



School Improvement Plan

Fenton Senior High School

Fenton Area Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fenton High School includes approximately 1140 students in grades nine through twelve. We serve students in the greater Fenton area, from southern Genesee, northwest Oakland and northern Livingston counties. Fenton is located in a suburban community in mid-Michigan, within approximately a one-hour drive of Detroit, Lansing, Flint and Ann Arbor. Over the last three years, Fenton High School has maintained its enrollment; we expect to increase enrollment slightly for the 2016-17 school year. Fenton High School continues to offer rigorous and engaging academic and extracurricular programs, and participates in the state-wide School of Choice program. The greatest challenge facing our district and local community continues to be economic-- mid-Michigan and especially Genesee County have not rebounded in the last three years as quickly as other regions of the state.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Fenton High School will continue to provide opportunities for teachers to meet the challenges inherent in our building's mission statement. This includes opportunities to collaborate during common planning blocks, to increase skills in differentiating and incorporating inquiry in instruction and measuring student achievement through the lens of college and career readiness.

The mission of Fenton High School is to:

Build relationships with and between students, parents, staff, the community and the world.

Engage all students in academic studies, extracurricular activities, self-reflection and preparation for the future.

Maintain high standards for academics and good citizenship.

Develop global citizens who strive to understand themselves and their relationship to the world around them.

We believe that building positive relationships results in our students' success.

We value and will maximize opportunities to collaborate.

We seek to be problem solvers, supporting one another as we use our data to analyze challenges and construct and implement solutions.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Fenton High School hosts the International Baccalaureate Diploma Program (DP) for all interested students in grades 11 and 12. While maintaining the rigorous standards of this program, we have also focused our efforts on helping students to achieve high scores on the SAT and to prepare them for academic work after high school. Over the last three years, at least 27% of all juniors and seniors have participated in one or more DP courses, and juniors have registered average proficiency on the SAT math college readiness scores and well-above average proficiency on the SAT Evidence-Based Reading and Writing college-readiness scores.

In the next three years, Fenton High School plans to continue to increase effective student participation in the DP program and plans to increase students' achievement on the SAT. Our overall goal is to prepare students for success in the world of work, advanced certification, or higher education after high school.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our hope is that with the continuing growth and strengthening of our state and national economies, our state will be able to increase its current, financial support of our district's school system. We look forward to the challenge in the 2016-17 school year of improving students' performance on the new SAT, which will be our college-readiness measure for all juniors.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders from all departments in the building were invited to participate in monthly meetings to develop and implement the School Improvement Plan (SIP). Throughout the 2015-16 school year, the School Improvement Committee met each month to define their roles and responsibilities and outline the goals, objectives, strategies and activities for our SIP.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The following departments were represented by at least one teacher at bi-monthly School Improvement meetings: English, Math, Science, Social Studies, Special Education, World Language and the Visual , Applied and Industrial Arts.

Each representative was responsible for contributing to the development of the SIP goals and for communicating progress on the final adoption of these goals with his/her department members.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final SIP goals were presented to the faculty after its final adoption by the School Improvement Committee.

Stakeholders receive progress on the implementation of the SIP at monthly administrative meetings, staff meetings and parent advisory committee meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Overall enrollment in our building has leveled off. We expect to increase by approximately 25 students for the 2016-17 school year, due to a graduating senior class that is smaller than the incoming grade nine class. Our greatest challenge will be identifying and including as many students as possible from outside of our current district feeder pattern into our pupil accounting system as soon as possible to plan effectively for the 2016-17 school year.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Student attendance on a daily basis remains high. Student tardiness to the first block of each day remains our most challenging attendance problem.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our most common reason for discipline referrals continues to be violations of our cell phone policy. Students are referred to the Administration for using their cell phones during class time when use is limited or prohibited.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We continue to monitor our SE enrollment and our enrollment of students who are economically disadvantaged. Teachers and staff are constantly reminded to be aware of their expectations for students in light of the increasing number of our students who are economically disadvantaged,

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

As we continue to become a more experienced administrative and teaching staff, our expectation is that student achievement will continue to improve.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

As we continue to become a more experienced teaching staff, our expectation is that student achievement will continue to improve.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Our building administrators have outstanding attendance records; absences from the building during the school day are due mostly to professional learning and other professional responsibilities. We do not believe this has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

In the few instances of chronic teacher absences due to illness, student achievement may have been slightly impacted. All three teachers' students benefited from lesson plans provided that were consistent with those implemented by other teachers in our building with the same teaching assignment. Overall, unit planning within each department helps to provide consistency within courses taught by more than one teacher.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Teachers and administrators seek to remain current with best practice in their disciplines or areas of responsibility.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Standard 4: Resources and Support Systems and Standard 2: Governance and Leadership stand out as our two greatest strengths.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Our greatest challenge indicated in our Interim Self Assessment is clearly Standard 5: Using Results for Continuous Improvement.

12. How might these challenges impact student achievement?

As we continue to focus on improving students' academic achievement, we are concerned with the lack of relevant data available which truly demonstrates student growth in a meaningful way.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We believe implementing annual pre- and post-tests in all departments and courses as well as a systematic examination of our grading practices will address the challenges we face in using data to improve student achievement.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All of our counselors and Special education teachers are aware of the intervention opportunities available to our students. All teachers are also made aware of our "pyramid of interventions" and expectations for implementing the interventions outlined therein to benefit our students' achievement.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

All students in grades 9 - 12 are able to participate in after-school tutoring, which runs Monday through Thursday for one hour after school each day. This tutoring is provided by classroom teachers in all four core-subject areas and also, if needed, in world languages. All students in grades 9 - 12 are able to take advantage of our Virtual Summer School program, offering remediation or advanced studies in one or two semesters of work in June and July. Students most in need of recovering credits to get back on track for graduation in four years may take
SY 2016-2017

advantage of three different online learning programs during the regular school year.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Counselors track students' progress in staying on track for graduation each semester. Students in need of remediation and their parents are notified at the end of each semester that the opportunities for ELO's exist and the timelines for participation.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teachers organize their instruction at all grade levels in each course according to unit planners, which indicate the content standards which are addressed in the unit of instruction. Department members who teach the same course meet to determine the horizontal alignment of state content standards between sections. Department members within the building meet to determine the vertical alignment of state content standards within their coursework.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We do not complete a screener or health survey.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Student performance data from the 2016 April SAT indicates that 81% of our juniors met the college readiness benchmark in reading and writing based on their scores on the Evidence-Based Reading and Writing (EBRW) sections of the SAT.

19b. Reading- Challenges

For the last three years(2012-13 through 2014-15), student performance data from the WorkKeys assessment indicates that only 32.73 % our juniors demonstrated proficiency in Locating Information.

19c. Reading- Trends

From the 2012-13 through the 2014-15 school years, data from the ACT indicates that our students' scores have demonstrated a slight increase in Reading.

From the 2012-13 through the 2014-15 school years, data from the WorkKeys assessment indicates slight improvement in Locating Information, and a slight decrease in Reading for Information.

Evidence-Based Reading and Writing (EBRW) scores from the SAT are only available for the April 2016 administration of the new SAT, but they indicate that the majority of students in grade 9, 10 & 11 (75%, 76% & 81%) have met the benchmark for college readiness.

9d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

From the 2012-13 through the 2014-15 school years, 63.33 percent of our students demonstrated proficiency in Reading for Information on the WorkKeys assessment, although this has decreased slightly over those same three years. (Data is not yet available for the 2015-16 school year. However, for those same three years, we continue to show inconsistencies in the percentage of students at proficiency in Locating Information. Our School Improvement plan for 2016-17 will continue to focus teachers' attention on improving our students' proficiency in Locating Information.

20a. Writing- Strengths

From the 2012-13 through the 2014-15 school years, on the ACT + Writing, our juniors demonstrated increased proficiency in writing.

For the 2015-16 school year, the new SAT measured students' writing proficiency through various subtests. The Evidence-Based Reading and Writing (EBRW) scores from the SAT are only available for the April 2016 administration of the new SAT, but they indicate that the majority of students in grade 9, 10 & 11 (75%, 76% & 81%) have met the benchmark for college readiness.

20b. Writing- Challenges

Transitioning to measuring writing proficiency / skills on the PSAT for students in grades 9 & 10 and on the SAT for students in grade 11 will be our greatest challenge for 2016-17.

20c. Writing- Trends

From the 2012-13 through the 2014-15 school years, the ACT Writing test has indicated a consistent average score of 7.60 for all Fenton High School juniors.

For the 2015-16 school year, the new SAT measured students' writing proficiency through various subtests. The Evidence-Based Reading

and Writing (EBRW) scores from the SAT are only available for the April 2016 administration of the new SAT, but they indicate that the majority of students in grade 9, 10 & 11 (75%, 76% & 81%) have met the benchmark for college readiness.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

21a. Math- Strengths

As a result of student interest, we have added an AP Calculus BC course and an AP Computer Science course to our math Department's offerings beginning in the 2016-17 school year.

21b. Math- Challenges

Our ACT and WorkKeys assessment results over from the 2012-13 through the 2014-15 school years, have not shown much, if any, improvement. We have just completed the second year of implementing new math textbooks for all students in all high school math courses. Teachers continue to adjust their unit plans and classroom instruction to meet the content expectations of the new texts, which are aligned with the Common Core Standards for math instruction.

For the 2015-16 school year, the new SAT measured students' math proficiency. The math scores from the new SAT are only available for the April 2016 administration , but they indicate that a minority of students in grade 9, 10 & 11 (50%, 35% & 36%) have met the benchmark for college readiness.

21c. Math- Trends

Focusing closely on ACT and WorkKeys assessment scores for the 2012-13 through 2014-15 school years, the trend in math prior to the 2014-15 school year indicates a slight decrease in student achievement in math.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In our School Improvement plan, we will address increasing our students' achievement in math as measured by the SAT and the WorkKeys Assessment by incorporating strategies for involving all teachers in implementing more engaging practices in math instruction.

22a. Science- Strengths

In 2014-15, science teachers piloted the use of pre- and post-tests to measure the amount of student growth in our four core science classes (Physical Science, Biology, Chemistry & Physics) over the course of the school year. Their work indicates that although some adjustments need to be made to the assessments administered, their teaching helped students master content standards outlined in the Next Generation Science Standards (NGSS). In the 2015-16 school year, based on the success of this pilot in Science, all departments used pre- and post-tests to measure student growth in their courses.

22b. Science- Challenges

When implementing the NGSS to measure student growth through the use of pre-and post-tests in 2014-15, science teachers determined that the pre-test should be administered earlier in the school year (the first two weeks of the school year) and questions that address content standards taught late in the fourth quarter (after the administration of the post-test) should be removed from the test. These changes were implemented for the 2015-16 school year. Although all students¹ did not demonstrate at least 25% growth from pre- to post-test in their science classes, the vast majority of student demonstrated growth and earned credit in their science courses.

22c. Science- Trends

Overall interest in science courses continues to increase as measured by student enrollment in science courses each year. Data is not yet available to determine trends in student performance on science assessments.

2d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In 2014-15, science teachers piloted the use of pre- and post-tests to measure the amount of student growth in our four core science classes (Physical Science, Biology, Chemistry & Physics) over the course of the school year. The use of pre- and post-tests continued during the 2015-16 school year. The work of science department members indicates that although some adjustments need to be made to the assessments administered and minor adjustments need to be made to the protocols for their administration, their teaching helped students master content standards outlined in the Next Generation Science Standards (NGSS).

23a. Social Studies- Strengths

Students continue to show a strong interest in Social Studies core courses and electives, as demonstrated by their enrollment in Social Studies course offerings over the last three years. Scores on standardized tests related to core activities within all Social Studies courses, including Reading and Writing (ACT) and Locating Information (WorkKeys), have shown steady increases over the 2012-13 through 2014-15 school years.

23b. Social Studies- Challenges

Measuring student achievement in Social Studies using standardized tests such as the ACT and the SAT continues to be a challenging endeavor.

23c. Social Studies- Trends

Over the last three years, student achievement data in skills related to Social Studies coursework has shown a steady increase, especially in the area of Locating information as measured by the WorkKeys assessment.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

From the 2012-13 through 2014-15 school years, student achievement data in skills related to Social Studies coursework has shown a steady increase, especially in the area of Locating information as measured by the WorkKeys assessment. We will look to activities incorporated into Social Studies instruction that help to improve students' Locating Information skills which can be used in other courses as well.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Our students continue to value our alternating block schedule which allows for a wide variety of core and elective course offerings over a four-year high school program of study and the inclusion of a seminar period (Student Resource Time, commonly known as SRT) every other day.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Although two-thirds of our students successfully complete Algebra 1, Geometry and Algebra 2 requirements by the end of junior year, many students are challenged by the requirement to complete a fourth year of math, math in their senior year.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We will continue to offer additional math class options such as AP Statistics, AP Calc BC, AP Computer Science and Computer Programming to meet the requirements of a fourth year of math for students. We will continue to provide support classes during the day and after-school tutoring to assist students in meeting the four-year math requirement. Students will also be afforded all available opportunities to earn credit in CTE courses to meet the fourth year math requirement.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parent and guardians also continue to express a great deal of satisfaction with our alternating block schedule that affords students a wide range of core and elective course offerings as well as a seminar period.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents are most concerned with perceived inconsistencies in grading between teachers and courses.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

As a part of our school improvement plan for 2016-17, all teachers will continue to examine their grading practices and will work with their department colleagues to achieve greater consistency in grading practices within departments and across grade levels.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers are highly satisfied with our ability to offer a wide range of core courses and electives due to our alternating block schedule.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teachers and staff are least satisfied with our professional and support staffing numbers, which many feel require each individual to take on more than should be expected of one individual, in order to help students achieve to their fullest potential.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

NA within the scope of the SI process.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Stakeholders and our community believe strongly that we prepare students to be successful after high school in the world of work, the military, higher education, advanced certification, or some combination of all of these.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Despite our best efforts using various resources, our stakeholders and community members seem least satisfied with the effectiveness of our consistent and clear communication of all of our goals and our plans to achieve them.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We will continue to examine and adjust our efforts in communicating with our stakeholders through various means.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data—demographic, process, achievement/outcomes and perception.

Our greatest strength lies in our shared value of the importance of providing the best possible learning experiences for our students. Our greatest challenge lies in communicating effectively throughout each school year with all of our stakeholders.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Ineffectively communicating our goals and plans to achieve them may impact student achievement if stakeholders are not aware of all of the opportunities available for students.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Within each goal we will incorporate at least one strategy to increase the effectiveness of our communication about our plans for achieving that goal.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	In the Fenton Area Public Schools, literacy and math are tested annually in grades 1 - 5.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The 2014-15 Fenton High School Annual Education Report (AER) can be found at: www.edline.net/pages/Fenton_Senior_High_School	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All EDP's for students in grades 8 through 12 in the Fenton Area Public Schools are housed electronically on Career Cruising software, accessible online by all students and parents.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Through our Student Resource Time (SRT) or seminar period, students annually update their EDP's.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Fenton Senior High School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Doug Busch Executive Director of Finance and Personnel 3100 Owen Road Fenton, Michigan 48430 810.591.4700	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

FHS SI Goals 2016-2017

Overview

Plan Name

FHS SI Goals 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate readiness for college level coursework.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
2	Teachers will develop and implement consistent grading practices within each department.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All teachers will use available technology to manage and facilitate instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students will demonstrate readiness for college level coursework.

Measurable Objective 1:

36% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in college-level coursework in Mathematics by 06/16/2016 as measured by Student performance on the PSAT and / or SAT.

Strategy 1:

New SAT PD - Deliver professional development regarding the components and content of the new SAT and the new PSAT.

Category:

Tier: Tier 1

Activity - New SAT / New PSAT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Staff Meetings in September and October, all teachers will be introduced to the components and content of the new PSAT and the new SAT.	Professional Learning	Tier 1	Getting Ready	09/15/2015	10/13/2015	\$0	No Funding Required	FHS Administration and Counseling Staff

Measurable Objective 2:

44% of Eleventh grade students will demonstrate a proficiency in Locating Information in Reading by 03/18/2016 as measured by student performance on the Locating Information portion of the WorkKeys Assessment.

Strategy 1:

Including Locating Information - Teachers will implement weekly activities that teach their grade 9, 10 & 11 grade students to locate information in graphs, charts and text.

Category:

Tier: Tier 1

Activity - Including Locating information Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share with one another the most effective ways in which they teach their grade 9, 10 & 11 grade students to locate information in graphs, charts and text in their weekly classroom. Teachers will document the ways in which this is accomplished in each of their classes each week.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/08/2015	03/18/2016	\$0	No Funding Required	Classroom teachers.

Goal 2: Teachers will develop and implement consistent grading practices within each department.

Measurable Objective 1:

collaborate to develop and implement more consistent grading practices that promote student learning and achievement. by 06/16/2016 as measured by each department's evidence of grading practice development and implementation..

Strategy 1:

Research Grading Practices - Teachers will examine their own grading practices and research options to improve consistency and promote student learning and achievement.

Category:

Research Cited: Ken O'Connor's work: A Repair Kit for Grading: 15 Fixes for Broken Grades

Tier: Tier 1

Activity - Implementing Grading practice Changes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the first semester, teachers in each department will investigate common grading practices and determine the effectiveness of each. In the second semester, each department will identify and implement one improved grading practice consistently across all department or team members.	Communication, Policy and Process, Teacher Collaboration, Implementation, Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	Administrators, teachers

Goal 3: All teachers will use available technology to manage and facilitate instruction.

Measurable Objective 1:

demonstrate a proficiency in using available software and hardware to manage and facilitate instruction by 06/16/2016 as measured by monthly reporting of technology implementation.

Strategy 1:

Available Technology - Monthly mini-lessons on best use of available technologies

Category:

Tier: Tier 1

Activity - Tech Mini-Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Every monthly staff meeting will include at least one mini-lesson (up to 20 minutes) on the effective use of an available software or hardware to be used for managing or facilitating instruction.	Communication, Direct Instruction, Technology Teacher Collaboration, Implementation, Professional Learning	Tier 1		09/15/2015	06/14/2016	\$0	No Funding Required	Media Specialist, Technology POCs, District IT Staff, Administration, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tech Mini-Lessons	Every monthly staff meeting will include at least one mini-lesson (up to 20 minutes) on the effective use of an available software or hardware to be used for managing or facilitating instruction.	Communication, Direct Instruction, Technology, Teacher Collaboration, Implementation, Professional Learning	Tier 1		09/15/2015	06/14/2016	\$0	Media Specialist, Technology POCs, District IT Staff, Administration, teachers
Including Locating information Activities	Teachers will share with one another the most effective ways in which they teach their grade 9, 10 & 11 grade students to locate information in graphs, charts and text in their weekly classroom. Teachers will document the ways in which this is accomplished in each of their classes each week.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/08/2015	03/18/2016	\$0	Classroom teachers.
Implementing Grading practice Changes	In the first semester, teachers in each department will investigate common grading practices and determine the effectiveness of each. In the second semester, each department will identify and implement one improved grading practice consistently across all department or team members.	Communication, Policy and Process, Teacher Collaboration, Implementation, Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$0	Administrators, teachers
New SAT / New PSAT	During Staff Meetings in September and October, all teachers will be introduced to the components and content of the new PSAT and the new SAT.	Professional Learning	Tier 1	Getting Ready	09/15/2015	10/13/2015	\$0	FHS Administration and Counseling Staff