



Farmington High School

Creating customized/personalized, nurturing learning environments through the purposeful integration of leading-edge technology and educational practices.

20655 Flagstaff Ave, Farmington, MN 55024
 Phone: (651) 252-2500
 Website: www.farmington.k12.mn.us
 Principal: Jason Berg
 District: Farmington Independent School District 192

Grade Levels: 9-12
 School Year: 2016-2017
 Setting: Suburban
 Enrollment: 2060

Support Personnel Accountability Report Card 2016-17

A continuous improvement document sponsored by the Minnesota School Counselor Association

STUDENT SUPPORT PERSONNEL TEAM

The Student Support Personnel Team (SSPT) is a team composed of highly qualified members who work together to create a successful learning environment for students. Through staff development, collaboration and evidence-based best practices we work to support all students. SSPT members consult as a group and develop plans to assist all students in becoming successful learners. SSPT members take part in ongoing professional development to stay current with best practices associated with their professions. Within this, the Counseling Department is strongly committed to implementing American School Counselor Association (ASCA) standards. We work each year to develop specific goals to further develop our standards-based comprehensive guidance curriculum. This practice is designed to address the academic, career, personal and social development of all students. School counselors design, coordinate, implement and evaluate programs throughout the building through individual and small group counseling, classroom presentations, and consultation.

Position	Name	Credentials	Professional Memberships	Years Experience
Principal	Jason Berg	M.S, Ed.S.	ASCD, MASSP	23 total, 6 Admin
Assistant Principal	Lowell Miller	Ed.S.		36 total, 21 Admin
Assistant Principal	Laura Pierce	K-12 Educational Administration Licensure	MESPA, MASSP	15
Assistant Principal	Dan Pickens	M.Ed., Ed.S. Administration	MPA, MASSP	11 total, 4 Admin
School Counselor	Barbara Walker	M.A. Counseling and Psychological Services	ASCA	30
School Counselor	Louise Usanase	M.S. School Counseling	ASCA	3
School Counselor	Alyssa Belko	M.S. School Counseling	ASCA, MSCA	3
School Counselor	Jerry Pfau	M.A. Educational Psychology, Ed.S.		19
School Counselor	Chelsy Newman	M.S. School Counseling, Ed.S.	ASCA	13
School Psychologist	Gloria Collins	M.A. School Psychology, Ed.S. School Psychology		27
School Nurse	Janet Patience	A.S. Nursing		20
School Police Liaison Officer	Tom Strese	A.S. Law Enforcement, B.S. Police Science	FOP, MNJOA, MMPOA	12
Chemical Dependency Counselor	Lisa Lippold	B.A. Sociology; LADC		14
Academic Interventionist/Diversity	Ron Williams	B.S. Social Science	DCSCC	12
Native American Liaison	Numen Smith			2
360 Communities	Tara Urbia	B.S. Human Services		12
Counseling Office Secretary	Kim Chambers			20

PRINCIPAL COMMENTS

At Farmington High School, administrators place a high level of trust and enthusiastically support our Student Support Personnel Team. We value multiple perspectives to provide an overall picture of student needs. Our SSPT members are highly qualified and trained professionals with a deep commitment to student growth, development, health, and success. They are given the autonomy to collaborate, discuss concerns and problem solve as a means to find the best possible solutions to help individual students with specific problems as well as supporting our entire community of learners in the context of a safe, positive and healthy environment.

I wholeheartedly support our Counseling Department as we continue to develop and provide a comprehensive school counseling program incorporating the American School Counselor Association (ASCA) National Standards. We strive to ensure that each student reaches her or his highest aspirations while embracing responsibility to community. As a crucial part of our SSPT, counselors continue to evaluate individual student data and inform our team as we respond to student needs while providing developmentally designed services for the secondary level learner in the areas of career planning with a post-secondary goal focus, academic growth and success, and social/emotional development.

MAJOR ACHIEVEMENTS

Student Support Personnel Team members are dedicated to continuous growth and identification of successes each year at Farmington High School. Through collaboration with each other as well as community resources, several innovative programs are in place contributing to increased success school-wide.

- LINK Crew 9th Grade Student Orientation and transition program
- STRIVE—Collaboration with Rotary Club to support at-risk seniors.
- SOS— 2 week period assigned extra support for 9th grade students struggling in classes.
- Ramp-Up to Readiness where all students 9-12 are able to explore, learn and create a portfolio to show postsecondary readiness.
- 12th grade seminars focused on postsecondary planning.
- 9th grade interviews focused on transition into high school
- 9th grade Respect Retreat focused on acceptance and celebration of individual differences
- Pre-ACT testing and follow up for all 10th grade students
- Practice ACT Testing
- College Fair: 9th-12th Grade college and career exploration event
- Schedule design to expand student choice and opportunity, emphasizing the development of personalized learning
- Farmington High School National Honor Society tutoring for academic support
- Students for Change: Student community service based group
- Promotion of Counseling Department through National School Counseling Week— over 366 “good things” collected over one week.
- Help-Kit Website: Intended as a quick resource for students to learn positive ways to have good mental health and to provide resources
- Career Speakers to help students explore career paths—Health Care Careers had a record turnout of over 50 interested students.
- College Planning Workshops
- PLATO Credit Recovery after school program supporting students academically

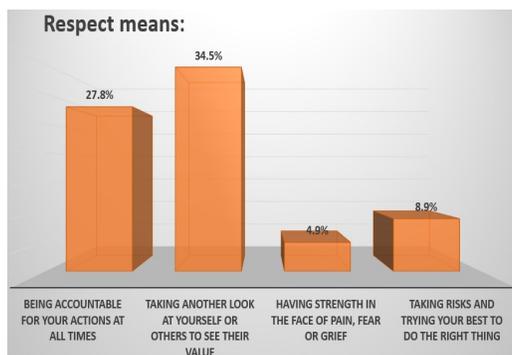
SCHOOL CLIMATE AND SAFETY

The staff at Farmington High School (FHS) believe all students have a right to feel safe while at school. Feeling safe and secure in the learning environment ensures students have the potential to achieve maximum growth in social, emotional and academic areas. The FHS SSPT enhances school climate and safety of students through a variety of methods, including group meetings, classroom lessons and a Respect Retreat for 9th graders.

Farmington High School recognizes the impact respect, tolerance and acceptance have on school culture. We are committed to fostering an atmosphere of safety and belonging. In examining the FHS data from the 2016 Minnesota Student Survey (MSS) for 9th graders, 11% of males and 3% of females reported accepting people who are different from them somewhat or sometimes; in addition, 19% of males and 28% of females reported somewhat or sometimes feeling valued and appreciated by others. Although the data does not represent a large portion of our incoming population, occurrences of feeling less accepted and respected can contribute to lower feelings of connectedness and safety; therefore this needed to be addressed. We have created programming to

ensure all students can feel they have a purpose and sense of belonging to our school community. Research shows that if students do not need to focus on whether their basic needs are being met, including safety, they are more able to pay attention in classes, retain information and develop healthier relationships.

Beginning this year, School Counselors worked with other SSPT staff members and Youth Frontiers to bring all 9th graders to a Respect Retreat during their first trimester at Farmington High School. This retreat emphasized empowering students to not only respect themselves, but also as bystanders to stand up for respect within the school and community. Through small and large group discussions, community building activities and encouragement this retreat fostered the opportunity for our students to become more empowered. As a result, 68.2% of our 9th graders were able to set a personal goal relating to respect and 62.4% were able to identify what respect means. We will continue to strive for improvement in subsequent years as we continue to grow and strengthen a climate of respect, acceptance and safety.



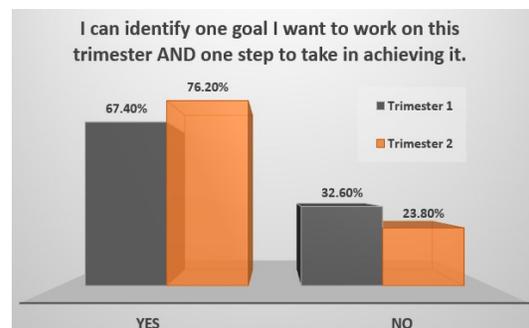
STUDENT RESULTS

The FHS SSPT follows ASCA standards as we provide services to all students in the areas of academic, social/emotional and career development. We are actively dedicated to implementing programming, evaluating results, and continuously improving our comprehensive counseling program.

Academic Domain—Behavior: Learning Strategies

B-LS 7: Identify long- and short-term academic, career and social/emotional goals.

In ninth grade, our counseling program reaches all students in the area of academic development. During our Ramp-Up to Readiness classes, each student participates in targeted developmental lessons relating to stress, time management, goal setting, reflecting and overcoming challenges. At the beginning of the year all students are asked to set a goal for the trimester and identify one thing they can do to help them achieve it. They are then asked to do the same at the beginning of trimester two and three. This year's data shows an 8.8% increase in 9th grade students able to identify both a goal and a step in achieving it from trimester one to trimester two.



STUDENT RESULTS

Social/Emotional Domain—Behavior: Social Skills

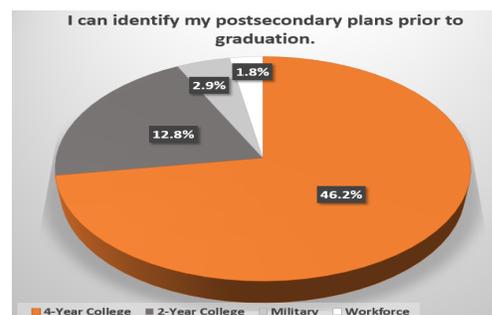
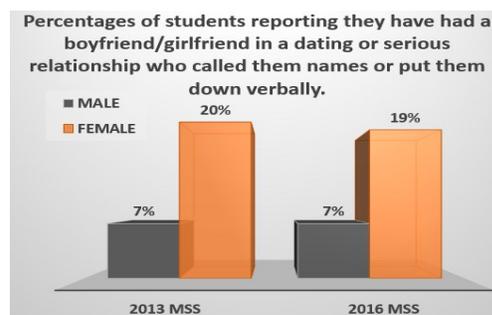
B-SS 2: Create positive and supportive relationships with other students.

After reviewing the Minnesota Student Survey (MSS) data results from 2013, 20% of 11th grade females and 7% of 11th grade males reported having a boyfriend/girlfriend in a serious relationship who called them names or put them down verbally. Counselors present a lesson on healthy relationships in all Health Issues classrooms. This lesson takes place during the sexual health unit and focuses on ways to identify potentially unhealthy relationships, who they can go to for support, and reflection on what qualities are important in a healthy relationship. A variety of “red flags” are discussed to foster awareness and identify resources for students. The most recent MSS data from 2016 shows students in the 11th grade year following implementation of the healthy relationship lessons, males still reporting 7% and females decreasing by 1%.

Career Domain—Mindset

M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success.

An integral component of the role for the SSPT in the secondary setting is postsecondary preparation. In order to help foster growth in each student regarding postsecondary plans, we have implemented the Ramp-Up to Readiness curriculum created by the University of Minnesota, which is delivered to all students 9-12 one day per week throughout the entire school year. We also hold Sophomore, Junior and Senior College Planning Small Groups with the student’s counselor that goes deeper into goal setting and planning following graduation. As 11th graders, according to the Minnesota Student Survey data (2016), 100% planned to graduate from high school and no students planned to get their GED. Although all students plan to graduate from high school only 63.8% of the class of 2016 were able to identify a specific postsecondary plan by May 1st of their senior year. (As indicated by the chart).



MEASUREMENTS

It is important to measure student progress in the areas of academic, social/emotional and career development. Farmington High School’s SSPT works collaboratively with teachers and administrators to administer assessments and collect data in order to further support student growth. The specific assessments include:

ACADEMIC

- Minnesota Comprehensive Assessments (MCA): Assess proficiency levels in math, reading and science
- Special Education Assessments: Results determine appropriate placement for students. Individual Education Plans (IEPs) are written to meet the goals of students with special needs
- I-Team Referral Reports: Data used to determine appropriate interventions for individual students
- Pre-ACT: College readiness exam in the areas of English, math, reading, and science
- ACT: College admissions exam in the areas of English, math, reading and science

CAREER

- Career Cluster Inventory: Evaluation completed with Naviance to gain insight into possible career clusters
- Career Interest Profiler: Assessment completed with Naviance to help connect to possible occupations for exploration based on individual interests
- Road Trip Nation: Experience completed with Naviance to allow exploration through interviews with professionals in fields of interest

SOCIAL/EMOTIONAL

- Attendance Data: Data used to monitor at-risk students and implement strategies to improve student attendance
- I-Team Referral Reports: Data used to determine appropriate interventions for individual students
- Special Education Assessments: Results used to determine placement and plans written to support student social/emotional goals
- Minnesota Student Survey: Results used to plan interventions for areas of need indicated by survey results
- Health Screenings: Nurse conducts health screens to identify health barriers to academic success
- Strength Finders: Assessment completed with Naviance to help students identify personal strengths as they relate to relationships and teamwork.

VOLUNTEER INVOLVEMENT

The SSPT believes community involvement is essential in the development of all students. In keeping with this, we strongly encourage volunteer involvement to help support the academic, social/emotional and college/career development of students. Volunteer opportunities at Farmington High School include:

- School dances
- Field trips to enhance knowledge of academic content
- Games for Change Fundraiser which includes collecting local food shelf donations
- Toys for Town: Fundraiser in partnership with Farmington Police Department donating toys to families in need over the holiday season.
- Career Information: Parents are encouraged to volunteer to share their career path with students.

We welcome volunteer involvement and are open to new ideas and volunteers. It is especially important for us to provide opportunities for students to be involved with volunteering within the High School.

If you are interested in helping please contact Kim Chambers at (651) 252-2517 or by e-mail at kchambers@farmington.k12.mn.us

KEEPING YOU INFORMED

The SSPT encourages open lines of communication with colleagues, families, students and community members. We keep all parties updated in the following ways:

- Family Web Access for monitoring grades, attendance, lunch accounts, and assignment completion
- Farmington High School website (access through www.farmington.k12.mn.us) - Translation features available
- Schoology
- Infinite Campus messages
- Twitter @FHS_Counsel
- Phone contacts about pertinent issues
- Parent/teacher/student conferences
- Parent Presentations
- 9th Grade Orientation/Schedule pick up
- Spanish-speaking counselor on staff to help with communication for families
- School-wide event announcements for students
- Marquee messages located at entrance to the parking lot
- Bulletin board postings throughout the building

In addition, the Farmington High School SSPT will share information utilizing this SPARC-MN. Printed copies will be shared with staff, administration, parents and the school board. This information will also be viewable on our school website. Translation of this document in Spanish will be made available upon request.

COMMUNITY RESOURCES/PARTNERSHIPS

Community partnerships are vital to student success at Farmington High School. We strive to establish partnerships with parents, community organizations and local businesses to enhance student opportunity and success. These partnerships are an important part of the student support program at Farmington High School as they provide counseling services, career speaking, referrals to outside agencies, and mental health resources.

ACADEMIC DOMAIN

- Rotary Award: Recognizing one student each year for excellence in character and academics
- Farmington High School National Honor Society
- Farmington Independent
- Local churches
- Local Businesses
- Local individuals

CAREER DOMAIN

- Naviance: Career Cluster Inventory, Career Interest Profiler and supporting career lessons
- College Fair: College and career exploration
- College Representative Visits
- Career guest speakers
- School-wide Ramp-Up to Readiness lessons and activities

SOCIAL/EMOTIONAL DOMAIN

- Dakota County Crisis: Suicide Risk Evaluation
- Tiger Leadership Club (TLC): Students working to encourage and assist peers in leading a chemical free lifestyle
- Associated Clinic of Psychology: Grant based referral program for families in need of mental health services, both individual and group therapy
- Diagnostic Evaluation Center (DEC): Behavioral health crisis assessment and referral service to connect students to appropriate services in a timely manner.
- Community Education
- Farmington Police Department: School Resource Officers
- Connection with local food shelf resources
- Partnership with 360 Communities: Access for families needing assistance
- FHS Creates Change: Student leadership group for positive change in the community and world
- Peers for Peers: Student leadership group for actively working to create positive school climate



FOCUS FOR IMPROVEMENT

The Farmington High School SSPT believes that continuously working on improvement is imperative to growth. This year is Farmington High School's first SPARC-MN, in the following years we will report on all progress with the areas of focus for improvement stated below:

First area of focus: Implement opportunities throughout the year to promote positive mental health. Of the students who took the most recent Minnesota Student Survey (2016), data reports 33.4% of 9th graders and 30% of 11th graders agreed in a "very often true" or "often true" sense that they feel good about themselves and 36.8% of 9th graders and 34.4% of 11th graders felt that was "extremely" or "almost always" true for them. In order to continuously promote positive mental health and reduce stigma for those who live with mental illness, we will be launching a website to which all students will have easy access on the home screen of their iPads. This website, Help Kit, will be intended to provide information regarding ways to foster positive mental health and advice for those who may be concerned about mental wellness-their own or a friend's. Students will be given a pre-test before the launch and a post-test after Winter Break 2017.

In addition, mental health training will be provided for all teaching staff covering awareness of symptoms of mental health problems/diagnoses in teens. This will allow staff to be informed, prepared, and better able to recognize signs of a student struggling due to possible mental health issues and the SSPT will be better able to intervene and provide or recommend appropriate supports. In addition, staff will be provided with a lesson on self care for the educator and opportunities to participate in an activity to reduce stress and boost positivity-"3 Good things".

Second area of focus: Articulating tiers of intervention in the Academic domain of counseling using our all-school planning grant as we implement more project based learning. We will look for ways to implement tier 3 interventions in our school-wide Ramp-Up to Readiness program that will better serve the needs of our students at FHS. Our Counseling Team will look for ways to provide an additional layer of support for students who are struggling academically via small group and study sessions. Counselors will collaborate with the SSPT about the process, when to refer, and interventions to implement.