98	97	98	98	*	
	Final	96	97	96	*	*	
American Studies	Mid-Term			98	98	*	
	Final			100	*	*	

**\*Due to the COVID-19 pandemic, no data is available.**

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

	2015	2016	2017	2018	2019	2020	2021	2022
Students Scoring 3 or better	73%	76%	77%	73%	74%	78%	70%	70%

### Scholastic Assessment Test (SAT) Scores

Test	2017	2018	2019	2020	2021	2022
ERW (Evidence-Based Reading & Writing)	588	593	595	587	599	571
Math	583	585	591	582	597	563

### Student Discipline Data

Discipline	2017-18	2018-19	2019-20	2020-21	2021-22
# Out-of School Suspensions	13	20	15	8	21
# of Students	10	12	14	7	18

**Positive School Climate Indicators**  
**Student Survey 2022**  
**Secondary (7-12)**  
**Farmington High School**

<b>Social Emotional Learning</b>	<b>2022</b>
I have at least one adult at school who supports me and cares about me	93%
I know myself and how to care for my own well-being	92%

<b>School Culture and Climate</b>	<b>2022</b>
I feel good about being myself at school	82%
This school sets clear expectations for a positive learning environment	85%
I feel like most students treat me with respect and kindness	90%

<b>Academic Achievement</b>	<b>2022</b>
In most of my classes, the level of challenge is just right for me	86%
I know my own strengths as a learner	92%
When my work is hard I know how to get help	86%

<b>Teaching and Learning</b>	<b>2022</b>
I have opportunities to make choices about what I want to study, read, or investigate	83%
I know how to be an organized and independent learner	91%
I feel I am developing empathy and compassion as a global citizen	92%

**Positive School Climate Indicators  
FHS Family Survey Feedback  
2021-2022**

<b>Culture and Climate</b>	<b>2021 % Favorable</b>	<b>2022 % Favorable</b>
My child has a positive and supportive relationship with at least one adult at school.	90%	91%
This school is a welcoming and inclusive place for my child to learn.	96%	97%
My child feels connected to his/her friends and classmates.	87%	93%
How respectfully do students treat each other in this school?	93%	90%

<b>Academic Achievement</b>	<b>2021 % Favorable</b>	<b>2022 % Favorable</b>
Do you feel well-informed about your child's progress and achievement?	77%	78%
How easily can your child access academic help or support when needed?	94%	94%
How appropriately challenging are academic expectations for your child?	93%	83%

<b>Teaching and Learning</b>	<b>2021 % Favorable</b>	<b>2022 % Favorable</b>
How independently is your child navigating the technology aspects of teaching and learning?	98%	99%
How well is the school supporting your child's social and emotional well-being?	87%	88%
To what extent does your child seem positively engaged in school and learning this year?	94%	94%