

Francis Howell Central High School
2017-2018
School Improvement Plan

ACHIEVEMENT

1 YEAR GOAL:

1. Student EOC Achievement – FHC will achieve “2020 Target” status ratings in Comm. Arts 2, Biology, Algebra 2, and Government. FHC will achieve an “On Track” status rating in Algebra I. FHC will achieve “Exceeding” Progress ratings in Biology, Algebra I, Algebra 2, and Government. FHC will earn “2020 Target” status and “Exceeding” progress ratings in Mathematics (Algebra 1 & Algebra II together). FHC will earn “Exceeding” progress ratings for the Super Subgroup in every tested subject. In so doing, FHC will earn every point available in the MSIP V rating for EOC testing.
 - Comm. Arts 2 – 420.0 (Up 5.4 from Spring 2017)
 - Biology – 425.0 (Up 0.9 from Spring 2017)
 - Algebra I – 374.6 (Up 9.1 from Spring 2017)
 - Algebra 2 – 442.0 (Up 0.1 from Spring 2017)
 - Math (Alg. 1 & Alg. II Together) – 400.0 (Up 3.5 from Spring 2017)
 - Government – 420.0 (Up 3.5 from Spring 2017)
2. PLC Teams – 100% of PLC teams will administer common formative assessment, collect and analyze standard mastery data, and use mastery data to modify instruction and implement interventions. All FHC PLCs will update progress on their SMART goal quarterly.
3. College / Career Readiness – The Class of 2018 will achieve an ACT composite average of 22.2. Every graduating FHC senior will have taken an appropriate college / career assessment (ACT, WorkKeys, or ASVAB).

Francis Howell Central High School
2017-2018
School Improvement Plan

4. Advanced Placement (AP) – 100% of AP teachers will set individual goals for percentage of students taking the AP exam and for the % of students earning a score of 3 or better on those exams. 50% of those teachers will meet their goals. FHC will administer 80% of the tests that are possible to administer in May of 2018. Enrollment in 2018-2019 AP courses will meet or exceed 2017-2018 levels. African American and Free-And-Reduced Lunch enrollment in AP courses, as measured by percent of cohort enrolled, will increase by 5% for the 2018-2019 school year.

DATA DRIVEN RATIONALE FOR ACHIEVEMENT GOALS:

<i>Spring EOC Achievement – All Students</i>						
Course	2015	2016	2017	MSIP 5 Status	MSIP 5 Progress	MSIP 5 Points
ELA (Comm. Arts 2)	419.4	414.3	414.6	2020 Target	Floor	16 of 16
Science (Biology)	440.2	406.2	424.1	2020 Target	Floor	16 of 16
Math (Algebra I & Algebra II Together)	382.9	384.2	396.5	On Track	Exceeding	16 of 16
Algebra I	366.3	366.1	365.5	On Track	Floor	NA
Algebra II	421.5	412.2	441.9	2020 Target	Exceeding	NA
Social Studies (Government)	391.5	407.9	416.5	2020 Target	Exceeding	8 of 8

Francis Howell Central High School
2017-2018
School Improvement Plan

Spring EOC Achievement – Super Subgroup						
Course	2015	2016	2017	MSIP 5 Status	MSIP 5 Progress	MSIP 5 Points
ELA (Comm. Arts 2)	396.6	367.9	367.7	<i>On Track</i>	Floor	3 of 4
Science (Biology)	401.9	332.8	380.9	<i>2020 Target</i>	Floor	4 of 4
Math (Algebra I & Algebra II)	342.7	330.4	337.4	Approaching	<i>Exceeding</i>	4 of 4
Algebra I	331.6	324.4	304.3	Approaching	Approaching	NA
Algebra II	411.8	377.3	435.5	2020 Target	Exceeding	NA
Social Studies (Government)	338.3	354.3	367.7	On Track	<i>Exceeding</i>	2 of 2
ACT Scores By Graduating Class						
2011	2012	2013	2014	2015	2016	
22.5	23.0	22.1	22.9	22.0	21.4	
2017	2018	2019	2020	2021	2022	

Francis Howell Central High School
2017-2018
School Improvement Plan

21.9					
<i>Advanced Placement (AP) Data</i>					
Year	AP Enrollment	# Tests	% Tests Taken	% at 3+	
2012	562	427	76.0%	64.0%	
2013	678	483	71.2%	66.0%	
2014	763	543	71.2%	70.9%	
2015	696	527	75.6%	69.4%	
2016	704	558	79.3%	69.7%	
2017	1092	781	71.5%	70.2%	
2018	1049				

Francis Howell Central High School
2017-2018
School Improvement Plan

SMART STRATEGY # 1 AND MEASUREMENT: (EOC Achievement)

PLCs will monitor priority standard mastery using formative assessments and real-time mastery levels. Test-participating PLCs will achieve mastery growth of 10% from Q1 to Q4 on all priority standards. PLCs will monitor the status of any subgroup achievement gaps and will use Seminar and other opportunities to deliver remediation to shrink all priority standard gaps from Q1 to Q4.

Person Responsible for Reporting Progress:

Luke Lammers, Associate Principal

Progress Metric:

FHC will use monthly and formative assessment standard mastery levels accessed from Mastery Connect to monitor progress.

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:

- Tested PLCs have administered 1st Mock assessments. All PLCs have been provided with 2016-2017 MasteryConnect end-of-year mastery levels.
- PLCs have identified priority standards for 2017-2018. PLCs have used a Google Form to submit SMART Goals, priority standards, mastery levels for all and for subgroups, and interventions delivered.
- PLCs are using Seminar as their primary intervention.
- Study Island usage is down significantly from 2016-2017. Teachers report student difficulty in accessing through Clever.com and teacher difficulty in setting up and managing courses. In addition, English II and English I, which have historically been FHC's heaviest users of Study Island, have new

Francis Howell Central High School
2017-2018
School Improvement Plan

teams for 2017-2018.

- The Super Subgroup function in MasteryConnect is malfunctioning. It currently leaves out AA subgroup achievement levels. The issue has been reported to MasteryConnect.

Francis Howell Central High School
2017-2018
School Improvement Plan

Standard Mastery Growth 2017-2018						
	Priority Standard	Q1 Mastery			Q1 Ach. Gap	
		Total	Super Subgroup	FRL Subgroup	SSG Achievement Gap	FRL Achievement Gap
Comm . Arts 2	RI.9-10.1	No Q1 Measure	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	No Q1 Measure	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	No Q1 Measure
	RI.9-10.2	27.8%		20.0%		-7.8%
	RL.9-10.1	66.5%		35.0%		-31.5%
	RL.9-10.2	53.8%		55.0%		1.2%
	L.9-10.4	68.2%		60.0%		-8.2%
Algebra I	Priority Standard	Q1 Mastery			Q1 Ach. Gap	
		Total	Super Subgroup	FRL Subgroup	SSG Achievement Gap	FRL Achievement Gap
	A.REI.B.3	50.0%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	33.3%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	-16.7%
	F.IF.6	21.4%		28.6%		7.2%
A.REI.6	7.2%		16.7%		9.5%	
Government	Priority Standard	Q1 Mastery			Q1 Ach. Gap	
		Total	Super Subgroup	FRL Subgroup	SSG Achievement Gap	FRL Achievement Gap
	Gov-2.C.b	41.1%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	8.3%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	-32.8%
	Gov-1.A.d	73.5%		41.9%		-31.6%
Gov-1.A.a	49.5%		38.5%		-11.0%	
Biology	Priority Standard	Q1 Mastery			Q1 Ach. Gap	
		Total	Super Subgroup	FRL Subgroup	SSG Achievement Gap	FRL Achievement Gap
	BIO-7.1.D.a	6.5%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	0.0%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	-6.5%
	BIO-7.1.A.b	53.5%		33.3%		-20.2%
BIO-7.1.A.a	35.3%		11.1%		-24.2%	
Algebra II	Priority Standard	Q1 Mastery			Q1 Ach. Gap	
		Total	Super Subgroup	FRL Subgroup	SSG Achievement Gap	FRL Achievement Gap
	A2.REI.A.1	76.5%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	66.7%	<i>The Super Subgroup Filter In Mastery Connect Is malfunctioning</i>	-9.8%
	A2.IF.A.1	No Q1 Measure		No Q1 Measure		No Q1 Measure
A2.FM.A	No Q1 Measure		No Q1 Measure		No Q1 Measure	

Qtr. 2:

- Tested PLCs have administered 1st Mock assessments and have used formative assessments to take at least a second measure.
- All PLC leaders have received feedback on their SMART Goals, interventions, and 1st Quarter data.

Francis Howell Central High School
2017-2018
School Improvement Plan

ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Each tested course will use prior years' EOC and Mastery Connect data as well as fall Mock EOC scores to identify 3 priority standards for the 2017-2018 school year.	1 st Quarter	Lammers
2) PLCs will use Seminar, Study Island, and other resources to administer remediation and extension based on student need.	1 st Quarter	Lammers
3) PLC teams will use Google-supported protocol prompts to analyze achievement data and record interventions based on priority standard mastery levels.	Quarterly	Lammers
4) PLC Teams will use Mastery Connect formative assessments, internal reporting methods, or simple informal assessments to track priority standard mastery for students in identified subgroups and will report on the status of any achievement gap.	Quarterly	Lammers
<p>SMART STRATEGY # 2 AND MEASUREMENT: (Instructional Strategies) By the end of the year, 55% of classroom data collections will show the use of objectives. 75% of classroom data collections will show the use of one other instructional strategy from any of the three components as identified in <i>Classroom Instruction That Works, 2nd Edition</i>. FHC will achieve NEE indicator monthly averages of 5.6 or better each month from September through April.</p> <p>Person Responsible for Reporting Progress: Luke Lammers, Associate Principal</p> <p>Progress Metric: FHC will use quarterly walk-through data and NEE indicator reports to monitor progress.</p>		

Francis Howell Central High School 2017-2018 School Improvement Plan

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:

- FHC principals have recorded 271 instructional data collections through the 1st Quarter, eclipsing Q1 of 2016-2017 by 57%.
- 52% showed the use of QFIC objectives in accordance with the recommendations published in *Classroom Instruction That Works, 2nd Edition*. This is 3% below our target percentage. 66% of showed the use of at least one other strategy outlined in Component #1, which is 9% below our target.
- FHC will hold its first CITW-themed professional development on Monday, October 23rd.
- All teachers received training on formative assessment during a kickoff breakout session led by Mr. Lammers and Mrs. Syron.
- A faculty meeting PD cohort is dedicated to Indicators 1.2 and 7.4 and is being led by Mr. Lammers. Other faculty meeting cohorts are focused on Google Tools, PLC-aligned topics, vertical teaming, technology implementation, and trauma-informed practices.
- 1st Quarter walkthrough results have been shared with CITW trainers.
- FHC administrators altered the classroom instructional data collection Google Form to allow for QFIC rating of all strategies included in *Classroom Instruction That Works, 2nd Edition*.
- At the end of September, FHC carries the average NEE scores listed below. 2 of 3 indicators are at the target level. 7.4 (Formative Assessment) is below the target by 0.2.
 - Indicator 1.2 5.6
 - Indicator 3.1 6.0
 - Indicator 7.4 5.4

Qtr. 2:

- Administrators participated in the annual CITW refresh and updated the walkthrough form to reflect enhanced team learning.
- FHC principals have recorded 388 instructional data collections through the 1st Semester, which is short of 2016-2017 by 9%.
- 2 of 6 administrators hit the walk-through target of 75 for the 1st semester.
- 57% of data collections showed the use of QFIC objectives in accordance with the recommendations published in *Classroom Instruction That Works, 2nd Edition*. This is 2% above our target percentage and 6% above Q2 2016-2017. 73% of showed the use of at least one other strategy outlined in Component #1, which is 2% below our target and 9% above Q2 2016-2017.
- FHC held CITW-themed professional development on Monday, October 23rd and Tuesday, November 7th.
- A faculty meeting PD cohort dedicated to Indicators 1.2 and 7.4 has held 2 sessions. Other faculty meeting cohorts are focused on Google Tools, PLC-aligned topics, vertical teaming, technology implementation, and trauma-informed practices.
- 2nd Quarter walkthrough results have been shared with CITW trainers.

Francis Howell Central High School 2017-2018 School Improvement Plan

- Formative assessment tips have been delivered to PLC leaders, in professional development, and in observation/evaluation conferences.
- FHC administrators altered the classroom instructional data collection Google Form to allow for QFIC rating of all strategies included in *Classroom Instruction That Works, 2nd Edition*.
- At the end of December, FHC carries the average NEE scores listed below. 3 of 3 indicators are at the target level.
 - Indicator 1.2 5.9 (Exceeds goal by 0.3; Matches Q2 2016-2017)
 - Indicator 3.1 5.7 (Exceeds goal by 0.1; Below Q2 2016-2017 by 0.4)
 - Indicator 7.4 5.7 (Exceeds goal by 0.1; Above Q2 2016-2017 by 0.1)

Qtr. 3:

- FHC principals have recorded 585 instructional data collections through the 3rd Quarter, which is short of 16-17 by 6%.
- 3 of 6 administrators are on pace for 75 data collections for the 2nd Semester. 1 administrator has eclipsed the yearly goal of 150 collections..
- 63% of data collections showed the use of QFIC objectives in accordance with the recommendations published in *Classroom Instruction That Works, 2nd Edition*. This exceeds the goal by 8% and is 11% above 16-17. 76% of showed the use of at least one other strategy. This exceeds the goal by 1% and is 8% above 16-17.
- FHC has held three CITW-themed professional development half-days.
- A faculty meeting PD cohort dedicated to Indicators 1.2 and 7.4 has held 4 sessions. Other faculty meeting cohorts are focused on Google Tools, PLC-aligned topics, vertical teaming, technology implementation, and trauma-informed practices.
- 3rd Quarter walkthrough results have been shared with CITW trainers.
- At the end of December, FHC carries the average NEE scores listed below. 3 of 3 indicators are at the target level.
 - Indicator 1.2 5.9 (Exceeds goal by 0.3; Matches Q3 2016-2017)
 - Indicator 3.1 6.2 (Exceeds goal by 0.6; Below Q3 2016-2017 by 0.4)
 - Indicator 7.4 5.7 (Exceeds goal by 0.1; Above Q3 2016-2017 by 0.4)

Qtr. 4:

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ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Intensive PD will be offered on CITW Instructional Strategies throughout the year.	Monthly	Lammers

Francis Howell Central High School
2017-2018
School Improvement Plan

2) Administration and DCs will share data collection results and will discuss the levels of Quality, Fidelity, Intensity and Consistency observed.	November, April	Lammers
3) Each administrator will record at least 75 data collections each semester.	Quarterly	Lammers
4) The Administrative Team will employ an “Academic Rotation” schedule whereby other administrators will pick up their assignments while they dedicate 1-3 hours of time to instructional leadership and walk-throughs. Each administrator will use this time at least once per month.	Monthly	Lammers
5) NEE Indicators 1.2 (Cognitive Engagement), 3.1 (Curriculum Delivery), and 7.4 (Formative Assessment) will maintain an average score above 5.6 or higher by the end of the 2016-2017 school year. FHC will monitor and review levels each month and communicate feedback to teachers.	Monthly	Lammers
6) Faculty meetings will be used to deliver choice PD on Google Tools, PLC-aligned topics, vertical teaming, technology implementation, trauma-informed practices, cooperative learning, and <i>Total Participation Techniques</i> by Himmele and Himmele.	Monthly	Lammers
7) A kickoff breakout session will be dedicated to the use of informal formative assessments.	August	Lammers, Syron
8) Formative assessment tips will be delivered to staff in various formats, including Sonny’s Cher newsletters, formal professional development, PLC leader training, and post-observation conferences.	Monthly	Lammers
<p>SMART STRATEGY # 3 AND MEASUREMENT: (SPED Achievement) By the end of the 2017-18 school year, Special Education students will show 10% growth in mastery of PLC determined Priority Standards for EOC tested subjects during the school year from first quarter through fourth quarter.</p> <p>Person Responsible for Reporting Progress: Dave Stofer</p>		

Francis Howell Central High School
2017-2018
School Improvement Plan

Progress Metric: Mastery Connect data recorded for Special Education Students.

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: First quarter formative data reflected the following information on EOC tested subjects:

Algebra IB: 60% of the special education students 12/20 reached 70% or higher on the first quarter formative.

Biology: 7.1.Aa = 9.5% Mastery. 7.1.Ab = 10.5% Mastery. 7.1.Da = 0% Mastery.

English II: Inference:10.3% Main Idea: 13.8% Context Clues: 20.7%

American Government: 2Cb = 10.5% Mastery. 1Ad = 0% Mastery. 1Aa = 47.4% Mastery.

Qtr. 2:

Algebra IB: 62% of the sped students 13/21 reached 70% or higher on the 2nd quarter formative. In comparison, that is 2% points higher than 1st quarter.

Biology: : 7.1.Aa = 43.4% Mastery (+ 34.1%). 7.1.Ab = 18.8% Mastery (+8.3%). 7.1.Da = 22.2% Mastery (=22.2%).

English II: Inference: 31% Mastery, Main Idea: 48.3% Mastery, Context Clues: 13.8% Mastery

American Government: 1Aa-- Mastery = 19 (86.36%). this shows a substantial increase from first quarter of 40%.

Qtr. 3:

Algebra IB: 65% of special education students 13/20 reached 70% or higher on the 3rd quarter formative.

Biology: : 7.1.Aa Mastery 17, 7.1.Ab Mastery 3, 7.1.Da Mastery 5

English II: Inference 13% Mastery, Main Idea 12.4%, Context Clues: No data provided

American Government: 2Cb-- Mastery = 7 (32%), 1Ad-- Mastery = 9 (47.4%), 1Aa-- Mastery = 16 (73%)

Qtr. 4:

Francis Howell Central High School
2017-2018
School Improvement Plan

ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Teachers will assess students utilizing PLC determined priority standards through common formative assessments, and class specific assessments to measure student progress through Mastery Connect throughout the year.	Quarterly	Dave Stofer
2) Teachers will implement a variety of quality instructional strategies to enhance student learning of concepts for success.	Quarterly	Dave Stofer
<p>SMART STRATEGY # 4 AND MEASUREMENT: (PLC Teams) 100% of PLC teams will administer common formative assessment, collect and analyze standard mastery data, and use mastery data to modify instruction and implement interventions. All FHC PLCs will update progress on their SMART goal quarterly. 100% of tested PLCs will increase priority standard mastery by 10% for all students and for subgroups (Super Subgroup and FRL).</p> <p>Person Responsible for Reporting Progress: Luke Lammers, Associate Principal</p> <p>Progress Metric: FHC will use Google form responses submitted by PLC leaders to track progress.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1:</p> <ul style="list-style-type: none"> ● PLCs have used a Google Form to submit SMART Goals, priority standards, mastery levels for all and for SSG and FRL subgroups, and intervention 		

Francis Howell Central High School 2017-2018 School Improvement Plan

plans.

- Every PLC with a presence in MasteryConnect has pulled or received current mastery data.
- Tested PLCs have administered 1st Mock assessments. All PLCs have been provided with 2016-2017 MasteryConnect end-of-year mastery levels.
- All PLCs have identified priority standards for 2017-2018. All PLCs have used a Google Form to submit SMART Goals, priority standards, mastery levels for all and for subgroups, and interventions delivered.
- PLCs are using Seminar as their primary intervention.
- The Super Subgroup function in MasteryConnect is malfunctioning. It currently leaves out AA subgroup achievement levels. The issue has been reported to MasteryConnect.
- Non-core PLCs have established goals tied to nonfiction literacy, 21C skills, ACT performance, AP performance, or TSA performance.
- PLC leaders participated in 4 hours of training in July and August.
- Q1 Walkthrough data and initial SMART Goal feedback will be shared with PLC leaders during the Hour-by-Hour PLC Leader meeting, which will take place on November 14th. Walkthrough data will also be shared with department chairs in the October 31 DC meeting.

Qtr. 2:

- PLCs have used a Google Form to submit SMART Goals, priority standards, mastery levels for the “all” and FRL subgroups, and intervention plans.
- Every PLC with a presence in MasteryConnect has pulled or received two sets of standard mastery data (November and December).
- Tested PLCs have administered 1st and 2nd Mock assessments.
- All PLCs have used a Google Form to submit SMART Goals, priority standards, mastery levels for all and for subgroups, and interventions delivered.
- PLCs are using Seminar as their primary intervention.
- The Super Subgroup function in MasteryConnect is malfunctioning. It currently leaves out AA subgroup achievement levels. The issue has been reported to MasteryConnect.
- PLC leaders participated in 4 hours of training in July and August and 1 hour in November.
- Q1 Walkthrough data and initial SMART Goal feedback was shared with PLC leaders during the Hour-by-Hour PLC Leader meeting, which took place on November 14th. Walkthrough data was also shared with department chairs in the October 31 DC meeting.
- The data grid is included in the Q2 report for Strategy #1.

Qtr. 3:

- PLCs have used a Google Form to submit 3rd quarter mastery levels and intervention plans for the “all” and FRL subgroups.
- Every PLC with a presence in MasteryConnect has pulled or received four sets of standard mastery data (November, December, January, February).
- Tested PLCs have administered 1st, 2nd, & 3rd Mock assessments.

Francis Howell Central High School
2017-2018
School Improvement Plan

- PLC leaders participated in 4 hours of training in July and August, 1 hour in November, and 1 hour in March.
- Q2 & Q3 Walkthrough data and initial SMART Goal feedback was shared with PLC leaders, department chairs, and CITW trainers.
- The data grid is included in the Q2 report for Strategy #1.

Qtr. 4:

ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) PLC teams will use Google-supported protocol questions based on the 4 critical PLC questions to monitor student achievement levels, report formative assessment progress, and plan data-driven interventions. PLCs will report student mastery levels and intervention progress quarterly using the same platform.	Quarterly	Lammers
2) Non-core PLCs will draft and implement SMART Goals related to priority standard growth in nonfiction literacy, 21C skills, ACT performance, AP performance, or TSA performance.	September	Lammers
3) FHC administration will provide requested reports on student achievement to PLCs.	Monthly	Lammers
4) PLC Leaders will receive 6 hours of training on academic initiatives and PLC best practices.	July October March	Lammers
<p>SMART STRATEGY # 5 AND MEASUREMENT: (Advanced Placement) 100% of AP teachers will set individual goals for percentage of students taking the AP exam and for the % of students earning a score of 3 or better on those exams. 50% of those teachers will meet their goals. FHC will administer 80% of the tests that are possible to administer in May of 2018. Enrollment in 2018-2019 AP courses will meet or exceed 2017-2018 levels. African American and Free-And-Reduced Lunch enrollment in AP courses, as measured by percent of cohort enrolled, will increase by 5% for the 2018-2019 school year.</p>		

Francis Howell Central High School
2017-2018
School Improvement Plan

Person Responsible for Reporting Progress:

Luke Lammers, Associate Principal

Progress Metric:

FHC will use AP teachers' goals and AP exam enrollment tallies to monitor progress.

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:

- FHC held an AP teachers meeting in September to review data, discover instructional trends as they relate to performance on AP exams, and to establish goals for the 2017-2018 school year.
- 100% of AP teachers established goals for the percentage of students who will take the AP exam and the percentage of that subset who would score 3+ on the AP exam. If every teacher meets their goal, FHC will administer 886 exams in May of 2018. This would equal 80% of the exams that FHC could possibly administer. It would represent an increase of 13% from May of 2017. Additionally, if FHC teachers hit their targets, then 80% of the exams administered will score 3 or better.
- Dr. Arnel has upheld the AP & Honors drop process.
- The Education Support Counselor is running a support group for high-achieving students.
- FHC is currently running one hour of "Foundations of AP," a class designed to support first-time AP students.
- FHC held AP Summer Camp to establish foundational academic skills and goal setting for first-time and aspiring AP students. On the second night of camp, FHC held an AP Parent Night to educate parents about AP courses, growth mindset, and stress management.

Qtr. 2:

- Dr. Arnel has upheld the AP & Honors drop process.
- The Education Support Counselor is running a support group for high-achieving students.
- FHC is currently running one hour of "Foundations of AP," a class designed to support first-time AP students.
- As of January 4th, 41.0% of African American 10th and 11th grade students will be recruited for AP enrollment for the 18-19 school year, marking an increase of 6.1% from 17-18. 42.4% of students on Free or Reduced Lunch will be recruited for AP enrollment, marking an increase of 10.5%.
- FHC administered a grit survey to 9th and 10th graders and is using the results to inform recruitment for AP classes and Foundations of AP for the 18-19 school year.

Francis Howell Central High School 2017-2018 School Improvement Plan

- FHC is using an AP Predictor spreadsheet to identify 9th graders for AP recruitment into “starter” AP courses (AP World History, AP Psychology, AP Art History, and AP Human Geography) for the 2018-2019 school year. 208 9th graders will be recruited. 151 were recruited for the 17-18 school year. This marks a 38% increase.
- FHC will recruit 790 total students (Grades 9-11) to take AP classes for the 2018-2019 school year. 709 were recruited for the 2017-2018 school year. This marks an 11.4% increase.
- FHC will run an AP table at the January 2018 Academic Night.
- FHC has created the MAC Scholars program.

Qtr. 3:

- 643 FHC students (13.0% increase) enrolled in 1,214 AP classes (15.7% increase) for the 2018-2019 school year. Both numbers exceeded the goal.
- 35.8% of FHC’s African American 9th, 10th, & 11th graders enrolled in an AP class for the 2018-2019 school year, marking a 15.2% increase from 2017-2018. This exceeds the goal.
- 20.1% of FHCs 9th, 10th, & 11th graders on FRL enrolled in an AP class for the 2018-2019 school year, marking a decrease of 5.6% from 2017-2018.
- The average AP student will take 1.89 AP classes in 2018-2019, which is a decrease of 1.92 in 2017-2018 and 2.13 in 2016-2017.
- FHC is recruiting first-time AP students and their parents to enroll in an AP Summer Camp, which will be held in June 2018. As of March 14th, 18 students have signed up for AP Summer Camp.
- FHC is recruiting another subset of AP enrollees and potential AP enrollees to enroll in Foundations of AP for 2018-2019. As of March 14th, 15 students have enrolled in Foundations of AP.
- FHC ran an AP & college credit table at the January Academic Night.
- FHC officially launched the MAC Scholars program in March.
- Dr. Arnel upheld the honors/AP drop process in January.
- AP Exam registration has begun.
- FHC has developed & communicated a plan to manage the Final Exam/AP Exam conflict.

Qtr. 4:

ACTION STEPS:

**TIME
LINE**

**PERSON RESPONSIBLE
FOR REPORTING
PROGRESS:**

Francis Howell Central High School 2017-2018 School Improvement Plan

1) Administration will meet with AP teachers to review results and to explain this year's AP SIP Goal, Strategy and Action Steps. AP teachers will receive detailed reports showing AP standards that were areas of strength and areas of weakness during the 2016-2017 testing season.	September	Lammers
2) AP teachers will submit their individual 2017-2018 goal for their students' participation and performance level on AP exams and will receive updates on progress toward their test registration percentages during the spring AP window.	September	Lammers
3) FHC will monitor student AP test registration and will communicate levels to the appropriate AP teachers.	February – May	Lammers
4) During the registration process, FHC will use the "AP Predictor" formula, the AP Potential report, Academic Night, and a student-friendly video to target and recruit students and parents for appropriate placement in AP courses. FHC will use the data to identify and recruit all students with AP potential. (PI2, PI5)	December, January, April	Lammers
5) Dr. Arnel will uphold the AP / Honors drop process.	Ongoing	Lammers
6) The FHC AP Steering Committee will monitor student performance in AP courses and will dialogue with AP stakeholders about the health of the program.	Ongoing	Lammers
7) FHC will run an "AP Summer Camp" to prepare students and parents for the class. (PI2, PI5)	June	Lammers
8) The FHC ESC Counselor will offer anxiety support for high achievers on a quarterly basis.	Ongoing	Lammers
9) FHC will host an AP Parent Night to educate parents about Advanced Placement courses at FHC. (PI2, PI5)	January	Lammers
10) FHC will run one section of an elective "Foundations of AP" class to support first-time AP students.	August	Lammers
11) FHC will create the MAC Scholars program to promote college & career readiness, including AP enrollment, for traditionally underrepresented groups.	September	Stofer
SMART STRATEGY # 6 AND MEASUREMENT: (College & Career Readiness) The Class of 2018 will achieve an ACT composite average of 22.2. Every member of the Class of 2018 will have taken an appropriate college / career assessment.		

Francis Howell Central High School
2017-2018
School Improvement Plan

Person Responsible for Reporting Progress:

Luke Lammers, Associate Principal

Progress Metric:

FHC will use internal ACT score tracking to monitor progress.

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:

- Students in ACT Prep have taken their first Mock ACT to establish a baseline for growth.
- FHC administration is collaborating with guidance to pair juniors with their appropriate college or career assessment.
- ACT vouchers are being provided to students in the FRL subgroup.
- FHC will participate in an ACT preparation awareness event with Dr. Mark Arnold on Wednesday, October 25th.
- FHC administered the Retired ACT to sophomores in September.
- Non-EOC PLCs that primarily teach 11th graders (Chemistry, English III) are including ACT standards in their goal planning.
- All FHC juniors have been enrolled in an ACT Prep course on Study Island. They will be given login instructions on Wednesday, October 25th.
- Every member of the senior class has been recruited to take the ACT an additional time during their senior year.
- FHC is in the process of generating a list of all current seniors who have not taken a college or career assessment. All such students will be administered an appropriate assessment.
- After the September administration of the ACT, 93.6% of the FHC Class of 2018 has taken an ACT exam. Based on internal monitoring, the current internal composite average for the Class of 2018 is 21.6, which is 0.6 points lower than the Class of 2017 at the same juncture.

Qtr. 2:

- Students in ACT Prep have taken their second Mock ACT. The composite average growth from 1st to last mock was 4.86, exceeding 16-17 by 0.78, or 19.1%.
- FHC administration is collaborating with guidance to pair juniors with their appropriate college or career assessment (Work Keys, ACT, ASVAB).
- ACT national test vouchers are being provided to students in the FRL subgroup.
- FHC held an ACT preparation awareness event with Dr. Mark Arnold on Wednesday, October 25th and has secured his services for four consecutive Saturdays in the spring.

Francis Howell Central High School 2017-2018 School Improvement Plan

- FHC administered the Retired ACT to sophomores in September. Results have been used to recruit students for ACT Prep registration. Results have also been included in the AP Predictor report.
- All FHC juniors have been given login instructions for a free Study Island ACT prep course. As of 12/19/17, FHC students have correctly answered 78.1% of the questions in the course.
- After the December administration of the ACT, 95.2% of the FHC Class of 2018 has taken an ACT exam. Based on internal monitoring, the current internal composite average of most recent tests for the Class of 2018 is 21.8, which is 0.1 lower than the Class of 2017 final composite average.
- 53.2% of the senior class has taken the exam more than once, with 73.0% of that group increasing their score on subsequent exams, which is short of Q2 2016-2017 by 5.2%. The average increase for seniors with multiple assessments is 1.1 points, which is short of Q2 2016-2017 by 1.8.
- 14 seniors have not taken a college or career assessment. 12 are scheduled to take a Work Keys assessment in the spring. 1 has been on Homebound. 1 is applying to MO Options.
- 26 members of the Class of 2018 have earned ACT scores of 31 or higher, which is the traditional score to earn Bright Flight status.

Historical Bright Flight By Grad Class					
2014	2015	2016	2017	2018	2019
34	30	34	44	26	11

- 91 FHC students from all classes have successfully increased their ACT score by 3 points or by taking the test multiple times.

Qtr. 3:

- Based on students' most recent scores, the Class of 2018 carries a composite average of 21.8, which is short of the goal by 0.4 and 0.1 below the Class of 2017.
- 95.3% of the Class of 2018 has taken an ACT, which is 1.0% higher than the Class of 2017 at the same juncture.
- Four seniors who currently attend FHC are missing a CCR assessment (ACT, ASVAB, WorkKeys). Three will take the Work Keys on April 12th. One has refused all testing.
- FHC has begun a student recognition campaign that recognizes students who have raised their ACT scores by 3 points or more and who have scores of 30 or better.
- 55.5% of the Class of 2018 has taken multiple ACT exams, which is 1.2% lower than the Class of 2017 at a similar time.
- 72.5% (4.2% decrease) of seniors who have taken multiple ACT exams have increased their score on subsequent exams. The average increase has been 1.20 from their first test to their highest score. At a similar juncture, the Class of 2017's average growth for multiple-exam takers was 3.0
- FHC juniors participated in differentiated ACT Prep sessions with Dr. Mark Arnold in February and March.

Francis Howell Central High School 2017-2018 School Improvement Plan

- 3 current FHC students have perfect ACT scores: 1 senior and 2 juniors.
- FHC is facilitating a ZAPS ACT Prep session.
- Students taking ACT Prep have taken 2 mock ACT exams. Gains reports are not furnished until students take their third assessment.
- Retired ACT scores were used to recruit students for enrollment in ACT Prep for the 2018-2019 school year.
- 27 members of the Class of 2018 have earned ACT scores of 31 or higher, which is the traditional score to earn Bright Flight status.

Historical Bright Flight By Grad Class						
2014	2015	2016	2017	2018	2019	2020
34	30	34	44	27	18	1

- 107 FHC students from all classes have successfully increased their ACT score by 3 points or by taking the test multiple times.
- 65 FHC students from all classes have ACT scores of 30 or higher.

Qtr. 4:

ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) FHC will use a mock ACT and formative assessment during two sections of a for-credit ACT prep class each semester and will track ACT scores for the participating students.	Ongoing	Lammers
2) Juniors will be matched with the College & Career Readiness assessment (ACT, ASVAB or WorkKeys) that promotes the most appropriate level of rigor. Parent input will be solicited. (PI5)	November	Lammers
3) All juniors and seniors on Free and Reduced Lunch will receive vouchers to pay for ACT registration up to two times. Parents will be notified when students receive these vouchers. (PI2)	Ongoing	Lammers
4) FHC will facilitate the following ACT Prep opportunities: Spring differentiated prep sessions and a fall ACT Prep awareness event with a SLU professor, paid 1-on-1 tutoring after school throughout the year, ZAPS tutoring after school.	March	Lammers

Francis Howell Central High School
2017-2018
School Improvement Plan

5) 10 th and 11 th Grade non-EOC PLCs will draft and implement SMART Goals tailored to ACT performance.	October	Lammers
6) All juniors will be enrolled in a free ACT Prep course on Study Island. Instructions for use and monitoring will be shared with parents. (PI2, PI4)	Ongoing	Lammers
7) FHC seniors and parents will be encouraged and supported in their efforts to take the ACT at least one additional time. (PI1, PI2)	September	Lammers
8) FHC seniors who have not taken the ACT will be identified to take the WorkKeys or ASVAB assessments. FHC juniors who are not intending to attend college will take a WorkKeys or ASVAB assessment.	March	Lammers
9) FHC sophomores will take a retired ACT during the fall semester.	September	Lammers
10) Retired ACT scores will be used to target students for registration in FHC's ACT Prep Course for 2017-2018.	December	Lammers
<p>SMART STRATEGY # 7 AND MEASUREMENT: (Drop Out Rate) The FHC Class of 2018 will have a drop rate of 1.5%, which will represent a drop of 0.2% from the Class of 2017. This represents a decrease of 1 student, from 7 to 6.</p> <p>Person Responsible for Reporting Progress: Luke Lammers, Associate Principal</p> <p>Progress Metric: Internal monitoring of dropouts for the Class of 2018</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS: Qtr. 1:</p>		

Francis Howell Central High School
2017-2018
School Improvement Plan

- As of October 10th, this year 4 members of the Class of 2018 have dropped from FHC and have not enrolled elsewhere.

Qtr. 2:

- As of December 20th, this year 6 members of the Class of 2019 have dropped from FHC and have not enrolled elsewhere. This exceeds Q2 2016-2017 by 1 student.

Qtr. 3:

- As of March 14th, this year 9 members of the Class of 2019 have dropped from FHC and have not enrolled elsewhere. This exceeds Q2 2016-2017 by 2 students.

Qtr. 4:

ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) The FHC STAT team and Freshman Seminar program will identify students in need of academic, social, attendance, and behavioral interventions and will establish support plans and improvement goals for students in crisis.	Monthly	Syron
2) FHC counselors and administrators will refer students to intervention programs like FHU and MO Options based on each student's relative level of need and aptitude.	Ongoing	Holmes
3) FHC will assign students to Guided Study Hall for intense academic intervention in real-time.	Ongoing	Alpha Principals
4) FHC will follow established processes to identify students for placement into Success sections and will follow similar process to facilitate in-year moves into Success classes.	Ongoing	Lammers
5) Alpha principals will use a watch list system to implement a goal setting and progress monitoring system for students in their case load.	Quarterly	Alpha Principals

Francis Howell Central High School
2017-2018
School Improvement Plan

ATTENDANCE

1 YEAR GOAL: In the 17/18 school year FHC will monitor the following benchmarks:

1. **90/90 Status:** FHC will increase its yearly percentage from the 16/17 school year of 87.5 to 90% insuring that the educational expectation is met.
2. **During the 17/18 academic year, FHC will look to reduce its students with 8+ absences each semester by 5%. In order to meet this expectation, FHC will have to reduce first semester by 11 students (222) and second semester by 17 students (338).**
3. **During the 17/18 school year, FHC will look to obtain a staff approval rating of 80% or higher in the category of, "Excessive Absences are handled consistently by administrators at FHC." We are looking to raise our second semester score of 67.6%**

90/90	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
FHC 18	87.0	87.0	87.4	85.8	85.7	86.7	86.2				

Francis Howell Central High School
2017-2018
School Improvement Plan

FHC 17	90.0	90.8	90.3	89.1	88.7	88	87.6	87.2	87.1	87.5		
FHC 16	92.10	91.00	90.30	88.9	89.3	90.8	89.7	89.6	89.1	89.39		
FHC 15	89.50	90.00	89.90	88.60	87.80	87.30	87.40	88.50	88.50	88.80	-----	

1 YEAR GOAL - UPDATE/ADJUSTMENTS

SMART STRATEGY #1 AND MEASUREMENT: 90/90 Status: FHC will increase its yearly 90/90 percentage from the 16/17 school year of 87.3% to 90% insuring that the educational expectation is met.

Person Responsible for Reporting Progress: Brian Warner

Progress Metric: Tableau, Monthly Messages from Zach Braddy

Francis Howell Central High School
2017-2018
School Improvement Plan

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:		
<p>Qtr. 1: At the end of the first quarter, FHC’s current 90/90 status is at 87%. We are three points off of our target goal of 90%.</p> <p>Qtr. 2: At the end of the first semester, FHC’s current 90/90 status is at 85.7%. When reviewing numbers from this year to last, a significant increase can be found in the number of students who have 6 and 7 full day absences. Attention will need to be given to this recent section of our student body.</p> <p>Qtr. 3: At the end of the third quarter FHC has seen its 90/90 status rise from first semester to a 86.2. However due to our lower than average numbers, FHC has reached out to outside districts to learn how they track their daily attendance. FHC has developed a new weekly spreadsheet that monitors total days of absences and Unexcused absences in a easy to read format.</p> <p>Qtr. 4:</p>		
Action Steps:	Time Line	Staff Responsible:

Francis Howell Central High School
2017-2018
School Improvement Plan

1. Daily reports for student attendance will be run and shared with A-Team members	Daily	S. Channell
2. Monthly reports will be emailed to the staff updating any issues or reasons for lack of attendance – necessary information to support students and families	Monthly	B. Warner
3. Monthly 90/90 reports including building results and student cases will be gathered to track FHC's yearly numbers	Monthly	Z. Braddy
4. FHC will update families on a quarterly basis through the use of letters including their child's 90/90 status.	Quarterly	Attendance Office
5. Celebrations will occur on the Wall of Honor for those who obtain perfect attendance and celebrations will also occur during lunches for those who are obtaining 90/90 on a quarterly basis.	Quarterly	B. Warner

SMART STRATEGY #2 AND MEASUREMENT: During the 17/18 academic year, FHC will look to reduce its students with 8+ absences each semester by 5%. In order to meet this expectation, FHC will have to reduce first semester by 11 students (222) and second semester by 17 students (338).

Person Responsible for Reporting Progress: Brian Warner

Progress Metric: Inf. Campus, Bi-Weekly reports

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: FHC at the end of the first quarter had a total of 53 students with 8+ absences. That is up from the previous years 44 students within the same time frame; however, communication with families and staff have increased over the first

Francis Howell Central High School
2017-2018
School Improvement Plan

quarter- 10 diversionary meetings with DJO Trisha Campbell (end of summer and 1st quarter) and 100+ letters being sent home encouraging better attendance and communication with school and home.

Qtr. 2: Numbers for first semester are up from last year. Across the board in every category which includes 8+ absences, FHC had 265 students with 8+ absences. That is up from the previous year of 222. That accounts for approximately 14% of our student body.

Qtr. 3: With FHC attendance numbers low across the board, 8+ day counts is no different. At this time the number of days through 3rd quarter is at 123 students compared to last years 72.

Qtr. 4:

Action Steps:	Time Line	Staff Responsible:
1) Daily attendance reports will be sent to teachers with students who have received one or more “Unexcused” absences throughout the day.	Daily	Administrative Asst.
2) Faculty reports will be sent out on a daily basis to all staff members who forgot to enter their daily attendance for the previous day in the attempt to clean up any attendance errors.	Daily	Administrative Asst./Assistant Principals

Francis Howell Central High School
2017-2018
School Improvement Plan

<p>3) Students receiving two or more unexcused absences within the same day will be contacted by the automated phone system identifying attendance concerns. (Partnership type 2)</p>	Daily	Attendance Office
<p>4) Bi-Weekly class percentages will be posted at the main entrance creating student and parent awareness. Percentages will be mentioned and acknowledged during all three lunch shifts.</p>	Bi-Weekly	Administrative Asst.
<p>5) Bi-Weekly reports will be shared with A-Team and Guidance counselor staff members updating specific student cases and day counts.</p>	Bi-Weekly	Administrative Asst.
<p>6) Monthly "All staff" emails will be used to update necessary information for specific student cases.</p>	Monthly	Brian Warner
<p>7) Watch-list students will be generated by using the previous years numbers- with counselors and A-Team members meeting and developing individual goals to be tracked and monitored throughout the year.</p>	Bi-Weekly	A-Team/Guidance Dept.
<p>8) Celebrations for students who have shown improvement will take place at lunches at the end of every quarter.</p>	Quarterly	A-Team/Guidance Dept.
<p>9) 3 tiered communication system will be implemented for students who become chronically absent. Letters and conversations with families will begin at the start of</p>	Bi-Weekly	A-Team of Warner, Syron,

Francis Howell Central High School
2017-2018
School Improvement Plan

<p>the year and then occur when students miss 6+ and 9+ days of school.</p>		<p>Stofer and Davis</p>
<p>10) Home-visits may be conducted for students who miss 3+ days within the first 20 days. These meetings will be short in nature, with necessary paperwork and programs be provided to the student and family with helpful information addressing areas of concern. Documentation will be recorded on Sky-drive along with follow-up information. (Partnership 2, 5)</p>	<p>Monthly</p>	<p>A-Team/ Guidance Dept.</p>
<p>11) Students with excessive absenteeism and academic failure will be supported with a Buddy Teacher throughout the year. Students who will be supported with a teacher will have missed 12 or more absences and failed 2 or more courses.</p>	<p>Semester</p>	<p>K. Miller/ Designated Staff</p>
<p>SMART STRATEGY # 3 AND MEASUREMENT: During the 17/18 school year, FHC will look to obtain a staff approval rating of 80% or higher in the category of, "Excessive Absences are handled consistently by administrators at FHC." We are looking to raise our second semester survey score of 67.6%.</p> <p>Person Responsible for Reporting Progress: Brian Warner</p> <p>Progress Metric: Yearly Staff Survey Results</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p>		

Francis Howell Central High School
2017-2018
School Improvement Plan

Qtr. 1: During the break out session at the start of the year, FHC staff was informed how communication would be improved and corrected for staff to know students are being held accountable and found when missing. Communication with monthly reports have been sent out to staff one week into the following month. Late arriving students have been identified and held accountable with the assistance of the Attendance office, Mrs. Elliot and Mrs. Pinkham (129 student referrals have been made). Over 100 letters have been sent out to families that have students with concerning attendance records.

Qtr. 2: Based of the of the first semester staff survey results, the percentage of communication and consistency with excessive absences is up to 79%. That is still one point below our 80% expectation, but up from second semester score of 67.6%. Results also show a growing frustration among our staff with students who have excessive absenteeism. Better communication with our staff will need to occur if we expect to reach our goal of 80% in the second semester.

Qtr. 3: Survey results from staff have not come back at this point. But since first semester numbers, some adjustment have been made to the Late Arrivals and full day attendance monitoring procedures. Communication is still going out on a monthly basis and communication for the most needy occurs on a case by case event.

Qtr. 4:

ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:

Francis Howell Central High School
2017-2018
School Improvement Plan

1) Monthly reports will be sent out to staff containing necessary information pertaining to student absenteeism.	Monthly	B. Warner
2) Attendance Policies and Procedures will be reviewed and updated at the start of the first and second semesters. This will occur in the form of breakout sessions and stand-alone emails.	Semester	B. Warner
3) The newly developed communication program (3-Letters) will be reviewed with the staff at the start of the year during a break out session.	Start of the Year	A-Team
4) Student cases involving excessive absenteeism will be reviewed with staff after meetings have been held with students and families.	As needed	Assistant Principals/Dean of Students
5) Monthly after school meetings will be offered for staff to come and review specific student cases with their supervising principal..	Monthly	A-Team Members

BEHAVIOR

1 YEAR GOAL:

Francis Howell Central High School
2017-2018
School Improvement Plan

- 1) By the end of the 2017-18 school year, FHC will maintain previous discipline issued for ISAP (247) and OSS (97) from the 2016-17 school year.
- 2) By the end of the 2017-2018 school year, FHC will maintain previous discipline issued for truancy (127), tardy (327) and classroom disturbance (116) from the 2016-17 school year.
- 3) By the end of the 2017-2018 school year, FHC will maintain the incidents of students with 4+ discipline incidents (96) from the 2016-17 school year.

1 YEAR GOAL - UPDATE/ADJUSTMENTS:

	08/09	09/10	10/11	11/12	12/13	13-14	14-15	15-16	16-17	+/- % (1yr)	3YR AVG	+/-% (vs 3yr Avg)
Tardy Incidents	808	1086	928	711	619	416	281	270	327	+21%	293	+11%
Truancy Incidents	1249	757	507	462	492	246	142	116	127	+9%	128	-1%
Class Dist. Incidents	363	244	154	280	137	123	82	61	116	+62%	86	+46%
Multiple Disc. Incidents (4+)						155	108	110	96	-13%	105	-9%

Francis Howell Central High School
2017-2018
School Improvement Plan

Angela Syron, Dean of Students

Progress Metric:

STAT will use student grades, attendance, and behavior, as well as anecdotal observations, to assign students a position on the intervention continuum (red, yellow, green).

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: The number of students in STAT has decreased from ten to seven, with two transferring to Union, and one moving.

Qtr. 2: The number of students in STAT has remained stable with seven students. One student moved and we added one new student.

Qtr. 3: Third quarter started with ten students, and has decreased to seven. One student moved, one is placed at ALC for the remainder of the year, and one transferred to Union.

Qtr. 4:

ACTION STEPS:

**TIME
LINE:**

**PERSON RESPONSIBLE FOR REPORTING
PROGRESS:**

Francis Howell Central High School
2017-2018
School Improvement Plan

1) FHC staff will continue use the Google Referral Form to refer students to STAT. The link to the form will be sent via Sonny's Cher at the end of each grading period.	Ongoing	Angela Syron/Kris Miller
2) Administration and counselors will meet monthly, reviewing student data, to begin tracking students for possible referral to STAT.	Monthly	All Administrators
3) Members of STAT will attend a Restorative Practices academy.	Spring 2018	Angela Syron
3) The FHC Education Support Counselor (Shannon Harting) will provide accommodations and intervention strategies for the most at-risk students.	Ongoing	Angela Syron

SMART STRATEGY # 2 AND MEASUREMENT: By the end of the 2017-18 school year, using student centered interventions, FHC will maintain the incidents of ISAP, OSS, our top three discipline incidents truancy, tardy and classroom disruption, and 4+ discipline incidents compared to 2016-17.

Person Responsible for Reporting Progress: Dave Stofer

Progress Metric: Data generated from Infinite Campus and Tableau. Zach Braddy and Stacey Galloway provide the monthly and quarterly data used to determine results.

Francis Howell Central High School
2017-2018
School Improvement Plan

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: Results for first quarter discipline data are as follows:

Tardy: 35 students were issued discipline, a decrease from 54 in 16-17.

Class Disturbance: 21 students were issued discipline, a decrease from 24 in 16-17.

Truancy: 23 students were issued discipline, an increase from 10 in 16-17.

Detentions Issued: 279 detentions issued, an increase from 167 in 16-17.

4+ Discipline Incidents: 23 students with 4+ discipline incidents, an increase from 11 in 16-17.

ISAP: 44 students assigned ISAP, an increase from 36 in 16-17.

OSS: 27 students assigned OSS, an increase from 21 in 16-

2nd Quarter/First Semester:

Tardy: Q2=63 (116-16-17). S1=104 (170-16-17)

Class disturbance: Q2=37 (45-16-17). S1=61 (69-16-17)

Truancy: Q2=59 (42-16-17), S1=84 (52-16-17)

Detentions Issued: Q2=290 (320-16-17), S1=600 (487-16-17)

4+ Discipline Incidents: S1=63 (46-16-17)

ISAP: Q2=52 (81-16-17), S1=100 (117-16-17)

OSS: Q2=23 (23-16-17), S1=52 (44-16-17)

3rd Quarter results are as follows:

Tardy: 63 compared to 91 in 16-17

Francis Howell Central High School
2017-2018
School Improvement Plan

<p>Class disturbance: 22 compared to 37 in 16-17 Truancy: 40 compared to 47 in 16-17 Detentions Issued: 259 compared to 327 in 16-17 4+ Discipline Incidents: 88 compared to 73 in 16-17. ISAP: 29 compared to 75 in 16-17 OSS: 28 compared to 35 in 16-17</p>		
ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p>1) Principals will conduct a breakout session in order to review POI and classroom management procedures, and promote the communication process from administration to staff regarding discipline practices and STAT referral process.</p>	Once a year	Dave Stofer Brian Warner
<p>2) Principals will pick 15 behavior at-risk students to set behavior goals with at the</p>	Quarterly	All Administrators

Francis Howell Central High School
2017-2018
School Improvement Plan

beginning of the school year.		
3) Principals and Counselors will meet monthly to review 4+ discipline report and identify interventions needed for specific students.	Monthly	All Administrators/Counselors
4) Principals will meet with at risk students during seminar to discuss progress toward achieving goals.	Monthly	All Administrators
5) An at risk Seminar class will be developed starting 2nd quarter giving students with behavior challenges a chance to learn from a four week session of lessons designed to help them manage their behavior and learn strategies to be successful.	Quarterly	Dave Stofer/Administrators

Francis Howell Central High School
2017-2018
School Improvement Plan

CLIMATE

ONE-YEAR GOAL (17/18) CERTIFIED / NON-CERTIFIED

In the 17/18 school year, our goal is to maintain all questions on the Certified Staff Survey at or above the target benchmark of 80%.

In the 17/18 school year, our goal is to maintain all questions on the Non Certified Staff Survey at or above the target benchmark of 80%.

Francis Howell Central High School
2017-2018
School Improvement Plan

ONE-YEAR GOAL (17/18) STUDENT / PARENT

In the 2017/2018 school year our goal is to achieve 90% overall satisfaction on the student survey.

FHC will maintain student survey general question target percentage of 70% (strongly agree / agree)

in addition, 80% on all district student questions.

In the 2017/2018 school year our goal is to achieve 87% overall A/SA satisfaction on the Parent Survey.

1 YEAR GOAL - UPDATE/ADJUSTMENTS:

Measuring Tool: Certified Staff Climate Survey

As of end year (16/17), 14 /15 questions met the target benchmark of 80%.

Lowest Response: Excessive absences are handled consistently by administrators at FHC (Sem1 85% / Sem 2 68%) *SIP Attend Strategy #3

Francis Howell Central High School
2017-2018
School Improvement Plan

Measuring Tool: Non Certified Staff Climate Survey

As of end year (16/17) 4/5 questions met the target benchmark of 80%.

Lowest Response: There are opportunities for shared decision making in our school (Sem 1 81% / Sem 2 72%)

Measurement Tool: (16/17) Student Survey

District Questions Agree = 100% overall satisfaction.

General Questions Agree = 100% overall satisfaction.

Lowest Response: As a student at FHC, I feel I have "A Voice" in my school (72%)

Additional SIP Monitoring Factors:

Student Bullying Awareness and Incident Reporting

Parent Survey Question #5 As a parent I feel connected to my school (15/16 92% / 16/17 91%)

SMART STRATEGY #1 AND MEASUREMENT: FHC will meet or exceed a rating of 80% overall satisfaction on the staff (cert & non-cert) climate survey in the area of shared decision making and open channels of communication by increasing the inclusion of all stakeholders through systematic methods of shared decision making and open communication in the 17/18 school year.

Francis Howell Central High School
2017-2018
School Improvement Plan

Person Responsible for Reporting Progress: Marty Davis		
Progress Metric: Staff Climate Survey		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:		
<p>Qtr. 1: Action Steps 1-5, 8 & 9 are in place ongoing. Staff signing up for Amb of Fun Committee & they are recruiting plan members.</p> <p>Qtr. 2: All Action Steps are being implemented. Ambassador of Fun Committee hosting All Staff Social Jan 6</p> <p>Held meeting with all staff with panel discussion & back channel chat leading to positive outcome of Collaborative Discipline Flowchart to promote consistency in communication & handling discipline. Cert & Non Cert Survey results above 80% satisfaction on all monitored questions.</p> <p>Qtr. 3: Action Steps 1-8 Ongoing</p> <p>Qtr. 4:</p>		
ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:

Francis Howell Central High School 2017-2018 School Improvement Plan

	Yearly	#1 Arnel
Action Step #1: Weekly Leadership Meetings		#2 Arnel
Action Step #2: Monthly Department Chair Meetings		#3 DC & ATeam
Action Step #3: Department Meetings with DC & A Team Member		#4 Arnel & ATeam
Action Step #4: Sitting with Sonny (each dept. represented)		#5 Arnel
Action Step #5: Monthly FHEA Rep Meeting		#6 ATeam
Action Step #6: Share Feedback from Spartan Café Input Sessions		#7 Stofer
Action Step #7: 2x Year Indiv Para Mtgs & Weekly PLC Mtgs w/ Paras & Essential Skill Staff for Shared Decision Making		#8 Arnel & Lead AA
Action Step #8: Scheduled Monthly Admin Asst Support Staff Meetings		#9 Davis & Zykan
Action Step #9: Ambassadors of Fun Social Committee to include Cert & Non Cert (planning of off-site social actvts)		#10 Davis & ATeam
Action Step #10 Implementation of Staff Surveys 2x Year & 80% Participation		

Francis Howell Central High School
2017-2018
School Improvement Plan

SMART STRATEGY #2 AND MEASUREMENT: During the 2017-18 school year, FHC will monitor student survey results for questions related to bullying to obtain baseline data for interventions and reporting of bullying.		
Person Responsible for Reporting Progress: Marty Davis / Dave Stofer		
Progress Metric: Student Climate Surveys		
SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:		
Qtr. 1: Reviewed Bullying policy at beginning of year & began documenting any Bullying Incidences on Sharepoint spreadsheet.		
Qtr. 2: Student Survey given December 21/ 17% responded they had been bullied / 82% not bullied / Guidance has documented 3 bullying incidences.		
Qtr. 3: Jan Seminar Bullying Activity & Review of COC Bullying & Demeaning Speech		
Began implementing the District Bullying Investigation Form - no confirmed cases.		
Qtr. 4:		

Francis Howell Central High School
2017-2018
School Improvement Plan

ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS
1) Review District Bullying Policy COC Booklet (Page 23)	Aug Sem 2	Davis Guidance / Ahearn
2) All School Bullying Activity (January)	Yearly	Davis & Holmes
3) Guidance Counselors & Administrators Track Reported Bullying Incidences & Strategies used to correct behaviors	December	Davis
4) Student Climate Survey	Sem 2	Davis / Ahearn
5) Review of Student Classroom Bullying Contract for Future Use		

Francis Howell Central High School
2017-2018
School Improvement Plan

<p>SMART STRATEGY #3 AND MEASUREMENT: <i>By the end of the 17/18, school year staff will have recognized more students with Spartan Stars than the number of discipline detention notices written by teachers.</i></p> <p><i>[Data 15/16 513 Student Stars / 924 Detentions] [Data 16/17 1066 Student Stars / 968 Detentions]</i></p> <p>Person Responsible for Reporting Progress: Marty Davis & Dave Stofer</p> <p>Progress Metric: Quarterly Count of Submitted Spartan Stars & Discipline Data</p>			
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1: Action Steps 1&2 are being implemented. STAR Count for Qtr 1: 255 Total (179 to students)</p>			

Francis Howell Central High School
2017-2018
School Improvement Plan

Qtr. 2: All Action Steps ongoing. STAR Count for Qtr 2: 462 Total (333 to students)

Qtr. 3: All Action Steps Ongoing. STAR Count for Qtr 3 192 Total (132 to students)

Qtr. 4:

ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Staff will be given 20 Spartan Stars to write for Student Recognition	Aug	Davis
2) Promote writing Stars during special recognition weeks & key times of year	Yearly	Davis
3) Communication to Staff on Quarterly Progress of Star Count	Qtrly	Davis

Francis Howell Central High School
2017-2018
School Improvement Plan

SMART STRATEGY #4 AND MEASUREMENT:

On the 17/18 Student Survey students will have 75% overall satisfaction on the question related to student voice (72% 16/17)

Person Responsible for Reporting Progress: Marty Davis

Progress Metric: Student Climate Survey

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: Diversity Club has met regularly, sponsored Dr Strayhorn Event, Action Steps 1,3,4,&5 are in place and ongoing.

Qtr. 2: All Action Steps are being implemented. Student Survey given electronically Dec 21 - 1551 student responses/ 53% satisfaction of students feeling they have “a voice” in their school (1203 answered / 348 skipped the question)

Diversity Club led out schoolwide Red Ribbon Week Activities / Attended Gateway 2 Change Summit / Epsilon Beta Students sponsored Veteran Day Recognition. Students spoke to Staff at Luncheon in Dec on behalf of the TOY Nominees

Qtr. 3: ActionSteps 1-5 are Ongoing. FHC students participated in National Walk-out Day on March 14. Diversity Club organized and held Black History Month Activities. 10 Give A Stars (Student to Student). Collaboration Meetings with FHH & FHN to create /video a PSA (Public School Announcement)

Francis Howell Central High School
2017-2018
School Improvement Plan

Qtr. 4: Video of PSA with FHH & FHN Student Actors

ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) FHC Diversity	Yearly	Davis & Eiswirth
2) Student Town Hall Meetings (Digital Town Hall during Seminar or Lunch on Big Initiatives)	Yearly	Arnel / Davis
3) Principal Council	Yearly	Arnel
4) Activities Student Leadership Council	Yearly	Harris
5) Guidance Support Groups	Yearly	Counselors & ESC
6) Student Input for Teacher of the Year and Support Staff of the Year Nomination Processes	Jan / Feb	Davis
7) Student Give A Star Recognition (Stars Written by students for Staff and Student Recognition)	Yearly	Davis

Francis Howell Central High School
2017-2018
School Improvement Plan

8) Student Climate Survey	Dec	Davis
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SMART STRATEGY # 5 AND MEASUREMENT:

In the 17/18 school year FHC will survey 30% of our parents and achieve 87% or above satisfactory on the Parent Survey

Person Responsible for Reporting Progress: Marty Davis

Progress Metric: Parent Climate Survey

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Francis Howell Central High School
2017-2018
School Improvement Plan

Qtr. 1: Thus far 115 Parents have taken the survey with responses above satisfactory. 6 Parents walked in the homecoming parade, 321 Postcards were sent out to parents for PT Conferences & Action Steps 6,7,10,11 & 12 implemented.

Qtr. 2: Principal Coffee Chat held Dec 5 - 17 attendees / Parent Learning Connections Info Sessions held during PT Conf / Administrators attending monthly Parent Club Meeting providing support and obtaining input on school initiatives. Action Step 7 is being implemented.

Qtr. 3: Action Step 1,4,5,6,7,9,11 & 12 in Progress. Mailed 253 Postcards to Parents for PT Conf. 301 Parent Surveys

Qtr. 4:

ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS
Action Step #1: Parent Updates on SIP & Opportunity for Input (PI 2 & PI 5)		

Francis Howell Central High School 2017-2018 School Improvement Plan

Action Step #2: Family Engagement: Parents in Homecoming Parade (PI 3)	Yearly For All	#1 Arnel
Action Step #3: Family Engagement: Movie Night on the Football Field		#2 Davis & Stuco Sponsor
Action Step #4: Send A Star (Stars written by parents to staff for recognition)		#3 Harris & Davis
Action Step #5: Parent Teacher Conference Postcard Campaign (2x Year) (PI 2& PI 4)		#4 Davis
Action Step #6: Collaborate with Parent Club Leaders & Provide Support (PI 2,3 & 5) Administrators attend monthly combined parent club meetings & provide team feedback.		#5 Davis
Action Step #7: Activities Seasonal Meeting & Parent Activity Advisory Council (PI 2,5)		#6 ATeam
Action Step #8: Semester Principal Coffee Chats (PI 2,4,6)		#7 Harris
Action Step #9: Learning Commons Parent Info Nights (PI 1,2,4)		#8 Davis & Arnel
Action Step #10: New Enrollees Info Welcome Letter w/4 Sport Ticket Vouchers (Sept & Jan) (PI2)		#9 Head & Lamartina
Action Step #11: Parent Link to Learning Opportunities: ~ FHC Parent Learning Connections (PI 1,2,4,6)		#10 Davis & Ahearn
Action Step #12: Monthly Publication of High School Years : Resource for Educators and Parents in E News and on FHC Website (PI 1,2,4)		#11 ATeam
Action Step #13: Conduct Parent Survey of 5 District Questions (PI 2)		#12 Davis & Hall / #13 Davis

Francis Howell Central High School
2017-2018
School Improvement Plan

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Francis Howell Central High School
2017-2018
School Improvement Plan

SMART STRATEGY # 6 AND MEASUREMENT:		
<p>FHC will have fewer than 7 negative unsportsmanlike MSHSAA special reports and fewer than 12 yellow cards in boys/girls soccer combined for the 17/18 school year.</p>		
<p>Person Responsible for Reporting Progress: Scott Harris</p>		

Francis Howell Central High School
2017-2018
School Improvement Plan

Progress Metric: MSHSAA Reports & Yellow Cards		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1: 1st Quarter: 12 Yellow Cards, 2 Red Cards, 2 Unsportsmanlike Reports & 2 Complimentary Reports. Action Steps 1, 2, 3, 4, 5, 6, 7 & 8 implemented.</p> <p>Qtr. 2: 2nd Quarter: 2 Yellow Cards, 1 Unsportsmanlike Report & 1 Complimentary Report. Action Steps 1, 2, 3, 4, 5, 6, 7 & 8 implemented.</p> <p>Qtr. 3: 3rd Quarter: 2 Unsportsmanlike Reports & 2 Complimentary Reports. Action Steps 1, 2, 3, 4, 5, 6, 7 & 8 implemented.</p> <p>Qtr. 4:</p>		
	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS
ACTION STEPS:	Yearly	

Francis Howell Central High School
2017-2018
School Improvement Plan

Action Step #1: Seasonal Coaches Meetings	For All Yearly for All	Scott Harris	
Action Step #2: Seasonal Athlete / Parent Meetings (PI 2)			
Action Step #3: Activities Student Leadership Council			
Action Step #4: Pro-Active One on One Conf with student/parent as needed (PI 1,2,4)			
Action Step #5: Promotion/Announcements of Sportsmanlike Conduct			
Action Step #6: Monitor MSHSAA "Complimentary Reports" Qtrly to continually improve sportsmanship of our students, coaches & parents.			
Action Step #7: Continuation of "What Drives Winning" character education program.			
Action Step #8: Delegation of student and coaches will attend MSHSAA Sportsmanship Summit			
Action Step #9: Implement Seasonal Parent Advisory Council			

Francis Howell Central High School
2017-2018
School Improvement Plan

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