

School Improvement Plan At-A-Glance

Francis Howell School District
2026-2027



Central Elementary

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Teaching
&
Learning

Central Elementary will show an increase in the FRL (direct certified) student group ELA MPI from 350.2 in 2025-2026 to 360 in 2026-2027 as measured by the spring ELA MAP MPI. Central Elementary will show an increase in the FRL student group Math MPI from 306.6 in 2025-2026 to 316 in 2026-2027 as measured by the spring Math MAP MPI.

By the end of each screening window (winter/spring), we will show an increase with the students receiving Tier 3 support achieving a Student Growth Percentile (SGP) of 66 or higher in our overall student numbers in tier 3 and in our FRL student group.

- Academic leadership team will review progress-monitoring data and identify students not demonstrating sufficient growth and will develop targeted support plans that are shared with the student's entire team and revisited at each future academic leadership team meeting to monitor success and make needed adjustments.
- Administration, alongside Dr. Scheetz, will conduct tier 3 fidelity walkthroughs and provide targeted feedback to teachers related to implementation of tier 3 intervention programs. Use walkthrough data to drive PD planning and support.
- Families and classroom teachers of Tier 3 students will receive regular updates regarding intervention progress and strategies for support. Families will receive this via a letter and teachers through a tracking sheet. This template developed in collaboration by Tier 3 specialists that provides strengths and areas of focus.

Just in time PD from special education and reading teachers.

- Document with overview of each intervention that includes classroom connection.
- Quarter 1 lunch and learn that includes document and Q&A.

Central Elementary will have an increase from ____ to 80 percent of students meeting end of year expectations from 1st to 4th quarter as measured by the Benchmark QSA.

- The instructional coaches and ELA best practice trainers (HMH trainers, lab classroom, grade level rep) will gather ELA walkthrough data on resource fidelity, using it to shape professional development and lab classroom content, just try it days, and lab sites.
- Coaches support the use of team identified strategy from the instructional framework during planning and be able to reflect on implementation with teams.
- Teacher teams and admin will conduct walkthroughs during ELA blocks and provide feedback to teams that includes specific connections to the instructional strategy the team is picking from the instructional framework.
- Thin slicing QSA data after each assessment window as a team, creating next steps and forming small groups in a team shared document (foundational skills word studio lessons, Core 5, UFLI)

Central will have all students showing 80% proficiency in both ELA and Math Quarter 1 essential priority standards as measured by the district summative assessments in 4th quarter of the 26/27 school year.

- After each summative assessment period, PLC teams will analyze the summative assessment data, specifically the FRL student group, and develop an action plan by standard, outlining targeted instructional strategies and interventions specifically for quarter 1 EPS based on the results. Data facilitators will receive training to support the data collection and analysis with their teams each quarter.
- Each team has a dedicated Tier 2 ELA time and will track CFA growth by student towards summative EPS mastery using the common data workbook by grade level. FRL student group will be coded in each workbook.
- Teams will unpack the EPS math and ELA using the teaching MATT and backward assessment design, with a focus on Quarter 1 EPS.
- PLC's will complete the PLC stages continuum in October and February, and admin will provide feedback on team use of data to drive instructional plans for the FRL student group
- Central will host a kindergarten parent/guardian academy that focuses on foundational academics and SEL to support learning. After the first sessions, families will be given a survey to help determine topics for the second session.

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Culture & Climate

By the end of the 2026-2027 school year, Central Elementary will increase the overall proportional attendance rate from 90.6% in spring of 2026 to 92% in spring of 2027.

- Decrease the number of students in Tier 2.
- Late arrival and early out threshold set for 3 to notify admin and counselor. Family outreach occurs from grade level counselor and principal. Reach out to be documented in Infinite Campus.
- Monthly admin and counseling attendance meetings to review and create student success plans.
Bimonthly DJO meetings with ESC & AP to address tier 3 and 4 student attendance concerns.
Care team meetings scheduled as thresholds are triggered.
- Starting in quarter 2 (post Thanksgiving break), launch the SWAG (Students With Attendance Goals) Club to support Tier 2 students with incentives, check-ins, and small group encouragement. Grade level teachers will implement and monitor small groups for daily morning check-ins for students in the tier 2 range. List of students given by the admin team to grade level teams.
- Classroom teachers refresh on threshold and ways to communicate home regarding attendance. This will include sample templates/conversation starters.
- Communicate to all families bi-monthly with auto-generated texts of attendance updates through Infinite Campus .
- Grade levels will recognize students with no more than one day of absence, best overall attendance by class, and most improved attendance by class during monthly Celebrations (Town Halls).
* Classes will graph and display monthly overall attendance* School wide - Celebrate two top-performing classrooms each month with popsicle parties, marquee shout-outs (most improved and best attendance).

Decrease in majors related to top three (disruption 95, aggressive behavior 136, and disrespect 59) from 290 to 230.

- Analyze office discipline referrals to identify students who have received 2 or more referrals and/or 4 or more minors in the following categories: disruption, aggressive behavior, and disrespect. Identified students will be required to participate in a small group aimed at providing additional instruction and support in the targeted behaviors. Use the behavior academy work to support (behavior academy matching sheet, pre and post test).
- Focus on the essential academic and social behaviors
- Tier 1 supportive plan for each grade and document with lessons that will be used in class meetings twice a week, planned coherence as a team

- School wide expectations team analyzes the major and minor infraction data and develops lessons that target the identified behavior infractions to be taught during classroom community meetings.
- Behavior team (includes Stingray Support Squad) meets twice a month during the 8:30-9:15 time slot. Plan, do, study, act process with students who are in the Tier 2 and 3 threshold; team also focuses on teacher support using minor/majors/walkie calls.
- Develop explicit recess areas for certain types of play, expectations for each area, and rules. Teach to recess aides, staff, students, and families. Review after each school break.
- Create and use a menu of consequences for repeated referrals in the incident codes of aggressive behavior, disrespect, and disruption.
- Use major data from the 25/26 school year to determine students with 5 or more majors in our top 3 major incident codes to participate in Check and Connect with our outside organization. Students will set behavioral goals and use a tracking sheet to monitor. Mentors will receive intervention specific training prior to beginning the program.

Central Elementary students will report an increase in responding to “I feel safe at my school” from 88% in spring 2026 to 90% in spring 2027 as reported by the student survey.

- Create opportunities for student based focus groups to review the survey data, use an empathy map to learn more about what could be contributing to unsafe feelings at school and involve students in grades 3- 5 in developing action plans.
- Outside agencies will provide families with resources for supporting positive peer relationships and emotional well-being during conferences.
- Utilize Stingray advisory in quarters 3 and 4 to lead classroom meetings on areas identified through student based focus groups in quarter 2
- Administration will conduct quarterly reviews of supervision schedules and adjust as needed based on incident data.
- Counselor survey check-ins 1st and 3rd quarters that will include questions from Stingray advisory and mirror the district sense of belonging survey. All teachers will pick one class or group of students they see and administer a Sense of Belonging survey during 2nd quarter.
- Implementation of house system in order to strength relationships peer to peer and familiarize students with more adults around the building.