

Francis Howell High School 17-18 School Improvement Plan

ACHIEVEMENT

1 YEAR GOAL:

ONE-YEAR ACHIEVEMENT GOAL (17-18)

During the 2017-18 school year, FHHS will demonstrate continuous improvement in student achievement through the following benchmarks:

1. **EOC: Maintain percentage of Adv./Prof and MPI in all tested areas. Increase by 1% in the super subgroup in all tested areas.**
2. **Academic Interventions: Improve the academic proficiency of students receiving intervening services in math, science, and English by increasing the percentage of students passing core content class with a C or better from 63.8% to 65% and 9 points on Maze reading assessments. In addition, 90% of students taking credit recovery course will finish the course and dropouts will decrease from 5 to 3 students.**
3. **Advanced Placement: Advanced Placement performance will improve to 75% of tests scoring a 3 or better and maintain or increased tests written (615).**
4. **PLC Achievement Goal: All PLC teams will identify 5-8 Essential Course Outcomes (ECOs) to monitor through formative, summative, and EOC exams and 90% of PLC teams will meet their SMART goal(s).**
5. **ACT: composite average will increase by .1 to 23.1 with a 23.4 reading, 22.6 English, 22.5 math, and 23.1 science subtest scores**
6. **Curriculum Implementation and Professional Development: 100% of lesson will adhere to district curriculum, increase the percentage of classrooms using objective + 1 to 50%, cooperative learning to 35%, and providing feedback to 55%. NEE 3.1 data will be reviewed and monitored on a quarterly basis to maintain or improve the spring, 2017 average of 5.8/7.0. District goals for CITW implementation include 55% QFIC objective and 75% at least 1 QFIC strategy**

1 YEAR GOAL - RATIONALE FOR THE GOAL/UPDATE/ADJUSTMENTS: Data-driven rationale that led you to this goal

EOC goals are based on the trends established in the previous three years of EOC assessment results. Francis Howell High School will track the performance of students receiving intervening services in math, English, and science on a quarterly basis and distribute to the related teachers and PLC teams for review. PLC development goals will be set and monitored on a quarterly basis. Advanced Placement and ACT progress will be monitored through common formative and summative assessments. Also,

Francis Howell High School 17-18 School Improvement Plan

we will monitor the subgroup students and their progress on common formative and summative assessments, participation in Success Classes, and specific, targeted interventions during Howell Time.

Strategy #1: Professional Learning Communities.
 By the end of the 17-18 school year, PLC teams responses on Building PLC PD Needs Assessment survey will increase to 3.5 on questions #7 about conflict (During PLC conversations, team members sometimes disagree about ideas or practices), 3.3 on question 16 (Our PLC team uses discussion protocols for conversations related to data), and 3.5 on question #12 (If you were to ask each of the members of my PLC team to list the most important student learning goals, we would all come up with nearly identical lists) while 90% of teams will report meeting their achievement goal on the PLC Team Survey given at the end of each semester.

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

- Qtr. 1:
- Qtr. 2:
- Qtr. 3:
- Qtr. 4:

Actions Steps

TIMELINE:

PERSON RESPONSIBLE FOR REPORTING PROGRESS:

1) In 17-18, PLC teams will work collaboratively to complete the following steps in the FHSD PLC process as they strive to improve student learning: Develop, implement, and revisit team behavioral norms; Review and revise Essential Course Outcomes and their alignment with each semester’s summative exam; Develop a SMART goal on a specific student learning standard and track student performance according to that standard on common assessments; Develop or revise six common assessments—four formative and two summative—to measure student achievement according to the Essential Course Outcomes at the

Biannually

Wedlock/Kozlowski

Francis Howell High School 17-18 School Improvement Plan

appropriate Depth of Knowledge level; Analyze and evaluate student performance data reported on Mastery Connect on the common assessments to determine best instructional practices and implement appropriate plans for remediation or extension.		
2) PLC teams will utilize Mastery Connect to align and monitor progress of student learning in high leverage skill areas as identified by ECOs. PLC teams will use the progress monitoring to determine next steps for intervention and/or extension.	Biannually	Wedlock/Kozlowski
3) Conduct PLC leader training meetings to provide professional development in methods of engaging team members in collaborative activities, resolving conflict, using data protocols, and sharing best practices among content areas.	6 hours per year	Wedlock/Kozlowski
4) Provide feedback and support to PLCs regarding Question #3 and implementation of systemic interventions for students.	Once per quarter	Wedlock/Kozlowski
Strategy #2: Increasing ACT performance. For the 17-18 school year, ACT performance will increase by .1 through the use of Study Island questions in all upper level content areas as related to curriculum, PLC collaboration in the upper level English and Math content areas, and document based questioning in Social Studies.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) PLC teams of upper-level English and Math as well as Biology will continue to use ACT like instructional strategies and assessments to provide students the	Biannually	Wedlock/Kozlowski

Francis Howell High School 17-18 School Improvement Plan

<p>opportunity to improve their knowledge and skills measured on the ACT test and in the FHSD curriculum.</p>		
<p>2) The social studies department will discuss, implement, and measure the effectiveness of a set of best practice reading comprehension strategies through the implementation of Document Based Questions to improve students reading skills.</p>	<p>Biannually</p>	<p>Wedlock/Kozlowski</p>
<p>3) The ACT prep classes in Communication Arts and Math will use formatives to monitor ACT skills and will identify and implement a variety of test taking strategies to improve student learning.</p>	<p>Biannually</p>	<p>Wedlock/Kozlowski</p>
<p>Strategy #3: Curriculum Implementation and Professional Development By the end of the 17-18 school year, 100% of lessons will adhere to the district curriculum, classroom walkthroughs will report at least 50% of classrooms using Objectives+1, 35% using Cooperative Learning and 55% Providing Feedback. NEE 3.1 data will be reviewed and monitored on a quarterly basis to maintain or improve the spring, 2017 average of 5.8/7.0</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
<p>ACTION STEPS:</p>	<p>TIMELINE:</p>	<p>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</p>
<p>1) CITW trainers will participate in walkthroughs to support instruction and provide feedback to teachers.</p>	<p>Monthly</p>	<p>Wedlock/Kozlowski</p>
<p>2) Faculty will implement PD learning from faculty meetings on CITW component #1 and component #2.</p>	<p>Monthly</p>	<p>Wedlock/Kozlowski</p>
<p>Strategy #4: Reducing the Learning Gap By the end of the 17-18 school year, our subgroup students will show growth on priority standards in English II, Biology, Algebra II as measured by formative and/or summative assessments.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1:</p>		

Francis Howell High School 17-18 School Improvement Plan

Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) During Howell Time, teachers will direct student interventions through specific lessons and/or tutoring based on individual student needs.	Monthly	Wedlock/DiPaolo
2) PLC teams will analyze data from assessments (formative and summative) in order to identify students and provide specific, targeted intervening services (such as Study Island) to foster growth in subgroup populations within our school.	Quarterly	Wedlock/DiPaolo

Strategy #5: Pyramid of Interventions.

By the end of the 17-18 school year, students who have been identified as receiving Tier II reading intervention will show a 9 point increase in their reading growth as measured on the AIMSweb MAZE reading assessments.

Students receiving intervening services in math, science, and English Success classes will improve their performance in the core content class by increasing the percentage passing with a C or better from 63.8% to 65%

FHHS teachers will increase their usage of the online study tool Study Island throughout the school year as an intervention tool and 90% of students in Credit Assistance Program will complete course.

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:
Qtr. 2:
Qtr. 3:
Qtr. 4:

ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
----------------------	------------------	---

Francis Howell High School 17-18 School Improvement Plan

<p>1) Teachers will utilize the research based instructional practices within the identified English I and Physical Science classes for intervening in reading assistance and monitor the students growth through the use of the bi monthly MAZE assessments.</p>	<p>Quarterly</p>	<p>Thompson</p>
<p>2) RTI teachers will continually monitor the effectiveness of their interventions through the use of the MAZE assessments to make adjustments to their intervening strategies during release time.</p>	<p>Quarterly</p>	<p>Thompson</p>
<p>3) Teachers within the RTI Success classes (English I and Physical Science) will provide front loaded instruction of essential content one week prior to its introduction into the core area class ensuring that any gaps in vocabulary or background knowledge will be closed prior to teaching within the core class.</p>	<p>Quarterly</p>	<p>Thompson</p>
<p>4) Success teachers will monitor Success students' performance on assessments and collaborate with their PLC to provide specific, targeted intervening services to close the learning gaps that are present.</p>	<p>Quarterly</p>	<p>Kozlowski</p>
<p>5) During 16-17, FHHS had 5 students drop out (a 1% drop out rate). We will reduce the number of dropouts from 5 to 3. Related strategies are also in the first strategy in the Attendance Section</p>	<p>Quarterly</p>	<p>Schultz</p>

Strategy #6: Advanced Placement participation and performance.

By the end of the 17-18 school year, Advanced Placement Exam performance will increase to 75% of tests scoring a 3 or better and maintain or increase the # of AP tests written (615). **P2**

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:

Qtr. 2:

Qtr. 3:

Francis Howell High School 17-18 School Improvement Plan

Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Using some tutoring funds, provide students with group and/or individual support in AP classes.	Quarterly	Wedlock/Kozlowski
2) Improve communication regarding AP with parents, teachers, and students through AP Parent Information Night, AP registration video, and letters home to potential AP students prior to registration. P2	Quarterly	Wedlock/Kozlowski
3) Track AP enrollment throughout the semester and provide student drop survey to determine reason for leaving AP course.	Each semester	Wedlock/Kozlowski
4) Hold AP exam signup during spring P/T conferences to help parents and students navigate the process P4	Fall conferences	Kozlowski
5) AP Summer Camp Parent Night Provide support to new AP parents each summer by teaching them about growth mindset, how to help their child with AP stress and homework. P1,P4	Summer	Kozlowski

Francis Howell High School 17-18 School Improvement Plan

ATTENDANCE

1 YEAR GOAL:

During the 17-18 school year, FHHS will demonstrate continuous improvement in student attendance through the following benchmarks:

1. **ADA:** We will increase our Average Daily Attendance (ADA) from 95.37% in 2016-17 to 95.5% in 2017-18.
2. **90/90 Reporting:** The percentage of students that attend school 90% of the time will increase to 90.0% from 89.8%.
3. **Attachment:** We will have 71.9% of FHHS students participating in at least one extra-curricular activity.
4. **Through the influence of the Viking Leadership Academy,** the average on the district wide student climate questions will increase from 90 to 92%
5. **Graduation Rate:** We will decrease dropouts from 5 to 3 by having 100% of senior students enrolled in credit recovery program courses complete the course as part of progress toward graduation.

1 YEAR GOAL - RATIONALE FOR THE GOAL/UPDATE/ADJUSTMENTS: Data-driven rationale that led you to this goal
 The attendance/attachment goal was established based on longitudinal data. For the past several years, we've seen incremental changes of .2 to .3% in our ADA. The 16-17 ADA goal of 95.9% was not met. Actual attendance was 95.83%. Based on this historical performance, we've established a SMART goal of 95.9%. We had a 1.3% increase in the 90% at 90% report in 16-17, so we have set a maintenance goal for that area.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Goal
90 @ 90 Attendance Rate	90.9%	90.8%	90.7%	92.0%	89.8%	90.0%
ADA	95.90%	95.66%	95.75%	95.83%	95.37%	95.5%
Participation Rate	73.2%	72.0%	72.3%	72.0%	71.9%	71.9
# of Students that Dropped Out	4	3	4	1	5	3

Francis Howell High School 17-18 School Improvement Plan

<p>Strategy #1: We will increase the percentage of students that attend school 90% of the time will increase to 90.0% from 89.8%. Additionally, we will increase our Average Daily Attendance (ADA) from 95.37% in 2017-18 to 95.5% in 2018-19. P2</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p>1) Homeroom, Dual Enrollment, and Work Program teachers, coaches and sponsors will receive a monthly attendance report and contact all at risk students for timely interventions such as a STAT or individual plan. Students below 95% will have an individual meeting with an adult they are connected to in the building. Viking Way will celebrate the high achieving homerooms and most improved homerooms.</p>	Ongoing	Schultz
<p>2) Students at-risk for non-attendance will be sent a 95% and a 90% letter each semester. The student could be referred to family court if the student exceeds 8 unexcused absences. All students in the red or yellow tier on the attendance document will be referred to their supervising administrator to develop attendance interventions with their families.</p>	Ongoing	Schultz

Francis Howell High School 17-18 School Improvement Plan

<p>3) Student attendance will be monitored daily/monthly by the attendance office. Administrators will monitor the monthly 90/90 report. Students below 90% or who show a significant decline in a month will be identified for additional support such as BST Homerooms, an individual plan monitored by a staff member they have a connection with, placed in Guidance Groups, or recommended for individual counseling with our ESC. P2</p>	<p>Ongoing</p>	<p>Schultz</p>
<p>Strategy #2: The Activities Department will promote all activities, inform stakeholders, and promote participation and engagement through the Viking Insider, activities website, and social media. The Viking Leadership Academy (VLA) will be used as well to promote participation, engagement and develop a positive school climate. P2 and P3</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
<p>ACTION STEPS:</p>	<p>TIMELINE:</p>	<p>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</p>
<p>1) Activities Department will implement the Viking Leadership Academy and provide instruction/leadership activities to student-participants within the building twice per month. Curriculum and activities will be shared and embedded within activities, clubs and sports. VLA will focus on 5 themes and work to develop positive relationship skills to affect the building climate.</p>	<p>Seasonal</p>	<p>Erwin</p>
<p>2) Recognize the RISE core values to reinforce the core values through tweets, team meetings, and personal cards.</p>	<p>Seasonal</p>	<p>Erwin</p>
<p>3) The activities department will conduct student, parent, and staff surveys following each season to gain feedback from stakeholders.</p>	<p>Seasonal</p>	<p>Erwin</p>

Francis Howell High School 17-18 School Improvement Plan

Strategy #3: 100% of seniors enrolled in the Credit Recovery Program (CAP) will complete the course and progress toward graduation. P1 and P2		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:		
Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Monitor the student's weekly progress toward completion of their assigned CAP classes and work with students and families to set individual goals for success.	Ongoing	Altman
2) The Guidance Office will monitor students falling behind in credits earned to encourage enrollment in CAP or other interventions (i.e. FHU HS, MO Opt, Correspondence) that would enable meeting graduation requirements.	Ongoing	Altman

Francis Howell High School 17-18 School Improvement Plan

BEHAVIOR					
<p>1 YEAR GOAL: ONE-YEAR Behavior GOAL (17/18) During the 17-18 school year, FHHS will demonstrate continuous improvement in student behavior through the following benchmark:</p>					
<p style="text-align: center;">1. Reduce OSS/ISS as compared to the 16-17 school year.</p>					
		14-15	15-16	16-17	17-18 Goal
·	ISS	151	125	120	112
·	OSS	54	62	63	60
<p>1 YEAR GOAL - RATIONALE FOR THE GOAL/UPDATE/ADJUSTMENTS: ISS/OSS referrals were 187 in the 15-16 school year and 183 in the 16-17 school year. As a result, our goal strives for no more than 172 combined referrals in the 17-18 school year.</p>					
<p>Strategy #1: We will focus on reducing our truancies during the 17-18 school year by 5% as compared to the 16-17 school year. Through this focus, we will achieve a decline in the number of students receiving suspensions for this behavior.</p>					
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>					
ACTION STEPS:		TIMELINE:		PERSON RESPONSIBLE FOR REPORTING PROGRESS:	
1) All classroom teachers will communicate and implement classroom expectations for behavior.		Annually		Thompson	

Francis Howell High School 17-18 School Improvement Plan

2) All coaches, sponsors and work program supervisors will utilize attendance reports and monitor students' attendance/truancies.	Seasonal	Erwin
3) Building administration will identify students who are having difficulty meeting building expectations and develop individualized plans of action to address the student's deficit.	Quarterly	Thompson
Strategy #2: During the 17-18 school year, we will use multiple ways to teach and reinforce building expectations and develop relationships as measured by the success on student surveys and qualitative analysis of the individual programs by showing a decrease from the 5 year CF average of 1.9977 by 5% to 1.8978 or lower.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Transition day will be conducted by the Viking Edge with an emphasis on creating positive relationships and communicating expectations. (Student survey data)	Annually	Wedlock/Kozlowski
2) 5 Freshman Forums will be held during Howell Time homerooms specifically focused on communicating expectations and developing relationships.	5 times per year	Wedlock/Kozlowski
3) The Viking Way program will identify and celebrate students who have met building expectations.	Biannually	Wedlock/Erwin
4) Administration will progress monitor all students in the building eight times during the school year identifying students for tiered intervention.	8 times per year	Wedlock/Thompson

Francis Howell High School 17-18 School Improvement Plan

5) The Code of Conduct review will be communicated at the beginning of each semester.	Biannually	Wedlock
Strategy #3: Throughout the school year, we will implement behavior interventions for at-risk students reducing their level of concern as identified by the CF factor algorithm from a 5 year average of 6.68607 by 5% to 6.3517 or lower.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Behavior Support Teams will support at-risk 9 th , 10 th and 11 th grade students by collaborating with them to set individual behavior, academic and attendance goals as appropriate to their individual needs. P2 and P1	8 times per year	Wedlock/Thompson
2) Guidance staff and administration will focus on students who have significant scores in the CF Factor sheet and meet with them to identify skill deficits and provide intervening services.	8 times per year	Wedlock/Thompson/Schultz
3) Administration will meet with all students returning from suspension during a re-entry meeting.	Ongoing	A-Team
Strategy #4: Review bullying and harassment incident data monthly to identify possible trends and/or students in need of additional behavior support and reduce the total infractions from the 16-17 school year from 5 to 4 or fewer. (Additional Anti-Bullying Actions Listed in the Climate Section of this Document)		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2:		

Francis Howell High School 17-18 School Improvement Plan

Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Administrators review and discuss the building behavior report monthly.	Monthly	Wedlock/Thompson
2) Activities Department will implement the Viking Leadership Academy and provide instruction/leadership activities to student-participants within the building. The program will teach leadership and positive relationship skills to positively impact the building climate. The effectiveness of these lessons will be measured in part through survey data on participant actions and resulting outcomes.	Seasonal	Wedlock/Erwin

Francis Howell High School 17-18 School Improvement Plan

CLIMATE

1 YEAR GOAL:

ONE-YEAR ACHIEVEMENT GOAL (16/17)

During the 2016-2017 school year FHHS will demonstrate continuous climate improvement using the following benchmarks.

1. Meet or exceed an 80% average rating of Strongly Agree and Agree on questions #1, #2, #3, #4, #5, and #6 on the Staff Climate Survey.
2. Meet or exceed a 91% average rating on questions #1, #2, #3, #4, #5, #6, #7, and #8 on the Student Needs Assessment. These questions relate to students' perceptions of safety, quality learning environment, joy in attending school, adult care of them, class time focused on learning, and bullying.
3. Meet or exceed a 90% rating of Strongly Agree and Agree on the Parent Survey with 30% of families responding. These questions relate to perceptions about quality of education, school climate, safety, communication, and parent connection.

RATIONALE FOR THE GOAL/1 YEAR GOAL - UPDATE/ADJUSTMENTS:

Staff climate goals are measured and based upon responses and results from four surveys given to staff, students and parents. FHHS has tracked questions from four surveys to get baseline data on survey responses in order to make school improvement decisions. Data from the staff climate survey for the 2015-2016 school year reflected an 94% strongly agree/agree and met the goal of 80%. In 17-18, the staff climate goal will continue focus on the five key questions to review and assess the staff climate. The student needs assessment survey questions goal of 91.5% was met at 90% and the committee chose to raise the goal to 91% as the focus continues on the six common district questions. The PLC Survey question goal average met with a 3.62 response and efforts will continue to meet the 3.5/4.0 goal as the District's PLC critical questions survey serves as the measure. The committee discussed the significance of this goal and the need to continue focus on using achievement data to make instructional choices and interventions. The Parent Survey goal of 90% agreement was met with 95.5% in 2015-2016 with the number of responses continuing remained stable. Given this, the committee decided to maintain the goal at 90% and continuing the attempt to increase the number of respondents.

Francis Howell High School 17-18 School Improvement Plan

Strategy #1: Maintain the staff's agree/strongly agree response to the question, "I take pride in working at my school" at 99% percent on the staff climate survey.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Conduct a variety of activities—including providing updates on school performance, writing 100 thank you notes from each staff member to other members of the Viking Community, continuing Golden Sail to give specific, timely recognition; celebrating Vikings in publications like Twitter and Facebook; constructing a brick wall of donation pavers to highlight the community pride in the school; and celebrating PLC teams for their improvements in achievement and instruction—to build the staff's knowledge and pride in school activities	Assessed quarterly. Survey given biannually	Wedlock
Strategy #2: Reach 95% agree/strongly agree response to the new question, "Our staff holds high expectations for student learning" on the staff climate survey.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Conduct a variety of activities—including conducting collaborative scoring of student writing as part of our building professional development, highlighting examples of best instructional practices in action at FHHS in weekly email, communicating and discussing expectations at faculty meetings, and altering the walkthrough form to reflect staff training in instruction and technology—to build and maintain the communal sense of high expectations across the staff.	Assessed quarterly. Survey given biannually	Wedlock

Francis Howell High School 17-18 School Improvement Plan

Strategy #3: Increase the staff’s agree/strongly agree response to the question, “There are open channels of communication in our school” from 84 percent on the staff climate survey.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Conduct a variety of activities—including continuing three standing committees, holding open staff share meeting with the principal to provide information and answer questions, communicating school wide activities in a weekly email, posting of committee agendas (department chair, school improvement, professional development committees as examples) on the electronic bulletin board for the staff, and increasing administrative visibility—to offer more opportunities for open communication.	Assessed quarterly. Survey given biannually	Wedlock
Strategy #4: Reach 90% agree/strongly agree response to the question, “There are opportunities for shared decision making in our school” on the staff climate survey.		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Conduct a variety of activities—conduct staff training on the content of the school improvement plan, resume bi-monthly school improvement team meetings to open discussion on topics and challenges facing the building, hold monthly tech	Assessed quarterly.	Wedlock

Francis Howell High School 17-18 School Improvement Plan

<p>lunches to teach technology to faculty, involve department chairs monthly in gathering feedback from staff on current events, conduct at least one shared decision making activities each quarter with the full staff—to offer more opportunities for shared decision making.</p>	<p>Survey given biannually</p>	
<p>Strategy #5: Increase the staff's agree/strongly agree response to the question, "Our school has clear direction on how to improve student learning" from 87 percent on the staff climate survey.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
<p>ACTION STEPS:</p>	<p>TIMELINE:</p>	<p>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</p>
<p>1) Conduct a variety of activities—provide clear, consistent cooperative learning/literacy/conflict management training in PLC leader meetings, support PLC leaders by visiting teams, collecting assessments, and providing feedback, continue goal setting processes for teacher teams, classrooms, and students to continue focus on common goals—to provide a clear direction for learning.</p>	<p>Assessed quarterly. Survey given biannually</p>	<p>Wedlock</p>
<p>Strategy #6: Increase the staff's agree/strongly agree response to the question, "Our staff collaboratively implements strategies to address student behavior" from 81 percent on the staff climate survey.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
<p>ACTION STEPS:</p>	<p>TIMELINE:</p>	<p>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</p>
<p>1) Conduct a variety of activities—communicate teamwork success through behavior support teams, celebrate BST success-student and teacher, give teachers</p>	<p>Assessed quarterly.</p>	<p>Wedlock</p>

Francis Howell High School 17-18 School Improvement Plan

<p>tools and relationships to lead students. Admin attempts to build relationships and trust with teachers through conversation and seek methods for teachers to connect with resources that engage students—to collaborate effectively to address student behavior.</p>	<p>Survey given biannually</p>	
<p>Strategy #7: Increase the average student response to questions #1, #2, #3, #4, #5, #6, #7, and #8 on the Student Needs Assessment to 91 percent by increasing positive classroom environments and student pride and tolerance.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
<p>ACTION STEPS:</p>	<p>TIMELINE:</p>	<p>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</p>
<p>1) Decrease the number of students reporting having been bullied at school by convening monthly meeting groups with guidance counselors to help students make positive choices, conducting an anti-bullying forum in the mentoring program with all 9th graders and their mentors, and showing anti-bullying instructional videos to the student body twice per year.</p>	<p>Assessed quarterly. Survey given biannually</p>	<p>Wedlock</p>
<p>2) Develop action steps in concert with students and staff to improve the survey response—"I like going here" from 86-89 percent. This includes a possible opening year spirit assembly to kick the year off in a positive, communal note.</p>	<p>Assessed quarterly. Survey given biannually</p>	<p>Wedlock</p>
<p>3) Collaborate with the student principal's council to identify key areas for improvement, actions to address those identified areas, and ways of leading challenging discussions with peers</p>	<p>Assessed quarterly. Survey given biannually</p>	<p>Wedlock</p>
<p>Strategy #8: Meet or exceed a 91.5% rating of Strongly Agree and Agree on the Parent Survey.</p>		

Francis Howell High School 17-18 School Improvement Plan

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:		
Qtr. 1:		
Qtr. 2:		
Qtr. 3:		
Qtr. 4:		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Through collaboration with the activities leadership teams and parent club, provide parents more information to increase the parent survey question, "I feel connected to my school" from 92 to 93% agree/strongly agree with at least 30% of the community responding. P3, P4, P5, P6	Assessed quarterly. Survey given annually	Wedlock
2) Tweet and post on Facebook information about school events and activities on a weekly basis to grow availability of information to public. P2	Assessed quarterly. Survey given annually	Wedlock