



School Improvement Plan

Fenton Senior High School

Fenton Area Public Schools

Mr. Mark Suchowski
3200 West Shiawassee Ave
Fenton, MI 48430-1762

TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 1 |
| Improvement Plan Assurance | |
| Introduction..... | 3 |
| Improvement Plan Assurance..... | 4 |
| Title I Schoolwide Diagnostic | |
| Introduction..... | 6 |
| Component 1: Comprehensive Needs Assessment..... | 7 |
| Component 2: Schoolwide Reform Strategies..... | 8 |
| Component 3: Instruction by Highly Qualified Staff..... | 9 |
| Component 4: Strategies to Attract Highly Qualified Teachers..... | 10 |
| Component 5: High Quality and Ongoing Professional Development..... | 11 |
| Component 6: Strategies to Increase Parental Involvement..... | 12 |
| Component 7: Preschool Transition Strategies..... | 14 |
| Component 8: Teacher Participation in Making Assessment Decisions..... | 15 |
| Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... | 16 |
| Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 17 | |
| Evaluation:..... | 18 |

Title I Targeted Assistance Diagnostic

Introduction 20

Component 1: Needs Assessment 21

Component 2: Services to Eligible Students 22

Component 3: Incorporated Into Existing School Program Planning 23

Component 4: Instructional Strategies 24

Component 5: Title I and Regular Education Coordination 25

Component 6: Instruction by Highly Qualified Staff 26

Component 7: High Quality and Ongoing Professional Development/Learning 27

Component 8: Strategies to Increase Parental Involvement 28

Component 9: Coordination of Title I and Other Resources 30

Component 10: Ongoing Review of Student Progress 31

Evaluation 32

Fenton High School 2019-2020 School Improvement Plan

Overview 34

Goals Summary 35

 Goal 1: All students will receive career information, exposure, and experiences in order to be career-ready by graduation..... 36

 Goal 2: All teachers will use available technology to manage instruction and facilitate student learning..... 37

 Goal 3: All staff will ensure the social, emotional, and physical well-being of students..... 38

 Goal 4: All students will demonstrate readiness for postsecondary educational opportunities..... 44

Activity Summary by Funding Source 58

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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|------------------------------------|---|---|
| 1. | Which option was chosen for Goals and Plans? | Abbreviated Goals & Plans Template | Abbreviated Goals and Plans template has been uploaded. | Fenton Senior High School Abbreviated Goals & Plans 2017-18 |

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Component 2: Schoolwide Reform Strategies

- 1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

- 2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

- 3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

- 4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

- 5. Describe how the school determines if these needs of students are being met.**

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff. | | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff. | | | |

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

2. What is the experience level of key teaching and learning personnel?

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

2. Describe how this professional learning is "sustained and ongoing."

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 3. The school's Professional Learning Plan is complete. | | | |

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | | | |

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

8. Describe how the school-parent compact is developed.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | The School's School-Parent Compact is attached. | | | |

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evaluation:

- 1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

- 2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

- 3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

- 4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|-------------------|
| | 1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|-------------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | | | |

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|-------------------|
| | 3. Your school's professional development/learning plan or calendar is complete. | | | |

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | | | |

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

6. Describe how the school-parent compact is developed.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 7. Do you have a Title I School-Parent Compact? | | | |

8. How does the school provide individual student academic assessment results in a language parents can understand?

School Improvement Plan

Fenton Senior High School

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 9. Does the school have a Title I Parental Involvement Policy/Plan? | | | |

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Fenton High School 2019-2020 School Improvement Plan

Overview

Plan Name

Fenton High School 2019-2020 School Improvement Plan

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 receive career information, exposure, and experiences in order to be career-ready by graduation. | Objectives: 1 Strategies: 1 Activities: 6 | Organizational | \$1000 |
| 2 | All teachers will use available technology to manage instruction and facilitate student learning. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 3 | All staff will ensure the social, emotional, and physical well-being of students. | Objectives: 3 Strategies: 8 Activities: 10 | Organizational | \$16850 |
| 4 | All students will demonstrate readiness for postsecondary educational opportunities. | Objectives: 5 Strategies: 9 Activities: 10 | Organizational | \$64000 |

Goal 1: All students will receive career information, exposure, and experiences in order to be career-ready by graduation.

Measurable Objective 1:

achieve college and career readiness by preparing all students for post-secondary success considering their interests, aptitudes, and skills by 06/26/2020 as measured by completion of a talent portfolio and Education Development Plan.

Strategy 1:

Career Planning - Counselors and knowledgeable designated staff will work with all secondary students to complete a quality Educational Development Plan (EDP) as required by law which will be reviewed and updated annually.

Category: Career and College Ready

Research Cited: Predictors of Post-Secondary Success, College and Career Readiness Success Center at AIR, by Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, AIR and Michigan Revised School Code 380.1277

Tier: Tier 1

| Activity - Employability Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Students will receive instruction in employability skills relating to problem-solving, personal management, organizational skills, negotiation skills, and teamwork. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | Other, General Fund | principal, counselors, teachers, career advisor |

| Activity - Career Information Resources and Experiences | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Staff will provide all secondary students with career informational resources and experiences such as: career fairs, job shadowing, speakers, mock interviews, employer materials, workplace tours, tech prep tours, competitions, student leadership organizations, etc. Opportunities for follow-up and reflection will be included. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$1000 | Other, General Fund | principal, CTE staff, teachers, counselors, career advisor |

| Activity - Career Counseling | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------------------|
| Students will have the opportunity to discuss career interests, options, and preparation with a school counselor or career advisor at least annually. EDP review will be included in the discussion | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | General Fund, Other | principal, counselors, career advisor |

School Improvement Plan

Fenton Senior High School

| Activity - Structured On-the-job Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Staff will make available opportunities for structured on-the-job learning such as apprenticeships and internships connected with classroom instruction. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | General Fund | principal, counselors, teachers, career advisor |
| Activity - Grade 12 Career Preparation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Every 12th-grade student will be instructed in how to develop and use a resume, letter of reference, school record and talent portfolio prior to graduation--as part of Michigan's graduation requirements. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | General Fund, Other | principal, counselors, CTE staff, teachers, career advisor |
| Activity - Parent Information Forums | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will provide parents and families of secondary students with career preparation opportunities such as: Early Middle College options, dual enrollment, career and technical education, FAFSA, scholarships, NCAA Eligibility, college/tech school application timelines and submissions, military career options, etc. | Career Preparation /Orientation | Tier 1 | Getting Ready | 08/28/2019 | 06/12/2020 | \$0 | Other, General Fund | principal, counselors, career advisor |

Goal 2: All teachers will use available technology to manage instruction and facilitate student learning.

Measurable Objective 1:

demonstrate a behavior of teacher proficiency in using available software and hardware to manage student learning and facilitate instruction by 06/12/2020 as measured by yearly surveys of technology implementation.

Strategy 1:

Professional Development - 100% of teachers will learn how to use a Viewsonic interactive display to facilitate classroom instruction.

Category: Technology

Research Cited: Visible Learning plus. 250+ influences on Student Achievement, 2017.

Tier: Tier 1

School Improvement Plan

Fenton Senior High School

| Activity - Technology Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Professional development for all teachers in the use of the Viewsonic interactive display to facilitate student learning. | Professional Learning | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | General Fund | director of curriculum and instruction, instructional technology team, principal, teachers |

Goal 3: All staff will ensure the social, emotional, and physical well-being of students.

Measurable Objective 1:

collaborate to increase building safety by 06/12/2020 as measured by 100% of FHS staff participating in ALICE protocol implementation.

Strategy 1:

Alice protocol training and implementation - FHS will continue the required steps toward becoming an ALICE-certified school.

Category: Other - School Safety

Research Cited: Active Shooter Mitigation for Gun-Free Zones Adam Kirby, PhD, Charles E.

Anklam III, PhD, J. Eric Dietz, PhD, PE Computer and Information Technology Purdue

University West Lafayette, IN, United States.

Blair, J. Pete, and Schweit, Katherine W. (2014). A Study of Active Shooter Incidents, 2000 - 2013. Texas State University and Federal Bureau of Investigation, U.S. Department of Justice, Washington D.C. 2014.

NASP and NASRO. (2014). Best practice considerations for schools in active shooter and other armed assailant drills [Brief]. Bethesda, MD: National Association of School Psychologists.

Tier: Tier 1

| Activity - Professional Learning: ALICE | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|---|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| All FHS staff will participate in an update of ALICE protocols for the 2019-2020 school year and implement updated practices during multiple drill activities | Professional Learning | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | Other | ALICE trainers, Fenton Police Department, administrators, staff |
| Activity - ALICE protocols: elearning for new staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All new FHS staff will complete an ALICE e-learning activity designed to introduce and reinforce ALICE concepts | Professional Learning | Tier 1 | Getting Ready | 08/28/2019 | 06/12/2020 | \$0 | Other | ALICE trainers, administrators, new staff |

(shared) Strategy 2:

Progress Monitoring: social-emotional - Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process.

Category: Other - self-monitoring of continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| | | | | | | | | |
|---|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Measurable Objective 2:

increase student growth and school success by 06/12/2020 as measured by an increase of Fenton High School's overall school index from 81.1% to 83% for all students and from 64.3 to 66% for economically disadvantaged students..

Strategy 1:

Student Assistance Team - A student assistance team will use data to identify students in need of additional support and intervention.

Category: Learning Support Systems

School Improvement Plan

Fenton Senior High School

Research Cited: Issue Brief: Student Support Teams. U.S. Department of Education Office of Planning, Evaluation and Policy Development Policy and Program Studies Service. 2017.

Tier: Tier 2

| Activity - Student Assistance Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| A Student Assistance team will use data including standardized test results, bottom 30%, credit loss, and reclassified student status in order to identify students in need of academic support and/or behavioral interventions. Supports will be determined and provided on an individual student basis. | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Administrators, Counselors, School Psychologist, Teachers |

Strategy 2:

School-home coordinator - A part-time school-home coordinator will assist students and families in improving school success. This may include attendance interventions, home contacts, or other connections to community-based resources.

Category: Learning Support Systems

Research Cited: Ginsburg, Alan, Phyllis Jordan and Hedy Chang, Absences Add Up: How School Attendance Influences Student Success, Attendance Works, August 2014.

Allensworth, E.M., Gwynne, J.A., Moore, P., and de la Torre, M. (2014). Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public School. University of Chicago Consortium on Chicago School Research (CCSR)

Tier: Tier 2

| Activity - School-home coordinator | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Fenton High School will utilize a part-time school-home coordinator to work with identified students and their families in improving attendance and other behaviors that contribute to school success. | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$10000 | Section 31a | Executive Director of Teaching and Learning, administrators, counselors, MTSS team |

Strategy 3:

MTSS (Multi Tiered Systems of Support) - A district team and a building team will work in conjunction with one another to ensure an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems

School Improvement Plan

Fenton Senior High School

necessary for all students' academic, behavioral, and social success.

Category: Learning Support Systems

Research Cited: Rinaldi, Claudia. Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS.

Multi-Tiered System of Supports (MTSS) and the MDE MTSS Practice Profile. May 2018.

Tier: Tier 2

| Activity - MTSS team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|------------------------------|---|
| Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$2000 | Section 31a, General Fund | Executive Director of Teaching and Learning, administrators, counselors, MTSS team, staff |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|------------------------------|--|
| Selected staff members will participate in additional professional learning related to MTSS and behavioral intervention for at-risk student populations | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 06/12/2020 | \$4000 | Section 31a, General Fund | Executive Director of Teaching and Learning, Administrators, School Improvement chairperson, MTSS team members, Counselors, Teaching staff |

(shared) Strategy 4:

Progress Monitoring: social-emotional - Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process.

School Improvement Plan

Fenton Senior High School

Category: Other - self-monitoring of continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Measurable Objective 3:

collaborate to provide opportunities for involvement that focus on the student's overall well-being by 06/12/2020 as measured by survey results and participation records.

Strategy 1:

Mindfulness - Students will be provided with opportunities to incorporate mindfulness into their day. - Students will be provided with opportunities to incorporate mindfulness into their day.

Category: School Culture

Research Cited: Durlak et al The impact of enhancing students' social and emotional learning, 2011.

Chiesa, A., & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: a review and meta-analysis. *The Journal of Alternative and Complementary Medicine*, 15(5), 593–600.

Tier: Tier 2

| Activity - Mindfulness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The school media specialist will continue offering opportunities for mindfulness sessions during seminar (SRT) and with selected groups of students (eg. drama classes, Early Middle College students as wraparound services). | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$600 | General Fund | Rachel Hodges, administrators, post-secondary coordinator, school improvement chair |

School Improvement Plan

Fenton Senior High School

Strategy 2:

Peer to Peer - The model for this program is general education students serve as peer models for some of our students with Autism Spectrum Disorder. General education students attended a class with their peer daily and meet twice a month in a more traditional classroom setting. The class is application based and students receive a grade as they would with any elective.

Category: School Culture

Research Cited: Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies for improving all students' social lives and learning. Baltimore: Brookes.

Cushing, L. S., & Kennedy, C. H. (1997). Academic effects of providing peer support in general education classrooms on students without disabilities. *Journal of Applied Behavior Analysis*, 30. p. 139-151.

Tier:

| Activity - Peer to Peer class | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| General education students serve as peer models for some of our students with Autism Spectrum Disorder. General education students attended a class with their peer daily and meet twice a month in a more traditional classroom setting. The class is application based and students receive a grade as they would with any elective. It is intended for students with great social skills, good role models and enjoy helping others. The students may want to pursue a career in education, social work, psychology or a related field but that is not a requirement. | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$0 | General Fund | Julie Perry, Heike Woodward, Lindsay Caldwell, Sherry Smeltzer, Tracy Skene, administrators, Courtney Szucs |

Strategy 3:

Support group-Alateen - A professional in the community will offer a specialized group to meet the needs of our students. Alateen provides assistance to students affected by someone else's alcohol or drug use.

Category: School Culture

Research Cited: MW Roosa, LK Gensheimer, TS Ayers. Development of a school-based prevention program for children in alcoholic families, 1990.

Hughes, J.M. Adolescent children of alcoholic parents and the relationship of Alateen to these children. *Journal of Consulting and Clinical Psychology* 45:946-947, 1977

Tier: Tier 2

School Improvement Plan

Fenton Senior High School

| Activity - Alateen group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| A professional in the community will offer a specialized group to meet the needs of our students. The Alateen group will meet during seminar time with students participating on a voluntary basis. | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$250 | General Fund | Administrators, counselors, Cathy Utter |

(shared) Strategy 4:

Progress Monitoring: social-emotional - Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process.

Category: Other - self-monitoring of continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Goal 4: All students will demonstrate readiness for postsecondary educational opportunities.

Measurable Objective 1:

achieve college and career readiness for all students by 06/12/2020 as measured by 46% of ninth, tenth, and eleventh grade students demonstrating proficiency in Mathematics as measured by performance on the PSAT and SAT.

Strategy 1:

Instructional Practices: Math - In core mathematics classes, Big Ideas Math materials and strategies will be the research-based comprehensive math resource used for daily instruction.

Category: Mathematics

Research Cited: Visible Learning for Mathematics. John Hattie, 2017.

School Improvement Plan

Fenton Senior High School

Principles to Actions: Ensuring Mathematical Success for All. NCTM ©2014

Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching

Jo Boaler ©2015

Tier: Tier 1

| Activity - Big Ideas Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Big Ideas Math is a research-based program providing a rigorous, focused, and coherent curriculum. The program balances conceptual understanding with procedural fluency, as research shows that students benefit from equal exposure to discovery learning and direct instruction. Core mathematics class teachers will use Big Ideas Math materials and/or instructional strategies on a daily basis. | Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | General Fund | Director of Curriculum and Instruction, administrators, mathematics teachers |

Strategy 2:

Targeted Intervention: Economically Disadvantaged Students - Students who are identified as both economically disadvantaged and not meeting grade-level proficiency will be identified for additional services and provided additional intervention in class, SRT, and/or after school.

Category: Learning Support Systems

Research Cited: Hattie, John. Visible Learning. 2017.

Tier: Tier 2

| Activity - Math Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will provide instructional interventions that might include differentiated instruction, counseling support, after-school tutoring program, SRT intervention, monitoring by the Student Assistance Team. | Direct Instruction | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$10000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, math teachers |

Strategy 3:

Target Intervention: Students with Disabilities - Students who are identified as being a student with disabilities and not meeting grade-level proficiency will be identified for additional intervention by the classroom and caseload teacher and provided additional intervention in class, SRT, and/or after school.

Category: Learning Support Systems

SY 2019-2020

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Fenton Senior High School

Research Cited: Hattie, John. Visible Learning. 2017.

Tier: Tier 3

| Activity - Math Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Staff will provide instructional interventions that might include differentiated instruction, counseling support, after-school tutoring program, SRT intervention, monitoring by the Student Assistance Team or IEP adjustment. | Direct Instruction | Tier 3 | | 08/28/2019 | 06/12/2020 | \$2000 | Section 31a | Director of Curriculum and Instruction, Executive Director of Special Services, administrators, counselors, caseload teacher, math teachers, |

(shared) Strategy 4:

Curriculum and Instructional Alignment - Teachers will participate in professional learning focused on improving student achievement.

Category: Other - Professional Collaboration and Learning

Research Cited: Hattie, John. Visible Learning, 2017.

Tier: Tier 1

| Activity - Professional and Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|--|--|--------|-----------|------------|------------|--------|--------------|---|
| Teachers will participate in 1-3 days of collaborative instructional planning. Additionally, they may participate in additional professional learning activities aligned with improving proficiency in at-risk student performance and/or real world/career-related applications. Teachers of advanced courses may participate in professional learning related to supporting student enrollment and achievement in advanced-level coursework. | Teacher Collaboration, Professional Learning, Curriculum Development, Implementation, Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$3000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, school improvement chairperson, postsecondary coordinator, teachers. |
|--|--|--------|-----------|------------|------------|--------|--------------|---|

(shared) Strategy 5:

MTSS (Multi Tiered Systems of Support) - A district team and a building team will work in conjunction with one another to ensure an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Category: Learning Support Systems

Research Cited: Rinaldi, Claudia. Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS.

Multi-Tiered System of Supports (MTSS) and the MDE MTSS Practice Profile. May 2018.

Tier: Tier 2

| Activity - MTSS team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$2000 | General Fund, Section 31a | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |

(shared) Strategy 6:

Counseling Support - Counseling staff will continue to implement procedures designed to provide students with access to both CollegeBoard and Khan Academy at all

School Improvement Plan

Fenton Senior High School

grade levels.

Category: Learning Support Systems

Research Cited: CollegeBoard. Delivering Opportunities. 2014-2015.

Tier: Tier 1

| Activity - Information Sessions: Establishing and Utilizing CollegeBoard Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Counseling staff will continue to work toward the goal of all students having linked access to a CollegeBoard account and a Khan Academy account for the purposes of standardized test preparation, access to results, and postsecondary preparation. This will include a continued development of systems and processes, classroom visits, and stakeholder communication. | Communication, Implementation, Policy and Process, Academic Support Program | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | administrators, counselors, school improvement chair |

(shared) Strategy 7:

Progress Monitoring: Academic - Leadership teams will utilize both quantitative measures (MI School Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process

Category: Other - self-monitoring of the continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Measurable Objective 2:

achieve college and career readiness for all students by 06/12/2020 as measured by 78% of ninth, tenth, and eleventh grade students demonstrating proficiency in Evidence-based reading and writing as measured by performance on the PSAT and SAT.

School Improvement Plan

Fenton Senior High School

(shared) Strategy 1:

Curriculum and Instructional Alignment - Teachers will participate in professional learning focused on improving student achievement.

Category: Other - Professional Collaboration and Learning

Research Cited: Hattie, John. Visible Learning, 2017.

Tier: Tier 1

| Activity - Professional and Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will participate in 1-3 days of collaborative instructional planning. Additionally, they may participate in additional professional learning activities aligned with improving proficiency in at-risk student performance and/or real world/career-related applications. Teachers of advanced courses may participate in professional learning related to supporting student enrollment and achievement in advanced-level coursework. | Teacher Collaboration, Professional Learning, Curriculum Development, Implementation, Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$3000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, school improvement chairperson, postsecondary coordinator, teachers. |

(shared) Strategy 2:

MTSS (Multi Tiered Systems of Support) - A district team and a building team will work in conjunction with one another to ensure an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Category: Learning Support Systems

Research Cited: Rinaldi, Claudia. Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS.

Multi-Tiered System of Supports (MTSS) and the MDE MTSS Practice Profile. May 2018.

Tier: Tier 2

| Activity - MTSS team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|---|---|--------|-----------|------------|------------|--------|------------------------------|--|
| Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$2000 | Section 31a, General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |
|---|---|--------|-----------|------------|------------|--------|------------------------------|--|

Strategy 3:

Instructional Practices: ELA - In core ELA classes, Springboard materials and strategies will be the evidence-based comprehensive resource used for daily ELA instruction.

Category: English/Language Arts

Research Cited: The College Board. Compendium of Research. Springboard, 2017.

Tier: Tier 1

| Activity - Springboard | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| The CollegeBoard SpringBoard series is a research-based program providing a rigorous, focused, and coherent curriculum aligned to the Common Core State Standards. Evidence shows that this program may increase academic achievement in reading. Core English class teachers will use Springboard materials and/or instructional strategies on a daily basis. | Direct Instruction | Tier 1 | | 08/28/2019 | 06/12/2020 | \$10000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, ELA teachers |

| Activity - ELA Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Materials for 11th and 12th grade advanced ELA coursework (International Baccalaureate English Language and Literature HL1) will be purchased and used in the implementation of new course designed for first assessment in 2021, | Materials | Tier 1 | Getting Ready | 08/28/2019 | 07/10/2020 | \$7000 | General Fund | Executive Director of Teaching and Learning, Administrators, IB Coordinator, WLA, Department Chair, Teachers |

School Improvement Plan

Fenton Senior High School

(shared) Strategy 4:

Counseling Support - Counseling staff will continue to implement procedures designed to provide students with access to both CollegeBoard and Khan Academy at all grade levels.

Category: Learning Support Systems

Research Cited: CollegeBoard. Delivering Opportunities. 2014-2015.

Tier: Tier 1

| Activity - Information Sessions: Establishing and Utilizing CollegeBoard Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Counseling staff will continue to work toward the goal of all students having linked access to a CollegeBoard account and a Khan Academy account for the purposes of standardized test preparation, access to results, and postsecondary preparation. This will include a continued development of systems and processes, classroom visits, and stakeholder communication. | Communication, Implementation, Policy and Process, Academic Support Program | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | administrators, counselors, school improvement chair |

(shared) Strategy 5:

Progress Monitoring: Academic - Leadership teams will utilize both quantitative measures (MI School Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process

Category: Other - self-monitoring of the continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Measurable Objective 3:

School Improvement Plan

Fenton Senior High School

achieve college and career readiness for all students by 06/12/2020 as measured by 70% of eleventh grade students demonstrating proficiency in Science as measured by performance on the M-STEP.

(shared) Strategy 1:

Curriculum and Instructional Alignment - Teachers will participate in professional learning focused on improving student achievement.

Category: Other - Professional Collaboration and Learning

Research Cited: Hattie, John. Visible Learning, 2017.

Tier: Tier 1

| Activity - Professional and Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will participate in 1-3 days of collaborative instructional planning. Additionally, they may participate in additional professional learning activities aligned with improving proficiency in at-risk student performance and/or real world/career-related applications. Teachers of advanced courses may participate in professional learning related to supporting student enrollment and achievement in advanced-level coursework. | Teacher Collaboration, Professional Learning, Curriculum Development, Implementation, Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$3000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, school improvement chairperson, postsecondary coordinator, teachers. |

(shared) Strategy 2:

MTSS (Multi Tiered Systems of Support) - A district team and a building team will work in conjunction with one another to ensure an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Category: Learning Support Systems

Research Cited: Rinaldi, Claudia. Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS.

Multi-Tiered System of Supports (MTSS) and the MDE MTSS Practice Profile. May 2018.

Tier: Tier 2

School Improvement Plan

Fenton Senior High School

| Activity - MTSS team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$2000 | Section 31a, General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |

(shared) Strategy 3:

Progress Monitoring: Academic - Leadership teams will utilize both quantitative measures (MI School Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process

Category: Other - self-monitoring of the continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Measurable Objective 4:

achieve college and career readiness for all students by 06/12/2020 as measured by 75% of eleventh grade students demonstrating proficiency in Social Studies as measured by performance on the M-STEP.

(shared) Strategy 1:

Curriculum and Instructional Alignment - Teachers will participate in professional learning focused on improving student achievement.

Category: Other - Professional Collaboration and Learning

Research Cited: Hattie, John. Visible Learning, 2017.

Tier: Tier 1

School Improvement Plan

Fenton Senior High School

| Activity - Professional and Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will participate in 1-3 days of collaborative instructional planning. Additionally, they may participate in additional professional learning activities aligned with improving proficiency in at-risk student performance and/or real world/career-related applications. Teachers of advanced courses may participate in professional learning related to supporting student enrollment and achievement in advanced-level coursework. | Teacher Collaboration, Professional Learning, Curriculum Development, Implementation, Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$3000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, school improvement chairperson, postsecondary coordinator, teachers. |

(shared) Strategy 2:

MTSS (Multi Tiered Systems of Support) - A district team and a building team will work in conjunction with one another to ensure an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Category: Learning Support Systems

Research Cited: Rinaldi, Claudia. Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS.

Multi-Tiered System of Supports (MTSS) and the MDE MTSS Practice Profile. May 2018.

Tier: Tier 2

| Activity - MTSS team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$2000 | Section 31a, General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |

School Improvement Plan

Fenton Senior High School

(shared) Strategy 3:

Progress Monitoring: Academic - Leadership teams will utilize both quantitative measures (MI School Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process

Category: Other - self-monitoring of the continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Measurable Objective 5:

collaborate to ensure that students are prepared for postsecondary opportunities by 06/12/2020 as measured by the percentage of Fenton High School students who enroll in and pass advanced courses meeting or exceeding 65%.

(shared) Strategy 1:

Curriculum and Instructional Alignment - Teachers will participate in professional learning focused on improving student achievement.

Category: Other - Professional Collaboration and Learning

Research Cited: Hattie, John. Visible Learning, 2017.

Tier: Tier 1

| Activity - Professional and Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|--|--|--------|-----------|------------|------------|--------|--------------|---|
| Teachers will participate in 1-3 days of collaborative instructional planning. Additionally, they may participate in additional professional learning activities aligned with improving proficiency in at-risk student performance and/or real world/career-related applications. Teachers of advanced courses may participate in professional learning related to supporting student enrollment and achievement in advanced-level coursework. | Teacher Collaboration, Professional Learning, Curriculum Development, Implementation, Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$3000 | General Fund | Director of Curriculum and Instruction, administrators, counselors, MTSS team, school improvement chairperson, postsecondary coordinator, teachers. |
|--|--|--------|-----------|------------|------------|--------|--------------|---|

(shared) Strategy 2:

MTSS (Multi Tiered Systems of Support) - A district team and a building team will work in conjunction with one another to ensure an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Category: Learning Support Systems

Research Cited: Rinaldi, Claudia. Research Brief: Multi-tier System of Support (MTSS) Introduction: From RTI and PBIS to MTSS.

Multi-Tiered System of Supports (MTSS) and the MDE MTSS Practice Profile. May 2018.

Tier: Tier 2

| Activity - MTSS team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$2000 | General Fund, Section 31a | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |

Strategy 3:

Support and Services - Develop and implement program awareness and wraparound services that promote student participation and success in advanced courses

School Improvement Plan

Fenton Senior High School

(Advanced Placement, International Baccalaureate, Career and Technical Education, Early Middle College, and Dual Enrollment)

Category: Learning Support Systems

Research Cited: Hattie, John. Visible Learning, 2017.

Tier:

| Activity - Support and services | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Appropriate staff (postsecondary coordinator, CTE staff, Dual Enrollment staff, counselors) will ensure that wraparound services and other student supports are developed and implemented according to the unique needs and requirements of each program and its participants. | Behavioral Support Program, Implementation, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$30000 | General Fund | Executive Director of Teaching and Learning, administrators, postsecondary coordinator, CTE staff, Dual Enrollment staff, counselors |

(shared) Strategy 4:

Progress Monitoring: Academic - Leadership teams will utilize both quantitative measures (MI School Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process

Category: Other - self-monitoring of the continuous improvement process

Research Cited: Daneily, Julia and Demeka Breedlove-Mays. Maximizing Partnership and Platforms to Effectively Monitor the School Improvement Plan.

Tier: Tier 1

| Activity - Continuous Improvement Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | No Funding Required | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|--|--------|---------------|------------|------------|-------------------|--|
| School-home coordinator | Fenton High School will utilize a part-time school-home coordinator to work with identified students and their families in improving attendance and other behaviors that contribute to school success. | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$10000 | Executive Director of Teaching and Learning, administrators, counselors, MTSS team |
| MTSS team | Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$1000 | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |
| Professional Development | Selected staff members will participate in additional professional learning related to MTSS and behavioral intervention for at-risk student populations | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 06/12/2020 | \$1000 | Executive Director of Teaching and Learning, Administrators, School Improvement chairperson, MTSS team members, Counselors, Teaching staff |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|------------------|---|--|--------|-----------|------------|------------|--------|--|
| Math Instruction | Staff will provide instructional interventions that might include differentiated instruction, counseling support, after-school tutoring program, SRT intervention, monitoring by the Student Assistance Team or IEP adjustment. | Direct Instruction | Tier 3 | | 08/28/2019 | 06/12/2020 | \$2000 | Director of Curriculum and Instruction, Executive Director of Special Services, administrators, counselors, caseload teacher, math teachers, |
| MTSS team | Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$1000 | Executive Director of Teaching and Learning, administrators, counselors, MTSS team, staff |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|---------------------------------|--------|---------------|------------|------------|-------------------|---|
| Parent Information Forums | Staff will provide parents and families of secondary students with career preparation opportunities such as: Early Middle College options, dual enrollment, career and technical education, FAFSA, scholarships, NCAA Eligibility, college/tech school application timelines and submissions, military career options, etc. | Career Preparation /Orientation | Tier 1 | Getting Ready | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, career advisor |
| Professional Learning: ALICE | All FHS staff will participate in an update of ALICE protocols for the 2019-2020 school year and implement updated practices during multiple drill activities | Professional Learning | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | ALICE trainers, Fenton Police Department, administrators, staff |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|--|--|---------------------------------|--------|---------------|------------|------------|--------|--|
| Grade 12 Career Preparation | Every 12th-grade student will be instructed in how to develop and use a resume, letter of reference, school record and talent portfolio prior to graduation--as part of Michigan's graduation requirements. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, CTE staff, teachers, career advisor |
| Career Counseling | Students will have the opportunity to discuss career interests, options, and preparation with a school counselor or career advisor at least annually. EDP review will be included in the discussion | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, career advisor |
| Employability Skills | Students will receive instruction in employability skills relating to problem-solving, personal management, organizational skills, negotiation skills, and teamwork. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, teachers, career advisor |
| ALICE protocols: elearning for new staff | All new FHS staff will complete an ALICE e-learning activity designed to introduce and reinforce ALICE concepts | Professional Learning | Tier 1 | Getting Ready | 08/28/2019 | 06/12/2020 | \$0 | ALICE trainers, administrators, new staff |
| Career Information Resources and Experiences | Staff will provide all secondary students with career informational resources and experiences such as: career fairs, job shadowing, speakers, mock interviews, employer materials, workplace tours, tech prep tours, competitions, student leadership organizations, etc. Opportunities for follow-up and reflection will be included. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$1000 | principal, CTE staff, teachers, counselors, career advisor |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|---|--------|-----------|------------|------------|-------------------|--|
| Information Sessions: Establishing and Utilizing CollegeBoard Resources | Counseling staff will continue to work toward the goal of all students having linked access to a CollegeBoard account and a Khan Academy account for the purposes of standardized test preparation, access to results, and postsecondary preparation. This will include a continued development of systems and processes, classroom visits, and stakeholder communication. | Communication, Implementation, Policy and Process, Academic Support Program | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | administrators, counselors, school improvement chair |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|-----------------------------------|---|---|--------|-----------|------------|------------|-----|--|
| Continuous Improvement Monitoring | Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | | 08/28/2019 | 06/12/2020 | \$0 | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |
| Student Assistance Team | A Student Assistance team will use data including standardized test results, bottom 30%, credit loss, and reclassified student status in order to identify students in need of academic support and/or behavioral interventions. Supports will be determined and provided on an individual student basis. | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$0 | Administrators, Counselors, School Psychologist, Teachers |
| Continuous Improvement Monitoring | Leadership teams will utilize both quantitative measures (MI Schol Data, score reports, participation rates, indices, etc.) and qualitative measures (observational data, surveys, anecdotal evidence) to monitor the continuous improvement process. | Monitor, Evaluation, Walkthrough, Communication, Implementation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | Executive Director of Teaching and Learning, administrators, school improvement chair, staff |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------|---|----------------------------|--------|-----------|------------|------------|-------------------|--|
| Big Ideas Math | Big Ideas Math is a research-based program providing a rigorous, focused, and coherent curriculum. The program balances conceptual understanding with procedural fluency, as research shows that students benefit from equal exposure to discovery learning and direct instruction. Core mathematics class teachers will use Big Ideas Math materials and/or instructional strategies on a daily basis. | Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | Director of Curriculum and Instruction, administrators, mathematics teachers |
| Alateen group | A professional in the community will offer a specialized group to meet the needs of our students. The Alateen group will meet during seminar time with students participating on a voluntary basis. | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$250 | Administrators, counselors, Cathy Utter |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|-------------------------------------|--|--|--------|---------------|------------|------------|---------|--|
| ELA Materials | Materials for 11th and 12th grade advanced ELA coursework (International Baccalaureate English Language and Literature HL1 will be purchased and used in the implementation of new course designed for first assessment in 2021, | Materials | Tier 1 | Getting Ready | 08/28/2019 | 07/10/2020 | \$7000 | Executive Director of Teaching and Learning, Administrators, IB Coordinator, WLA, Department Chair, Teachers |
| Math Instruction | Staff will provide instructional interventions that might include differentiated instruction, counseling support, after-school tutoring program, SRT intervention, monitoring by the Student Assistance Team. | Direct Instruction | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$10000 | Director of Curriculum and Instruction, administrators, counselors, MTSS team, math teachers |
| Technology Professional Development | Professional development for all teachers in the use of the Viewsonic interactive display to facilitate student learning. | Professional Learning | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | director of curriculum and instruction, instructional technology team, principal, teachers |
| Support and services | Appropriate staff (postsecondary coordinator, CTE staff, Dual Enrollment staff, counselors) will ensure that wraparound services and other student supports are developed and implemented according to the unique needs and requirements of each program and its participants. | Behavioral Support Program, Implementation, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$30000 | Executive Director of Teaching and Learning, administrators, postsecondary coordinator, CTE staff, Dual Enrollment staff, counselors |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|--|--|---------------------------------|--------|---------------|------------|------------|---------|---|
| Springboard | The CollegeBoard SpringBoard series is a research-based program providing a rigorous, focused, and coherent curriculum aligned to the Common Core State Standards. Evidence shows that this program may increase academic achievement in reading. Core English class teachers will use Springboard materials and/or instructional strategies on a daily basis. | Direct Instruction | Tier 1 | | 08/28/2019 | 06/12/2020 | \$10000 | Director of Curriculum and Instruction, administrators, counselors, MTSS team, ELA teachers |
| Mindfulness | The school media specialist will continue offering opportunities for mindfulness sessions during seminar (SRT) and with selected groups of students (eg. drama classes, Early Middle College students as wraparound services). | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$600 | Rachel Hodges, administrators, post-secondary coordinator, school improvement chair |
| Career Information Resources and Experiences | Staff will provide all secondary students with career informational resources and experiences such as: career fairs, job shadowing, speakers, mock interviews, employer materials, workplace tours, tech prep tours, competitions, student leadership organizations, etc. Opportunities for follow-up and reflection will be included. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, CTE staff, teachers, counselors, career advisor |
| Parent Information Forums | Staff will provide parents and families of secondary students with career preparation opportunities such as: Early Middle College options, dual enrollment, career and technical education, FAFSA, scholarships, NCAA Eligibility, college/tech school application timelines and submissions, military career options, etc. | Career Preparation /Orientation | Tier 1 | Getting Ready | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, career advisor |
| Career Counseling | Students will have the opportunity to discuss career interests, options, and preparation with a school counselor or career advisor at least annually. EDP review will be included in the discussion | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, career advisor |
| Employability Skills | Students will receive instruction in employability skills relating to problem-solving, personal management, organizational skills, negotiation skills, and teamwork. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, teachers, career advisor |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|---|--|--|--------|-----------|------------|------------|--------|---|
| MTSS team | Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$1000 | Director of Curriculum and Instruction, administrators, counselors, MTSS team, staff |
| Grade 12 Career Preparation | Every 12th-grade student will be instructed in how to develop and use a resume, letter of reference, school record and talent portfolio prior to graduation--as part of Michigan's graduation requirements. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, CTE staff, teachers, career advisor |
| Professional and Collaborative Learning | Teachers will participate in 1-3 days of collaborative instructional planning. Additionally, they may participate in additional professional learning activities aligned with improving proficiency in at-risk student performance and/or real world/career-related applications. Teachers of advanced courses may participate in professional learning related to supporting student enrollment and achievement in advanced-level coursework. | Teacher Collaboration, Professional Learning, Curriculum Development, Implementation, Direct Instruction | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$3000 | Director of Curriculum and Instruction, administrators, counselors, MTSS team, school improvement chairperson, postsecondary coordinator, teachers. |
| MTSS team | Utilize a building and district MTSS program in order to provide: Team-Based Leadership Tiered Delivery System Selection and Implementation of Instruction, Interventions and Supports Comprehensive Screening & Assessment System Continuous Data-Based Decision Making | Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$1000 | Executive Director of Teaching and Learning, administrators, counselors, MTSS team, staff |
| Structured On-the-job Learning | Staff will make available opportunities for structured on-the-job learning such as apprenticeships and internships connected with classroom instruction. | Career Preparation /Orientation | Tier 1 | Implement | 08/28/2019 | 06/12/2020 | \$0 | principal, counselors, teachers, career advisor |

School Improvement Plan

Fenton Senior High School

| | | | | | | | | |
|--------------------------|--|----------------------------|--------|---------------|------------|------------|--------|--|
| Peer to Peer class | General education students serve as peer models for some of our students with Autism Spectrum Disorder. General education students attended a class with their peer daily and meet twice a month in a more traditional classroom setting. The class is application based and students receive a grade as they would with any elective. It is intended for students with great social skills, good role models and enjoy helping others. The students may want to pursue a career in education, social work, psychology or a related field but that is not a requirement. | Behavioral Support Program | Tier 2 | Implement | 08/28/2019 | 06/12/2020 | \$0 | Julie Perry, Heike Woodward, Lindsay Caldwell, Sherry Smeltzer, Tracy Skene, administrators, Courtney Szucs |
| Professional Development | Selected staff members will participate in additional professional learning related to MTSS and behavioral intervention for at-risk student populations | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 06/12/2020 | \$3000 | Executive Director of Teaching and Learning, Administrators, School Improvement chairperson, MTSS team members, Counselors, Teaching staff |