

# 19-20 FHHS School Improvement Plan

\* P1-6= strategies related to the parent involvement keys

## ACHIEVEMENT

### 2 YEAR GOAL:

FHHS will demonstrate continuous improvement in student achievement through the following benchmarks:

1. **PLC Achievement Goal:** All PLC teams will identify 3-5 Priority Standards/Essential Course Outcomes per semester to monitor through formative, summative, and EOC exams and 90% of PLC teams will meet their SMART goal(s).
2. **ACT:** composite average will increase by .1 to 23.1 with a 23.4 reading, 22.6 English, 22.5 math, and 23.1 science subtest scores.
3. **Curriculum Implementation and Professional Development:** 100% of lesson will adhere to district curriculum, increase the percentage of classrooms using objective + 1 to 65%, cooperative learning to 38%, and providing feedback to 60%. NEE 3.1 data will be reviewed and monitored on a quarterly basis to maintain or improve the spring, 2017 average of 6.0/7.0.
4. **EOC:** Maintain percentage of Adv./Prof and MPI in all tested areas. Increase by 1.5% in the IEP subgroup in all tested areas. (will be revised when we get data from DESE in November)
5. **Academic Interventions:** Improve the academic proficiency of students receiving intervening services in math, science, and English by increasing the percentage of students passing core content class with a C or better from 64% to 65% and 9 points on Maze reading assessments.
6. **Advanced Placement:** Advanced Placement performance will improve on this year's all time best 79% to 80% of tests scoring a 3 or better and maintain or increase tests 707 tests written with a 3% increase in the number of students taking at least one AP exam (from 417 to 430).

### 2 YEAR GOAL - Update/Adjustments:

- Advanced placement enrollments have decreased about 8% (80 seats) to 868 this fall. For this reason the, AP goals have been adjusted slightly to reflect the change.



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<p><b>SMART STRATEGY # 1: Strategy #1: Professional Learning Communities.</b>                  By the end of the school year, PLC teams responses on Building PLC PD Needs Assessment survey will increase to 3.5 on questions #7 about conflict (During PLC conversations, team members sometimes disagree about ideas or practices), 3.3 on question 16 (Our PLC team uses discussion protocols for conversations related to data), and 3.5 on question #12 (If you were to ask each of the members of my PLC team to list the most important student learning goals, we would all come up with nearly identical lists) while 90% of teams will report meeting their achievement goal on the PLC Team Survey given at the end of each semester.  <b>Person Responsible for Reporting Progress: Kozlowski</b>  <b>Progress Metric: PLC/PD Needs Assessment and PLC SMART goal updates</b></p>		
<p><b>SMART STRATEGY #1: Updates and Adjustments:</b>                  Qtr. 1:                  Qtr. 2:                  Qtr. 3:                  Qtr. 4:</p>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
<p>1) PLC teams will work collaboratively to complete the following steps in the FHSD PLC process as they strive to improve student learning: Develop, implement, and revisit team behavioral norms; Review and revise Essential Course Outcomes and their alignment with each semester’s summative exam; Develop a SMART goal on a specific student learning standard and track student performance according to that standard on common assessments; Develop or revise six common assessments—four formative and two summative—to measure student achievement according to the Essential Course Outcomes at the appropriate Depth of Knowledge level; Analyze and evaluate student performance data reported on Mastery Connect on the common assessments to determine best instructional practices and implement appropriate plans for remediation or extension.</p>	<p>Biannually</p>	<p>Wedlock/Kozlowski</p>
<p><i>Progress update:</i></p>		



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2) PLC teams will utilize Mastery Connect to align and monitor progress of student learning in high leverage skill areas as identified by ECOs. PLC teams will use the progress monitoring to determine next steps for intervention and/or extension.	Biannually	Wedlock/Kozlowski
<i>Progress update:</i>		
3) Conduct a whole staff refresh on the PLC process and hold PLC leader meetings to provide professional development in methods of engaging team members in collaborative activities, resolving conflict, using data protocols, and sharing best practices among content areas.	6 hours per year	Wedlock/Kozlowski
<i>Progress update:</i>		
4) Provide feedback on the PLC process through quarterly PLC meetings with PLC leaders..	Once per quarter	Kozlowski
<i>Progress update:</i>		
<b>SMART STRATEGY # 2: Increasing ACT performance.</b> For the school year, ACT performance will increase by <b>(will revise when ACT results come back in September).</b> <b>Person Responsible for Reporting Progress: Kozlowski</b> <b>Progress Metric: ACT practice exam growth</b>		
<b>SMART STRATEGY #2: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) PLC teams of upper-level English and Math will continue to use ACT like instructional strategies and assessments to provide students the opportunity to improve their knowledge and skills measured on the ACT test and in the FHSD curriculum.	Biannually	Kozlowski
<i>Progress update:</i>		



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2) ACT Equity Action Step--identify specific subgroups of students for ACT specific tutoring and/or interventions. College Readiness Focus	Biannually	Kozlowski
<i>Progress update:</i>		
3) The ACT prep classes in Communication Arts and Math will use formatives to monitor ACT skills and will identify and implement a variety of test taking strategies to improve student learning.	Biannually	Kozlowski
<i>Progress update:</i>		
<b>SMART STRATEGY # 3: Curriculum Implementation and Professional Development</b> By the end of the school year, 100% of lessons will adhere to the district curriculum, classroom walkthroughs will report at least 65% of classrooms using Objectives+1, 38% using Cooperative Learning and 60% Providing Feedback. NEE 3.1 data will be reviewed and monitored on a quarterly basis to maintain or improve the spring average of 6.0/7.0. Person Responsible for Reporting Progress: Kozlowski Progress Metric: : Walkthrough data and NEE 3.1 data		
<b>SMART STRATEGY #3: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) CITW trainer and administrators will participate in walkthroughs to support instruction and provide feedback to teachers.	monthly	Wedlock/Kozlowski
<i>Progress update:</i>		
2) Faculty will implement learning from CITW professional development.	monthly	Wedlock/Kozlowski
<i>Progress update:</i>		
<b>SMART STRATEGY # 4: Reducing the Learning Gap</b> By the end of the school year, our subgroup (IEP) students will show growth on priority standards in English II as measured by the MOCK EOC assessment and formatives and Algebra I as measured by formatives and summative assessments.		



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<b>Person Responsible for Reporting Progress: Jessie Altman</b> <b>Progress Metric: PLC common formative assessments</b>		
<b>SMART STRATEGY #4: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) PLC teams will analyze data from assessments (formative and summative) in order to identify students and provide specific, targeted intervening services (such as Study Island) to foster growth in subgroup populations within our school.	monthly	Altman
<i>Progress update:</i>		
2) Meet individually with CWC teachers to discuss achievement gap data and goals.	semester	Altman
<i>Progress update:</i>		
3) Students assigned to Resource will receive targeted interventions in English and Math to decrease Ds and Fs.	semester	Altman
<i>Progress update:</i>		
<b>SMART STRATEGY # 5: Pyramid of Interventions.</b>		
1. By the end of the school year, students who have been identified as receiving Tier II reading intervention will show continued improvement in their reading reading growth as measured on the Fastbridge and MAZE reading assessments.		
2. Students receiving intervening services in math, science, and English Success classes will improve their performance in the core content class by increasing the percentage passing with a C or better from 64% to 65%		
<b>Person Responsible for Reporting Progress: Angie Kozlowski and Brian Thompson</b> <b>Progress Metric: Fastbridge reading data and student grades</b>		
<b>SMART STRATEGY #5: Updates and Adjustments:</b> Qtr. 1: Qtr. 2:		



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Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Teachers will utilize the research based instructional practices within the identified English I classes for intervening in reading assistance and monitor the students growth through the use of the bi monthly assessments.		Thompson
<i>Progress update:</i>		
2) Teachers within the RTI Success classes (English I and Physical Science) will provide front loaded instruction of essential content one week prior to its introduction into the core area class ensuring that any gaps in vocabulary or background knowledge will be closed prior to teaching within the core class.		Thompson
<i>Progress update:</i>		
3) Success teachers will monitor Success students' performance on assessments and collaborate with their PLC to provide specific, targeted intervening services to close the learning gaps that are present.		Kozlowski
<i>Progress update:</i>		
<b>SMART STRATEGY # 6: Advanced Placement participation and performance.</b> By the end of the school year, Advanced Placement performance will improve on this year's all time best 79% to 80% of tests scoring a 3 or better and maintain or increase tests 707 tests written with a 3% increase in the number of students taking at least one AP exam (from 417 to 430). <b>P2</b>		
<b>Person Responsible for Reporting Progress: Angie Kozlowski</b> <b>Progress Metric: AP enrollment data, AP exam results</b>		
<b>SMART STRATEGY #6: Updates and Adjustments:</b>		
Qtr. 1:		
Qtr. 2:		
Qtr. 3:		



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<b>Qtr. 4:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Using some tutoring funds, provide students with group and/or individual support in AP classes.	Quarterly	Wedlock/Kozlowski
<i>Progress update:</i>		
2) Improve communication regarding AP with parents, teachers, and students through AP registration video, and letters home to potential AP students prior to registration.	December	Wedlock/Kozlowski
<i>Progress update:</i>		
3) Track AP enrollment throughout the semester and provide student drop survey to determine reason for leaving AP course.	Monthly	Wedlock/Kozlowski
<i>Progress update:</i>		
5) AP Summer Camp Parent Night Provide support to new AP parents each summer by teaching them about growth mindset, how to help their child with AP stress and homework.	Fall	Kozlowski
<i>Progress update:</i>		

### **SMART STRATEGY # 7: Career Readiness**

By the end of the school year, student awareness about career specific education and opportunities will be above 80% as reported on the Guidance Survey in April. **P2**

**Person Responsible for Reporting Progress: Jon Schultz**

**Progress Metric: Guidance Survey, measurable outcomes for each area, and enrollment numbers**

**Rationale: The Counseling Office will host various College and Career events to enhance families awareness of opportunities available to them. These opportunities include: College 101 Group (Targeting 1st Generation), exposure to Military and Tech School programs, Job Shadowing, Work Program, Dual Enrollment, evening events, monitoring of students earning Career and Technical Education (CTE) certificates , Industry Recognized Credentials (IRC), enrollment in and number of students earning a**



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score that merits college credit for Project Lead the Way (PLTW) programs, enrollment in ProStart, enrollment in Teaching as Career Pathway, enrollment in the Center for Advanced Professional Studies (CAPS), enrollment in the Lewis and Clark Technical School, and off campus college fairs and events.		
<b>SMART STRATEGY #7: Updates and Adjustments:</b>		
Qtr. 1: - 6 of the 11 students that attended the "Colleges That Change Lives" fair on the provided bus were from FHHS.		
Qtr. 2:		
Qtr. 3:		
Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Increase participation in the Lewis and Clark Presentation in October by offering personal invitations to students.	Annually	Schultz
<i>Progress update:</i>		
2) Tracking and recruiting the students to participate in CTE and IRC certifications	Annually	Thompson
<i>Progress update:</i>		
3) Counselors will organize a College 101 Group (Targeting 1st Generation)	Quarterly	Schultz
<i>Progress update:</i>		
4) Counselors will organize 4 CCR activities during the school day and 4 CCR activities in the evening.	Quarterly	Schultz
<i>Progress update:</i>		
2) Tracking and recruiting students to participate in PLTW courses and reporting their success in earning the score 6 or higher on the end of course exam.	Annually	Thompson
<i>Progress update:</i>		
5.) Counselors will inform families about CCR opportunities through social media and direct contact. We will highlight at least 1 per quarter.	Quarterly	Schultz
<i>Progress update:</i>		





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### ATTENDANCE

**2 YEAR GOAL:**

During the 18-19 and 19-20 school years, FHHS will demonstrate continuous improvement in student attendance through the following benchmarks:

1. **ADA:** We will increase our Average Daily Attendance (ADA) from 95.28% in 2017-18 to 95.5% in 2019-20.
2. **90/90 Reporting:** The percentage of students that attend school 90% using the new state evaluation tool will remain above 90.0%.
3. **Attachment:** We will have 75% of FHHS students participating in at least one extra-curricular activity.
4. **Through the influence of the Viking Leadership Academy and Student Leadership Council,** those involved in activities, clubs and sports will have 90% of its student-participants with a 3.0 or above, 95% of student-participants will meet 90/90, and 90% of student-participants will have 1 referral or less.
5. **Graduation Rate:** We will reduce our number of dropouts from 5 to 0 fewer by having 100% of senior students enrolled in credit recovery program courses complete the course as part of progress toward graduation.

**2 YEAR GOAL - Update/Adjustments:**

**RATIONALE FOR THE GOAL/UPDATE/ADJUSTMENTS:** Data-driven rationale that led you to this goal

The attendance/attachment goal was established based on longitudinal data. For the past several years, we've seen incremental changes of .2 to .3% in our ADA. In 2017-18 we meet our 90/90 and drop out goal, but missed our ADA goal of 95.5%. Based on this historical performance, we've established a SMART goal of 95.5% for ADA and set a maintenance goal for 90/90, dropout, and participation rate.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Goal 2019-20
<b>90 @ 90 Attendance Rate</b>	90.8%	90.7%	92.0%	89.8%	90.2%	89.5%	90.0%



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<b>New State Metric for 90/90</b>						<b>91.7%</b>	<b>90%</b>
<b>ADA</b>	<b>95.66%</b>	<b>95.75%</b>	<b>95.83%</b>	<b>95.37%</b>	<b>95.28%</b>	<b>95.26%</b>	<b>95.5%</b>
<b>Participation Rate</b>	<b>72.0%</b>	<b>72.3%</b>	<b>72.0%</b>	<b>71.9%</b>	<b>72.4%</b>	<b>74.7%</b>	<b>75%</b>
<b># of Students that Dropped Out</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>

<p><b>SMART STRATEGY # 1: We will have a monthly monitoring system to ensure all students below the 90/90 expectation has a plan to encourage them to attend school 90% of the time. Additionally, we will work to increase our Average Daily Attendance (ADA) from 95.28% in 2017-18 to 95.5% in 2019-20. We will have a system of support for the students to build positive connections with adults in the building. All students attendance will be shared, on a monthly basis, with activity sponsors, counselors, work program teachers, Howell Time teachers, and plans will be developed with administrators to provide the support necessary to improve the students' attendance.</b></p> <p><b>Person Responsible for Reporting Progress: Jon Schultz</b></p> <p><b>Progress Metric: Monthly ADA and 90/90 Reports, BST Results,</b></p>		
<p><b>SMART STRATEGY #1: Updates and Adjustments:</b></p> <p>Qtr. 1:</p> <p>Qtr. 2:</p> <p>Qtr. 3:</p> <p>Qtr. 4:</p>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
<p><b>1) Monthly attendance reports will be developed and shared with stakeholders to develop a system of support for the students to build positive connections with adults in the building. All students attendance will be shared, on a monthly basis, with activity sponsors, counselors, work program teachers, Howell Time teachers,</b></p>	<p>Monthly</p>	<p>Jon Schultz</p>



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and plans will be developed with administrators to provide the support necessary to improve the students' attendance.		
<b>Progress update:</b>		
2) Students at-risk for non-attendance will be sent a 95% and a 90% letter each semester. The student could be referred to family court if the student exceeds 8 unexcused absences. All students in the red or yellow tier on the attendance document will be referred to their supervising administrator to develop attendance interventions with their families.	Monthly	Jon Schultz
<b>Progress update:</b>		
3) Student attendance will be monitored daily/monthly by the attendance office. Administrators will monitor the monthly 90/90 report. Students below 90% or who show a significant decline in a month will be identified for additional support such as BST Homerooms, an individual plan monitored by a staff member they have a connection with, placed in Guidance Groups, or recommended for individual counseling with our ESC.	Monthly	Jon Schultz
<b>Progress update:</b>		
SMART STRATEGY # 2: The Activities Department will monitor student-participant academic, attendance, behavior and attachment outcomes. The Viking Leadership Academy (VLA) will continue to develop leadership capacity and focus on "Howell Family" values. Person Responsible for Reporting Progress: Sean Erwin Progress Metric: Monthly ADA, 90/90 Reports, Semester Grades, CGI Assessment		
SMART STRATEGY #2: Updates and Adjustments: Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>



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1) A.D. will meet with 5 students not attached each week to discuss how they can get involved at Howell.		Erwin
<i>Progress update:</i>		
2) Coaches/Sponsors will receive daily attendance and monthly gradebook progress reports.		Erwin
<i>Progress update:</i>		
3) VLA will meet twice monthly.		Erwin
<i>Progress update:</i>		
<b>SMART STRATEGY #3: 100% of seniors enrolled in the Credit Recovery Program will complete the course and progress toward graduation.</b> <b>Person Responsible for Reporting Progress: Quintana</b> <b>Progress Metric: CAP enrollment and course tools</b>		
<b>SMART STRATEGY #3: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Monitor the student's weekly progress toward completion of their assigned Credit Recovery classes and work with students and families to set individual goals for success.	Ongoing	Quintana
<i>Progress update:</i>		
2) The Guidance Office will monitor students falling behind in credits earned to encourage enrollment in Credit Recovery or other interventions (i.e. FHU HS, MO Opt, Correspondence) that would enable meeting graduation requirements.	Ongoing	Quintana
<i>Progress update:</i>		



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### BEHAVIOR

#### 2 YEAR GOALS:

1. Reduce the combined ISS/OSS referrals from an average of the last three years of 191 total infractions by 5% to 182 total infractions.
2. Work to increase a positive school culture and encourage building expectations as measured by student success on surveys and a qualitative analysis by decreasing the 5 year average CF for the building by 5% 1.92 to 1.87 in 19-20 and 1.736 in 20-21.

	16/17	17/18	18/19	Avg
OSS	63	73	76	71
ISS	120	107	132	120
			Total	191

#### 2 YEAR GOAL - Update/Adjustments:



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<b>SMART STRATEGY #1: During the 19-20 school year, we will implement behavior interventions for at-risk students maintaining their level of concern as identified by the CF factor algorithm from a 5 year average of 6.062.</b> <b>Person Responsible for Reporting Progress: Thompson</b> <b>Progress Metric: BST CF Data</b>		
<b>SMART STRATEGY #1: Updates and Adjustments:</b> <b>Qtr. 1:</b> <b>Qtr. 2:</b> <b>Qtr. 3:</b> <b>Qtr. 4:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Behavior Support Teams will support at-risk 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade students by collaborating with them to set individual behavior, academic and attendance goals as appropriate to their individual needs. <b>P2 and P1</b>	Year long	Thompson/Altman/Schultz/Quintana
<i>Progress update:</i>		
2) Guidance staff and administration will focus on students who have significant scores in the CF Factor sheet and meet with them to identify skill deficits and provide intervening services.	Year Long	Thompson/Altman/Schultz/Quintana
<i>Progress update:</i>		
3) Implement community building circles in BST classrooms and Special Education department.	Year Long	Thompson/Altman/Schultz/Quintana
<i>Progress update:</i>		



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<b>SMART STRATEGY #2: During the 19-20 school year we will work to increase a positive school culture and encourage building expectations as measured by student success on surveys and a qualitative analysis by decreasing the 5 year average CF for the building by 5% 1.92 to 1.82</b> <b>Person Responsible for Reporting Progress: Thompson</b> <b>Progress Metric: BST CF Data</b>		
<b>SMART STRATEGY #2: Updates and Adjustments:</b> <b>Qtr. 1:</b> <b>Qtr. 2:</b> <b>Qtr. 3:</b> <b>Qtr. 4:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
<i>Progress update:</i>		
<b>1) VLA will work with groups of students to develop and emphasise leadership and positive choices in the school</b>	Year Long	Erwin, Thompson
<i>Progress update:</i>		
<b>2) Faculty will implement community building circles through multi-grade level homerooms</b>	Year Long	Wedlock, Thompson
<i>Progress update:</i>		



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### CLIMATE

#### 2 YEAR GOAL:

By the spring of 2020, FHHS will demonstrate continuous climate improvement using the following benchmarks.

1. Meet or exceed an 80% average rating of Strongly Agree and Agree on questions #1, #2, #3, #4, #5, and #6 on the Staff Climate Survey.
2. Meet or exceed a 90% average rating on questions #1, #2, #3, #4, and #5, on the Student Needs Assessment. These questions relate to students' perceptions of safety, quality learning environment, joy in attending school, adult care of them, and bullying.
3. Meet or exceed a 90% rating of Strongly Agree and Agree on the Parent Survey with 30% of families responding. These questions relate to perceptions about quality of education, school climate, safety, communication, and parent connection

#### 2 YEAR GOAL - Update/Adjustments:





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**SMART STRATEGY #1: Through the development and implementation of restorative conversations in homeroom; teacher professional development focused on honoring dignity; and continued student and staff training in practices rooted in dignity and restorative practices, we will measure and improve the student and faculty's perceptions related to positive community, equity of voice, sense of belonging, and meaningful contributions.**

**Person Responsible for Reporting Progress: Dave Wedlock**

**Progress Metric: School wide student survey, faculty professional development survey, staff climate survey, guidance group survey, behavior support team survey, 9th grade transition day survey, Viking Leadership Academy survey, social skills and resources classes as well as self report data from students and staff**

SMART STRATEGY #1: Updates and Adjustments:

Qtr. 1:

- DW
- AK
- JA
- JS
- BT
- SE
- RQ

Qtr. 2:

- DW
- AK
- JA
- JS
- BT
- SE
- RQ

Qtr. 3:



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<ul style="list-style-type: none"> <li>● DW</li> <li>● AK</li> <li>● JA</li> <li>● JS</li> <li>● BT</li> <li>● SE</li> <li>● RQ</li> </ul> <p>Qtr. 4:</p> <ul style="list-style-type: none"> <li>● DW</li> <li>● AK</li> <li>● JA</li> <li>● JS</li> <li>● BT</li> <li>● SE</li> <li>● RQ</li> </ul>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Research and communicate the impacts of dignity and the application of restorative and dignity related practices at the secondary level. Learning will occur through department chair book study, administrative team book study, a third and fourth team's participation in the Restorative Academy, and the team's participation in the national Learning Forward Conference in STL this November.	Assessed quarterly. Survey given each semester	Dave Wedlock
2) In RISE professional development, administrators will collaborate with teacher teams of 3-5 as they develop and implement and assess a plan designed to honor student dignity. Teachers in Respect have chosen to focus on cooperative learning; Integrity is focused on feedback through technology;	Assessed quarterly. Survey given	All Building Administrators



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Scholarship is focused on effective student communication; and Empathy is focused on strategies to develop listening and feelings of safety/connection	each semester	
<i>Progress update:</i>		
3) Behavior support team teachers and guidance counselors will receive specific training in conducting restorative circles in their homerooms and begin implementing this practice as a community building strategy.	Assessed quarterly. Survey given each semester	Brian Thompson / Jon Schultz / Rachel Quintana
<i>Progress update:</i>		
4) Social skills and studies class teachers will receive specific training in conducting restorative circles in their classrooms and begin implementing this practice as a community building strategy.	Assessed quarterly. Survey given each semester	Jessie Altman
<i>Progress update:</i>		
5) Develop scripts for mixed grade level homeroom restorative circles, monitor implementation, and review student and staff feedback.	Assessed quarterly. Survey given each semester	Dave Wedlock / Angie Kozlowski
<i>Progress update:</i>		
6) Student leaders in the Viking Leadership Academy will receive specific training and implement cooperative structures in their meetings.	Assessed quarterly. Survey given each semester	Sean Erwin
<i>Progress update:</i>		



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<b>SMART STRATEGY #2: Maintain the staff’s agree/strongly agree response to the question, “I take pride in working at my school” at 99% percent on the staff climate survey.</b> <b>Person Responsible for Reporting Progress: Dave Wedlock</b> <b>Progress Metric: Survey instrument</b>		
<b>SMART STRATEGY #2: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Conduct a variety of activities—including providing updates on school performance, writing 100 thank you notes from each staff member to other members of the Viking Community; celebrating Vikings in publications like Twitter and Facebook; constructing a brick wall of donation pavers to highlight the community pride in the school; and celebrating PLC teams for their improvements in achievement and instruction—to build the staff’s knowledge and pride in school activities	Assessed quarterly. Survey given biannually	Dave Wedlock
<i>Progress update:</i>		
<b>SMART STRATEGY #3: Continue reaching 95-97 percent agree/strongly agree response to the new question, “Our staff holds high expectations for student learning” on the staff climate survey.</b> <b>Person Responsible for Reporting Progress: Dave Wedlock</b> <b>Progress Metric: Survey instrument</b>		
<b>SMART STRATEGY #3: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		



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ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p><b>1) Conduct a variety of activities—including highlighting examples of best instructional practices in action at FHHS in weekly email, communicating and discussing expectations at faculty meetings, and altering the walkthrough form to reflect staff training in instruction and technology—to build and maintain the communal sense of high expectations across the staff.</b></p>	<p>Assessed quarterly. Survey given biannually</p>	<p>Dave Wedlock</p>
<p><i>Progress update:</i></p>		
<p><b>SMART STRATEGY #4: Increase the staff’s agree/strongly agree response to the question, “There are open channels of communication in our school” from 83 to 85 percent on the staff climate survey. Person Responsible for Reporting Progress: Dave Wedlock Progress Metric: Survey Instrument</b></p>		
<p><b>SMART STRATEGY #4: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:</p>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p><b>1) Conduct a variety of activities—including implementing restorative community building circles in faculty meetings; implementing discussion structures to demonstrate how faculty input influences decisions; continuing two standing committees to design professional development and technology use in the building; holding optional, open communication meetings to provide information and answer questions, communicating school wide activities in a weekly email; maintaining administrative visibility—to offer more opportunities for open communication.</b></p>	<p>Assessed quarterly. Survey given biannually</p>	<p>Dave Wedlock</p>



## 19-20 FHHS School Improvement Plan

*Progress update:*

**SMART STRATEGY #5: Reach 83 from 85 percent agree/strongly agree response to the question, “There are opportunities for shared decision making in our school” on the staff climate survey.**

**Person Responsible for Reporting Progress: Dave Wedlock**

**Progress Metric: Survey Instrument**

**SMART STRATEGY #5: Updates and Adjustments:**

**Qtr. 1:**

**Qtr. 2:**

**Qtr. 3:**

**Qtr. 4:**

<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
<b>1) Conduct a variety of activities—conduct staff training on the content of the school improvement plan, resume bi-monthly school improvement team meetings to open discussion on topics and challenges facing the building, hold monthly tech lunches to teach technology to faculty, involve department chairs monthly in gathering feedback from staff on current events, conduct at least one shared decision making activities each quarter with the full staff—to offer more opportunities for shared decision making.</b>	Assessed quarterly. Survey given biannually	Dave Wedlock

*Progress update:*

**SMART STRATEGY #6: Increase the staff’s agree/strongly agree response to the question, “Our school has clear direction on how to improve student learning” to 90 percent (increase by 2) on the staff climate survey.**

**Person Responsible for Reporting Progress: Dave Wedlock**

**Progress Metric: Survey Instrument**

**SMART STRATEGY #6: Updates and Adjustments:**



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Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Conduct a variety of activities—provide clear, consistent cooperative learning/literacy/conflict management training in PLC leader meetings, support PLC leaders by visiting teams, collecting assessments, and providing feedback, continue goal setting processes for teacher teams, classrooms, and students to continue focus on common goals—to provide a clear direction for learning.	Assessed quarterly. Survey given biannually	Dave Wedlock
<i>Progress update:</i>		

<b>SMART STRATEGY #7: Increase the staff’s agree/strongly agree response to the question, “Our staff collaboratively o implements strategies to address student behavior” from 82 to 84 percent on the staff climate survey.</b> Person Responsible for Reporting Progress: Dave Wedlock Progress Metric: Survey Instrument		
<b>SMART STRATEGY #7: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Conduct a variety of activities—communicate teamwork success through behavior support teams, celebrate BST success-student and teacher, give teachers	Assessed quarterly.	Wedlock



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<b>tools and relationships to lead students. Admin attempts to build relationships and trust with teachers through conversation and seek methods for teachers to connect with resources that engage students—to collaborate effectively to address student behavior.</b>	Survey given biannually	
<b>Progress update:</b>		

<b>SMART STRATEGY #8: Increase the average student response to questions #1, #2, #3, #4, and #5 on the Student Needs Assessment to 85 percent from 83 by increasing positive classroom environments and student pride and tolerance. Establish baseline sense of belonging data through new survey in fall, 2019. Person Responsible for Reporting Progress: Dave Wedlock Progress Metric: Survey Instrument</b>		
<b>SMART STRATEGY #8: Updates and Adjustments:</b> Qtr. 1: Qtr. 2: Qtr. 3: Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
<b>1) Decrease the number of students reporting having been bullied at school by convening monthly meeting groups with guidance counselors to help students make positive choices, conducting community building forums the mentoring program with all 9<sup>th</sup> graders and their mentors, and communicating how to report bullying to the student body twice per year.</b>	Assessed quarterly. Survey given biannually	Dave Wedlock
<b>2) Develop action steps in concert with students and staff to improve the survey response—"I like going here" from 86-89 percent. This includes an opening year spirit assembly to kick the year off in a positive, communal note.</b>	Assessed quarterly.	Dave Wedlock





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	Survey given biannually	
<b>3) Collaborate with the student principal’s council to identify key areas for improvement, actions to address those identified areas, and ways of leading challenging discussions with peers</b>	Assessed quarterly. Survey given biannually	Dave Wedlock
<b>Progress update:</b>		

<b>SMART STRATEGY #9: Meet or exceed a 91.5 percent from the current 90.5 rating of Strongly Agree and Agree on the Parent Survey.</b>		
<b>Person Responsible for Reporting Progress: Dave Wedlock</b>		
<b>Progress Metric: Survey Instrument</b>		
<b>SMART STRATEGY #9: Updates and Adjustments:</b>		
Qtr. 1:		
Qtr. 2:		
Qtr. 3:		
Qtr. 4:		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Through collaboration with the activities leadership teams and parent club, explore new, two way communication strategies such as a new quarterly meeting to discuss school performance, parent needs, and increase the parent survey question, “I feel connected to my school” from 92 to 93% agree/strongly agree with at least 30% of the community responding. <b>P3, P4, P5, P6</b>	Assessed quarterly. Survey given annually	Dave Wedlock
2) Tweet and post on Facebook information about school events and activities on a weekly basis to grow availability of information to public. <b>P2</b>	Assessed quarterly. Survey given annually	Dave Wedlock

