

# School Improvement Plan At-A-Glance

Francis Howell School District  
2024-2025



## Francis Howell High School

# 1

Teaching  
&  
Learning

### Big Ideas in Strategies

- Content specific Professional Learning Community Teams (PLC) Teams in every academic department will establish an assessment plan that includes at least 6 common formative assessments covering the essential course outcomes and regularly discuss and review the data to ensure appropriate intervention strategies are provided to all students based on the results.
- The PLC Coaching Academy professional development will support the implementation of effective feedback strategies by teachers and the development of goal setting, resilience, and collaborative skills in students.
- The IXL program will be used to support the learning of all students and provide intervention for students on the individual standards they need support. The system will be used to implement intervention strategies to help students close the gaps in their learning in grade level, standard specific material as well as preparation for the ACT.
- Junior level classes in math, English, science, and social studies will provide mini-lessons for ACT specific support in their specific content area.
- Support the implementation of a practice ACT through the Learning Express Library.
- Provide communication to families about the available resources and the impact improving the ACT can have on college financing and academic success.
- Explore practice ACT for tenth and eleventh grade students as preparation for the formal exam in the spring of the eleventh grade year. Pair this effort with conversations around what college/career assessment may be best for students' individual career paths as they progress through high school.
- Students will be identified based on academic success indicators to make recommendations to the family to encourage increased enrollment in challenging course work.
- Conduct a monthly all staff activities focused on improving the school climate and skills in addressing student behavior effectively. In addition, teachers select an area for professional growth during this time such as using Canvas or implementing reader/writer workshop
- The Alternative Education department will develop strategies based on student performance data on benchmark assessments during the monthly PLC Team Meetings to intervene to support student groups mastery of priority standards assessed.
- In addition to the monthly department meetings, special education teachers will meet weekly in End of Course (EOC) PLC Teams to identify areas of need and success in student assessment data and develop interventions to support improvement,

# 2

## Culture & Climate

### Big Ideas in Strategies

- PLC Teams will establish a survey plan including at least 6 student check-ins to monitor student goals and perceptions of connection in the classroom. Teams will regularly discuss and review the data to develop plans to increase student resilience, accountability, and connection to the classroom through the use of Trauma Informed Practices.
- The PLC Coaching Academy professional development will support the implementation of effective feedback strategies by teachers and the development of goal setting, resilience, and collaborative skills in students.
- Identify students with consistent absences and communicate these concerns to family via email and phone calls.
- Include teachers, principals, counselors, sponsors, and coaches in conversations about frequent absences (both partial and full day) in order to foster meaningful connections with students and inspire presence and participation at school.
- Engage students below the 90/90 expectations in conversations to develop a plan and a system of support that facilitate their attendance 90% of the time.
- Hold students accountable for hourly unexcused absences through school consequences.
- Utilize a systematic process for tracking student academic and behavior success reviewed monthly
- Organize collaborative meetings with guidance, admin and intervention teachers to identify students areas of lagging skills and develop strategic intervention plans for each student and follow up after each grading period.
- Provide ongoing mentoring and Check in Check out processes for identified students.
- Each month students who have multiple suspensions will be referred to the CARE team process for development of intervention
- Develop Embrace the H campaign to encourage students/parents to get attached.
- Identify new strategies & carry out new processes for increasing attachment through the Embrace the H initiative.
- Meet with incoming freshmen and non-participants from 23-24 to develop a personal plan for attachment/involvement.
- Send communication to parents and meet seasonally with students cut from activities/sports.