

School Improvement Plan At-A-Glance

Francis Howell School District
2025-2026



Becky-David Elementary

1 Teaching & Learning	Maintain/Increase student achievement with our MAP scores in ELA and Math in our Student Group • PLCs will monitor and interpret data through appropriate data protocols with our STAR benchmark and summative assessments. • Using district Common Formative Assessments (CFAs) to monitor progress in ELA and Math. • Use summative assessments in ELA and Math to set up Tier 2 supports. • Establish and maintain collaboration structures for general education and special education. • Creating a collegial walkthrough structure so staff can observe and provide feedback to their colleagues on their tier 1 instruction and curriculum implementation. 76% of our students will meet grade level expectations as measured on their Early Literacy and CAT assessments by the spring benchmark. • Teachers will receive professional development and implement strategy groups as a core piece of their classroom instruction. • PLCs will monitor and interpret data using an appropriate data protocol after STAR benchmark assessments. • Use summative assessments to structure Tier 2 supports. • Unpack standards and align with proficiency scales to diagnose student need. • Special area classrooms will have monthly literacy challenges, assignments, or projects to promote literacy outside of ELA time.
2 Culture & Climate	Becky-David students in the FRL student group will increase proportional attendance rate from 84.1% in Spring 2024 to 88.1% or higher in Spring 2025. • As a part of our MTSS and interventions framework, we will revise and implement our Pyramid of Interventions as it relates to attendance. • We will use EduClimber to set up attendance thresholds and reporting to aid us in intervening with students and families that have attendance concerns and issues. • Through our class flag initiative, we will incentivize and recognize classes and students that show growth and success with their attendance. • Through our Shining Star program we will recognize our students showing our Fab4 traits and highlighting their scholastic growth and achievement. • We will collaborate with our PTO and our parents to establish events and traditions to create a sense of belonging for our families. • Through our Student Ambassador program, we will have our student population as key members to how we welcome new families. BDE will reduce Office Discipline Referrals (ODRs) for Physical Contact from 118 during the 24-25 school year to 94 by the end of the 25-26 school year (20% decrease).

	● Define office discipline referral incident codes for staff, review code of conduct, review office v. classroom managed behavior, and what is covered under each type of behavior through our discipline cascade. ● Admin will train Recess, Cafe and Paraprofessionals on proper de-escalation techniques, appropriate social skills, and rules and expectations of games and structures in high activity environments like the playground. ● Counselors and Behavior Support Specialists will meet with small groups of students on topics such as conflict resolution, KHFAAOOTY, the concept of personal space, and appropriate play based on ODR data. ● Our PBIS Tier 1 Committee and other interested staff members will revise, post/share, and implement the PBIS Matrix and Behavior Pyramid of Interventions including triggers for interventions. ● Feb 4 rotations in August and January to teach expected behaviors, reviewing the definition of bullying, the concept of personal space, the concept of KHFAAOOTY, and solving problems in a hands-free manner. ● We will set up ODR and support call thresholds to trigger CARE Team needs in the building.
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