

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).

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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

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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	
21.9						

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<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			

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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 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.

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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%
	RL9-10.1	66.5%		35.0%		-31.5%
	RL9-10.2	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%		
Page 6 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		

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<p>Qtr. 2:</p> <p>Qtr. 3</p> <p>Qtr. 4:</p>		
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>		

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Person Responsible for Reporting Progress:

Luke Lammers, Associate Principal

Progress Metric:

FHC will use quarterly walk-through data and NEE indicator reports to monitor progress.

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:

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<p>Qtr. 3:</p> <ul style="list-style-type: none"> • <p>Qtr. 4:</p> <ul style="list-style-type: none"> • 		
ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Intensive PD will be offered on CITW Instructional Strategies throughout the year.	Monthly	Lammers
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

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<p>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.</p>	<p>Monthly</p>	<p>Lammers</p>
<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> <p>Progress Metric: Mastery Connect data recorded for Special Education Students.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>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: 1st Quarter formative not yet given. American Government: 2Cb = 10.5% Mastery. 1Ad = 0% Mastery. 1Aa = 47.4% Mastery.</p> <p>Qtr. 2:</p> <p>Qtr. 3:</p> <p>Qtr. 4:</p>		

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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 plans. • Every PLC with a presence in MasteryConnect has pulled or received current mastery data. 		

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- 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:

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Qtr. 3:

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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

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<p>4) PLC Leaders will receive 6 hours of training on academic initiatives and PLC best practices.</p>	<p>July October March</p>	<p>Lammers</p>
<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> <p>Person Responsible for Reporting Progress: Luke Lammers, Associate Principal</p> <p>Progress Metric: FHC will use AP teachers' goals and AP exam enrollment tallies to monitor progress.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1:</p> <ul style="list-style-type: none"> ● 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. 		

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<ul style="list-style-type: none"> • 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. <p>Qtr. 2:</p> <ul style="list-style-type: none"> • <p>Qtr. 3:</p> <ul style="list-style-type: none"> • <p>Qtr. 4:</p>		
ACTION STEPS:	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
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)	July	Lammers

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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
<p>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.</p> <p>Person Responsible for Reporting Progress: Luke Lammers, Associate Principal</p> <p>Progress Metric: FHC will use internal ACT score tracking to monitor progress.</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1:</p> <ul style="list-style-type: none"> ● 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. 		

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<ul style="list-style-type: none"> 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. <p>Qtr. 2:</p> <ul style="list-style-type: none"> <p>Qtr. 3:</p> <ul style="list-style-type: none"> <p>Qtr. 4:</p>		
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
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

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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:</p> <p>Qtr. 1:</p> <ul style="list-style-type: none"> ● As of October 10th, this year 4 members of the Class of 2018 have dropped from FHC and have not enrolled elsewhere. <p>Qtr. 2:</p> <ul style="list-style-type: none"> ● <p>Qtr. 3:</p>		

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• 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

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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										
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	-----	

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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

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

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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%.

Qtr. 2:

Qtr. 3:

Qtr. 4:

Action Steps:	Time Line	Staff Responsible:
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

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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 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:

Qtr. 3:

Qtr. 4:

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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
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)	Daily	Attendance Office
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.	Bi-Weekly	Administrative Asst.
5) Bi-Weekly reports will be shared with A-Team and Guidance counselor staff members updating specific student cases and day counts.	Bi-Weekly	Administrative Asst.

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6) Monthly "All staff" emails will be used to update necessary information for specific student cases.	Monthly	Brian Warner
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.	Bi-Weekly	A-Team/Guidance Dept.
8) Celebrations for students who have shown improvement will take place at lunches at the end of every quarter.	Quarterly	A-Team/Guidance Dept.
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 the year and then occur when students miss 6+ and 9+ days of school.	Bi-Weekly	A-Team of Warner, Syron, Stofer and Davis
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)	Monthly	A-Team/ Guidance Dept.

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<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> <p>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.</p> <p>Qtr. 2:</p>		

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Qtr. 3:		
Qtr. 4:		
ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
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

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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
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BEHAVIOR

1 YEAR GOAL:

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)
				2								

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Tardy Incidents	808	1086	928	711	619	416	281	270	327	+21%	293	+11%
Tuancy 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%	105 105	-9%
	08/09	09/10	10/11	11/12	12/13	13-14	14-15	15-16	16-17	+/-% (1yr)	3YR AVG	+/-% (vs 3yr Avg)
OSS placements	170	209	129	168	120	138	96	117	97	-17%	103	-6%
ISAP placements	433	516	381	325	309	300	218	242	247	+2%	236	+5%

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SMART STRATEGY #1 AND MEASUREMENT:

The Student Teacher Assistance Team (STAT) will monitor progress of our most at-risk students using a tiered approach to interventions. By participating in interventions, 80% of referred students will show academic/behavioral improvement within one full semester of the STAT referral.

Person Responsible for Reporting Progress:

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:

Qtr. 3

Qtr. 4:

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ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
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
<p>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.</p> <p>Person Responsible for Reporting Progress: Dave Stofer</p> <p>Progress Metric: Data generated from Infinite Campus and Tableau. Zach Braddy and Stacey Galloway provide the monthly and quarterly data used to determine results.</p>		

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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 16-17.

ACTION STEPS:

**TIME
LINE:**

**PERSON RESPONSIBLE
FOR REPORTING
PROGRESS:**

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.

Once a year

Dave Stofer
Brian Warner

2) Principals will pick 15 behavior at-risk students to set behavior goals with at the beginning of the school year.

Quarterly

All Administrators

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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 twice a month 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

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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%.

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.

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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

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

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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.

Person Responsible for Reporting Progress: Marty Davis

Progress Metric: Staff Climate Survey

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

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.

Qtr. 2:

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Qtr. 3: Qtr. 4:		
ACTION STEPS:	TIME LINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
	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

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<p>Action Step #9: Ambassadors of Fun Social Committee to include Cert & Non Cert (planning of off-site social actvts)</p> <p>Action Step #10 Implementation of Staff Surveys 2x Year & 80% Participation</p>		#10 Davis & ATeam
<p>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.</p> <p>Person Responsible for Reporting Progress: Marty Davis / Dave Stofer</p> <p>Progress Metric: Student Climate Surveys</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1: Reviewed Bullying policy at beginning of year & began documenting any Bullying Incidences on Sharepoint spreadsheet.</p> <p>Qtr. 2:</p> <p>Qtr. 3:</p>		

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Qtr. 4:

ACTION STEPS:

**TIME
LINE**

**PERSON RESPONSIBLE
FOR REPORTING
PROGRESS**

- | |
|---|
| |
| |
| 1) Review District Bullying Policy COC Booklet (Page 23) |
| 2) All School Bullying Activity (January) |
| 3) Guidance Counselors & Administrators Track Reported Bullying Incidences & Strategies used to correct behaviors |

Aug
Sem 2
Yearly
December

Davis
Guidance / Ahearn
Davis & Holmes
Davis

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4) Student Climate Survey	Sem 2	Davis / Ahearn
5) Review of Student Classroom Bullying Contract for Future Use		
<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>		

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SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: Action Steps 1&2 are being implemented. STAR Count for Qtr 1: 255

Qtr. 2:

Qtr. 3:

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

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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:

Qtr. 3:

Qtr. 4:

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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
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:

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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:

Qtr. 3:

Qtr. 4:

ACTION STEPS:	TIME	PERSON RESPONSIBLE
Action Step #1: Parent Updates on SIP & Opportunity for Input (PI 2 & PI 5)	LINE Yearly	FOR REPORTING PROGRESS
Action Step #2: Family Engagement: Parents in Homecoming Parade (PI 3)		#1 Arnel
Action Step #3: Family Engagement: Movie Night on the Football Field		#2 Davis & Stuco Sponsor

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Action Step #4: Send A Star (Stars written by parents to staff for recognition)	For All	#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

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SMART STRATEGY # 6 AND MEASUREMENT: 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. Person Responsible for Reporting Progress: Scott Harris Progress Metric: MSHSAA Reports & Yellow Cards		

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<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</p> <p>Qtr. 2:</p> <p>Qtr. 3:</p> <p>Qtr. 4:</p>		
	TIME LINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS
<p>ACTION STEPS:</p> <p>Action Step #1: Seasonal Coaches Meetings</p> <p>Action Step #2: Seasonal Athlete / Parent Meetings PI 2</p> <p>Action Step #3: Activities Student Leadership Council</p>	<p>Yearly</p> <p>For</p> <p>All</p>	<p>Scott Harris</p>

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Action Step #4: Pro-Active One on One Conf with student/parent as needed (PI 1,2,4)	Yearly for All	
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		

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