

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Waterford School District

Mr. Craig Blomquist, Principal
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WATERFORD, MI 48328

TABLE OF CONTENTS

Overview.....	1
Goals Summary.....	2
Goal 1: All students at Durant High School will become proficient writers.....	3
Goal 2: All students at Durant High School will become proficient in mathematics.....	8
Goal 3: All students at Durant High School will become proficient readers.....	16
Goal 4: All students at Durant High School will feel supported in their social and emotional growth.....	23
Activity Summary by Funding Source.....	27

Overview

Plan Name

2018-2019 PSIP Goals & Plans Durant

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 at Durant High School will become proficient writers.	Objectives: 2 Strategies: 2 Activities: 10	Academic	\$0
2	All students at Durant High School will become proficient in mathematics.	Objectives: 3 Strategies: 2 Activities: 8	Academic	\$60000
3	All students at Durant High School will become proficient readers.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$0
4	All students at Durant High School will feel supported in their social and emotional growth.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0

Goal 1: All students at Durant High School will become proficient writers.

Measurable Objective 1:

A 20% increase of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing non-fiction text in English Language Arts by 06/14/2019 as measured by SAT/PSAT writing scores, NWEA scores, and local assessments.

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in writing in order to increase student understanding and student performance on proficiency measures.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M.; Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD

Frey, N.; Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Monitor	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal.

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our building focus for the 2017-2018 school year will be on collaborative learning.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction in writing.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - RAISE- Everybody Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement the RAISE strategy: "Everybody Writes". This strategy will incorporate discussion, questioning, and feedback to improve student writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Shared Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key strategies are recommended by the College Board to prepare students for the new Writing and Language assessment portion of the SAT. These instructional strategies will be emphasized in all Language Arts classes. These strategies include, but are not limited to: practice writing and language analysis skills, practice revising and editing during class by asking students to refine their own work as well as the work of others, and giving students opportunities to correct mistakes in samples provided by the teacher as well as in their own writing.	Direct Instruction	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Durant will continue their use of SIOP strategies as needed. The SIOP model has proven to be successful with all struggling learners, not just ELL students. We will train all new staff to the building in SIOP strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA testing results, students with significant proficiency gaps will be assigned literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting with students and the need for student awareness of key benchmarks.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Literacy Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are significantly below grade level in reading and writing skills will be identified for Tier 2 intervention in our Literacy Lab. Lessons will target one of four core literacy skills: comprehension, fluency, writing content, or writing conventions. Students will have the opportunity to receive individualized instruction as needed from our Literacy Interventionist. Specific literacy skills will also be implemented in all ELA classes.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Megan Kortlandt, Literacy Interventionist Craig Blomquist, Building Principal All ELA staff

Measurable Objective 2:

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

A 25% increase of Tenth, Eleventh and Twelfth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in writing non-fiction text in English Language Arts by 06/14/2019 as measured by NWEA, PSAT, SAT, and state and local assessments.

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in writing in order to increase student understanding and student performance on proficiency measures.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*. Alexandria, VA: ASCD

Hattie, J. (2011) *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) *The Big Picture: Looking at Data Teams Through a Collaborative Lens*. Englewood, CO: Lead and Learn Press

Moss, M.; Brookhart, S. (2012) *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: ASCD

Frey, N.; Fisher, D. (2011) *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Monitor	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal.
Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our building focus for the 2017-2018 school year will be on collaborative learning.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
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Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction in writing.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Activity - RAISE- Everybody Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement the RAISE strategy: "Everybody Writes". This strategy will incorporate discussion, questioning, and feedback to improve student writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Activity - Shared Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key strategies are recommended by the College Board to prepare students for the new Writing and Language assessment portion of the SAT. These instructional strategies will be emphasized in all Language Arts classes. These strategies include, but are not limited to: practice writing and language analysis skills, practice revising and editing during class by asking students to refine their own work as well as the work of others, and giving students opportunities to correct mistakes in samples provided by the teacher as well as in their own writing.	Direct Instruction	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Teachers at Durant will continue their use of SIOP strategies as needed. The SIOP model has proven to be successful with all struggling learners, not just ELL students. We will train all new staff to the building in SIOP strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA testing results, students with significant proficiency gaps will be assigned literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting with students and the need for student awareness of key benchmarks.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Literacy Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are significantly below grade level in reading and writing skills will be identified for Tier 2 intervention in our Literacy Lab. Lessons will target one of four core literacy skills: comprehension, fluency, writing content, or writing conventions. Students will have the opportunity to receive individualized instruction as needed from our Literacy Interventionist. Specific literacy skills will also be implemented in all ELA classes.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Megan Kortlandt, Literacy Interventionist Craig Blomquist, Building Principal All ELA staff

Goal 2: All students at Durant High School will become proficient in mathematics.

Measurable Objective 1:

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

A 10% increase of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematical concepts in Mathematics by 06/14/2019 as measured by PSAT, SAT, NWEA MAPS, and State and Local Assessments.

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*. Alexandria, VA: ASCD

Hattie, J. (2011) *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) *The Big Picture: Looking at Data Teams Through a Collaborative Lens*. Englewood, CO: Lead and Learn Press

Moss, M.; Brookhart, S. (2012) *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: ASCD

Frey, N.; Fisher, D. (2011) *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be on the collaborative learning component of this model.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teachers and principal

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation.

Category: Mathematics

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA testing results, students with significant proficiency gaps will be assigned math and literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting this year with all students as well as increasing the student awareness of key mathematics benchmarks.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Students not meeting math proficiency standards will participate in a math lab that directly relates to their currently scheduled math class. For example: A student in a Geometry class who needs additional support will be placed in the Geometry math lab for that term. Math lab instruction will target specific college readiness standards as well as remediation needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
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Activity - Intervention Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall into the bottom 30%, who are significantly behind in math credits, or who have been specifically identified by a teacher will be placed into our intervention math labs. These labs will have very low class sizes and be strictly focused on remediation to close a significant learning gap.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$60000	Section 31a	Anne Clifton, Bill Marshall, Gary Jackman, Craig Blomquist

Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Measurable Objective 2:

75% of Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) each term in Mathematics by 06/14/2019 as measured by earning credit in their core math class..

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M.; Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD

Frey, N.; Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning. Alexandria, VA: ASCD

Tier: Tier 1

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be on the collaborative learning component of this model.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teachers and principal

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation.

Category: Mathematics

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge
 Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA testing results, students with significant proficiency gaps will be assigned math and literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting this year with all students as well as increasing the student awareness of key mathematics benchmarks.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting math proficiency standards will participate in a math lab that directly relates to their currently scheduled math class. For example: A student in a Geometry class who needs additional support will be placed in the Geometry math lab for that term. Math lab instruction will target specific college readiness standards as well as remediation needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
Activity - Intervention Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall into the bottom 30%, who are significantly behind in math credits, or who have been specifically identified by a teacher will be placed into our intervention math labs. These labs will have very low class sizes and be strictly focused on remediation to close a significant learning gap.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$60000	Section 31a	Anne Clifton, Bill Marshall, Gary Jackman, Craig Blomquist
Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
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Measurable Objective 3:

A 10% increase of Tenth, Eleventh and Twelfth grade Black or African-American, Bottom 30%, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency in mathematical concepts in Mathematics by 06/14/2019 as measured by NWEA, PSAT, SAT, and state and local assessments.

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures.

Category: Mathematics

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*. Alexandria, VA: ASCD

Hattie, J. (2011) *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) *The Big Picture: Looking at Data Teams Through a Collaborative Lens*. Englewood, CO: Lead and Learn Press

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Frey, N.; Fisher, D. (2011) *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All math teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
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Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be on the collaborative learning component of this model.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teachers and principal

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation.

Category: Mathematics

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Based on NWEA testing results, students with significant proficiency gaps will be assigned math and literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting this year with all students as well as increasing the student awareness of key mathematics benchmarks.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
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Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting math proficiency standards will participate in a math lab that directly relates to their currently scheduled math class. For example: A student in a Geometry class who needs additional support will be placed in the Geometry math lab for that term. Math lab instruction will target specific college readiness standards as well as remediation needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist

Activity - Intervention Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall into the bottom 30%, who are significantly behind in math credits, or who have been specifically identified by a teacher will be placed into our intervention math labs. These labs will have very low class sizes and be strictly focused on remediation to close a significant learning gap.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$60000	Section 31a	Anne Clifton, Bill Marshall, Gary Jackman, Craig Blomquist

Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Goal 3: All students at Durant High School will become proficient readers.

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Measurable Objective 1:

A 20% increase of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading both fiction and non-fiction text in English Language Arts by 06/14/2019 as measured by PSAT, SAT, NWEA testing, and State and Local Assessments.

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in reading both fiction and non-fiction text in order to increase student understanding and student performance on proficiency measures.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M.; Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD

Frey, N.; Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be the component of productive collaborative learning.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - RAISE activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement RAISE strategies as part of their daily instruction. New teachers will be trained in utilizing RAISE strategies in their daily instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Jim Esbrook, Ryan Negoshian All teaching staff and principal
Activity - Shared Instructional Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key strategies are recommended by the College Board to prepare students for the new Reading assessment portion of the SAT. These instructional strategies will be emphasized in all Language Arts classes. These strategies include, but are not limited to: practicing reading and analyzing extended passages of text with varied levels of complexity, analyzing both fiction and non-fiction texts, identifying how authors use word choice and other techniques to create a desired effect, and giving students multiple opportunities to analyze founding democratic documents and other world documents of great importance.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress in reading fiction and non-fiction text will participate in small group instruction and/or remediation.

Category: English/Language Arts

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Tier: Tier 2

Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA testing results, students with significant proficiency gaps will be assigned literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal setting and increasing student awareness of key reading benchmarks.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - AARI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in NWEA testing three times per year to assess growth in reading levels. Students significantly below grade level will be assigned to a section of AARI. AARI is an accelerated expository reading initiative focused on academic literacy and designed to bring students in grades 3-12 to grade level quickly.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Krista Garrow, Megan Kortlandt, Ryan Negoshian, Craig Blomquist
Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Durant will continue to implement the use of SIOP strategies. The SIOP model has proven to be successful with all struggling learners, not just ELL students. All new staff will undergo training in SIOP strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Literacy Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Students who are significantly below grade level in reading and writing skills will be identified for Tier 2 intervention in our Literacy Lab. Lessons will target one of four core literacy skills: comprehension, fluency, writing content, or writing conventions. As needed, students will have the opportunity to participate in individualized instruction that is focused on their particular needs in reading. Additional reading strategies will be implemented in all ELA classes and eventually all other core classes as well.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Megan Kortlandt
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Measurable Objective 2:

A 25% increase of Tenth, Eleventh and Twelfth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in reading both fiction and non-fiction text in English Language Arts by 06/14/2019 as measured by PSAT, SAT, NWEA testing, and State and Local Assessments..

(shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in reading both fiction and non-fiction text in order to increase student understanding and student performance on proficiency measures.

Category: English/Language Arts

Research Cited: Marzano, R. (2007) The Art and Science of Teaching. Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Besser, L.; Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M.; Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD

Frey, N.; Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning. Alexandria, VA: ASCD

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Gradual Release of Responsibility Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be the component of productive collaborative learning.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - RAISE activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to implement RAISE strategies as part of their daily instruction. New teachers will be trained in utilizing RAISE strategies in their daily instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Jim Esbrook, Ryan Negoshian All teaching staff and principal
Activity - Shared Instructional Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key strategies are recommended by the College Board to prepare students for the new Reading assessment portion of the SAT. These instructional strategies will be emphasized in all Language Arts classes. These strategies include, but are not limited to: practicing reading and analyzing extended passages of text with varied levels of complexity, analyzing both fiction and non-fiction texts, identifying how authors use word choice and other techniques to create a desired effect, and giving students multiple opportunities to analyze founding democratic documents and other world documents of great importance.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

(shared) Strategy 2:

Targeted Instruction - Students not demonstrating sufficient progress in reading fiction and non-fiction text will participate in small group instruction and/or remediation.

Category: English/Language Arts

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge

Schmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Tier: Tier 2

Activity - Edgenuity Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA testing results, students with significant proficiency gaps will be assigned literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal setting and increasing student awareness of key reading benchmarks.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
Activity - AARI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in NWEA testing three times per year to assess growth in reading levels. Students significantly below grade level will be assigned to a section of AARI. AARI is an accelerated expository reading initiative focused on academic literacy and designed to bring students in grades 3-12 to grade level quickly.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Krista Garrow, Megan Kortlandt, Ryan Negoshian, Craig Blomquist
Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Teachers at Durant will continue to implement the use of SIOP strategies. The SIOP model has proven to be successful with all struggling learners, not just ELL students. All new staff will undergo training in SIOP strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and principal
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Activity - Literacy Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are significantly below grade level in reading and writing skills will be identified for Tier 2 intervention in our Literacy Lab. Lessons will target one of four core literacy skills: comprehension, fluency, writing content, or writing conventions. As needed, students will have the opportunity to participate in individualized instruction that is focused on their particular needs in reading. Additional reading strategies will be implemented in all ELA classes and eventually all other core classes as well.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Megan Kortlandt

Goal 4: All students at Durant High School will feel supported in their social and emotional growth.

Measurable Objective 1:

A 10% increase of All Students will improve graduation rate every term in Practical Living by 06/12/2020 as measured by our yearly graduation rates.

Strategy 1:

School Connectedness - All staff will work toward building a strong sense of connection to school for all students. In particular, all staff will continue to build strong relationships with all students to increase their sense of belonging at Durant.

Category: School Culture

Research Cited: Schargel, F.; Thacker, T.; Bell, J. (2007) From At-Risk to Academic Excellence: What Successful Leaders Do. Larchmont, NY: Eye on Education.

Manning, M. Lee; Baruth, L. (1995) Students At Risk. Needham Heights, MA: Allyn & Bacon.

Payne, R. (1996) A Framework for Understanding Poverty. Highlands, TX: aha! Process Inc..

Schargel, F.; Smink, J. (2001) Strategies to Help Solve Our School Dropout Problem. Larchmont, NY: Eye on Education.

Blankstein, A. (2004) Failure Is NOT an Option. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Classroom Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Staff will participate in training in the use of classroom circle discussions as a way of building community in the classroom and for the purpose of building relationships between students and between students and the teacher.	Communication, Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Craig Blomquist
Activity - Thursday Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of our weekly Seminar period, staff will discuss with students any concerns including attendance, grades, and social and emotional issues that are having a negative impact on their ability to be successful.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff All administrative and support staff
Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified as our most at-risk based on their attendance and academic success will be assigned a teacher mentor as needed. Mentor responsibilities will include goal-setting with the student, daily and weekly communication as needed, and communication with the student's family as needed.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff All administrative and support staff
Activity - CORE Success Contracts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Students who have been identified as being highly at-risk for more than one term will be assigned a CORE mentor and will be given a success contract. Success contracts will document specific action steps for the school, family, and student to commit to as a way of getting back on track. Specific actions steps may include, but are not limited to: after-school tutoring, counseling support (on or off campus), social work support, and special education testing.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	CORE team: Principal, counselor, social worker, psychologist, representative from the Teen Health Center, safety coordinator, special education instructor.
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Activity - Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our CORE team which includes administration, school counselor, and school social worker will assist students in understanding cause/effect behavior and making good choices which will allow them to remain in school and to participate fully in their education.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All members of our CORE team

Strategy 2:

Attendance - Attendance will be monitored at all buildings, as well as at the district level. Students who reach 5 absences will receive a parent contact from the school, at 7 absences a letter is sent to the home, and at 10 absences the district Truancy Officer meets with the parents/guardians of the student. At 20 absences, the student is referred to the Oakland County Court System.

Category: School Culture

Research Cited: Schargel, F.; Thacker, T.; Bell, J. (2007) From At-Risk to Academic Excellence: What Successful Leaders Do. Larchmont, NY: Eye on Education.

Manning, M. Lee; Baruth, L. (1995) Students At Risk. Needham Heights, MA: Allyn & Bacon.

Payne, R. (1996) A Framework for Understanding Poverty. Highlands, TX: aha! Process Inc..

Schargel, F.; Smink, J. (2001) Strategies to Help Solve Our School Dropout Problem. Larchmont, NY: Eye on Education.

Blankstein, A. (2004) Failure Is NOT an Option. Thousand Oaks, CA: Corwin Press.

Tier: Tier 2

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff All administrative and support staff
Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At 10 student absences, the truancy officer meets with parents/guardians. At 20 absences, the truancy officer makes a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Administrative and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAISE- Everybody Writes	Teachers will continue to implement the RAISE strategy: "Everybody Writes". This strategy will incorporate discussion, questioning, and feedback to improve student writing.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Thursday Seminar	During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Behavior Supports	Our CORE team which includes administration, school counselor, and school social worker will assist students in understanding cause/effect behavior and making good choices which will allow them to remain in school and to participate fully in their education.	Behavioral Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All members of our CORE team
RAISE activities	All teachers will continue to implement RAISE strategies as part of their daily instruction. New teachers will be trained in utilizing RAISE strategies in their daily instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Jim Esbrook, Ryan Negoshian All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Professional Learning Communities	Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Professional Learning Communities	Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Monitor	Tier 1		09/04/2018	06/14/2019	\$0	All teaching staff and principal
SIOP	Teachers at Durant will continue to implement the use of SIOP strategies. The SIOP model has proven to be successful with all struggling learners, not just ELL students. All new staff will undergo training in SIOP strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Learning Targets	All math teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Edgenuity Learning	Based on NWEA testing results, students with significant proficiency gaps will be assigned literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal setting and increasing student awareness of key reading benchmarks.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
AARI	All students will participate in NWEA testing three times per year to assess growth in reading levels. Students significantly below grade level will be assigned to a section of AARI. AARI is an accelerated expository reading initiative focused on academic literacy and designed to bring students in grades 3-12 to grade level quickly.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Krista Garrow, Megan Kortlandt, Ryan Negoshian, Craig Blomquist
Shared Instructional Strategies	Key strategies are recommended by the College Board to prepare students for the new Writing and Language assessment portion of the SAT. These instructional strategies will be emphasized in all Language Arts classes. These strategies include, but are not limited to: practice writing and language analysis skills, practice revising and editing during class by asking students to refine their own work as well as the work of others, and giving students opportunities to correct mistakes in samples provided by the teacher as well as in their own writing.	Direct Instruction	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Gradual Release of Responsibility Model	All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be on the collaborative learning component of this model.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Shared Instructional Activities	Key strategies are recommended by the College Board to prepare students for the new Reading assessment portion of the SAT. These instructional strategies will be emphasized in all Language Arts classes. These strategies include, but are not limited to: practicing reading and analyzing extended passages of text with varied levels of complexity, analyzing both fiction and non-fiction texts, identifying how authors use word choice and other techniques to create a desired effect, and giving students multiple opportunities to analyze founding democratic documents and other world documents of great importance.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Thursday Seminar	As part of our weekly Seminar period, staff will discuss with students any concerns including attendance, grades, and social and emotional issues that are having a negative impact on their ability to be successful.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff All administrative and support staff
Gradual Release of Responsibility Model	All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our school focus this year will be the component of productive collaborative learning.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Attendance Monitoring	Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.	Policy and Process	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff All administrative and support staff
Edgenuity Learning	Based on NWEA testing results, students with significant proficiency gaps will be assigned math and literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting this year with all students as well as increasing the student awareness of key mathematics benchmarks.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Instructional Labs	All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Instructional Labs	All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction in writing.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Instructional Labs	All teachers will have the opportunity to participate in teacher labs both at the building and district level centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teachers and principal
Literacy Labs	Students who are significantly below grade level in reading and writing skills will be identified for Tier 2 intervention in our Literacy Lab. Lessons will target one of four core literacy skills: comprehension, fluency, writing content, or writing conventions. As needed, students will have the opportunity to participate in individualized instruction that is focused on their particular needs in reading. Additional reading strategies will be implemented in all ELA classes and eventually all other core classes as well.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Megan Kortlandt
Math Lab	Students not meeting math proficiency standards will participate in a math lab that directly relates to their currently scheduled math class. For example: A student in a Geometry class who needs additional support will be placed in the Geometry math lab for that term. Math lab instruction will target specific college readiness standards as well as remediation needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
Gradual Release of Responsibility Model	All teachers will continue to implement the gradual release of responsibility model in their daily lessons. Evidence will be visible on a consistent basis of the four components of the GRR model: focused instruction, guided instruction, collaborative learning, and independent learning. Our building focus for the 2017-2018 school year will be on collaborative learning.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Classroom Circles	Staff will participate in training in the use of classroom circle discussions as a way of building community in the classroom and for the purpose of building relationships between students and between students and the teacher.	Communication, Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Craig Blomquist
Professional Learning Communities	Teachers will continue their work in weekly professional learning communities to insure student success. PLC's will utilize the Data Team Process to collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Anne Clifton, Meredith Greer, Gary Jackman, Bill Marshall, Craig Blomquist
Learning Targets	All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal.
Thursday Seminar	During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

CORE Success Contracts	Students who have been identified as being highly at-risk for more than one term will be assigned a CORE mentor and will be given a success contract. Success contracts will document specific action steps for the school, family, and student to commit to as a way of getting back on track. Specific actions steps may include, but are not limited to: after-school tutoring, counseling support (on or off campus), social work support, and special education testing.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	CORE team: Principal, counselor, social worker, psychologist, representative from the Teen Health Center, safety coordinator, special education instructor.
Literacy Labs	Students who are significantly below grade level in reading and writing skills will be identified for Tier 2 intervention in our Literacy Lab. Lessons will target one of four core literacy skills: comprehension, fluency, writing content, or writing conventions. Students will have the opportunity to receive individualized instruction as needed from our Literacy Interventionist. Specific literacy skills will also be implemented in all ELA classes.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Megan Kortlandt, Literacy Interventionist Craig Blomquist, Building Principal All ELA staff
Thursday Seminar	During a portion of the weekly Seminar period, all students will participate in skill building activities devoted to increasing proficiency in math, reading, and writing. Students will be assigned these enrichment activities based on greatest need and they will be grouped according to their proficiency levels.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Truancy Officer	At 10 student absences, the truancy officer meets with parents/guardians. At 20 absences, the truancy officer makes a referral to the Oakland County court system.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Administrative and support staff
SIOP	Teachers at Durant will continue their use of SIOP strategies as needed. The SIOP model has proven to be successful with all struggling learners, not just ELL students. We will train all new staff to the building in SIOP strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal

2018-2019 PSIP Goals & Plans Durant

Waterford Durant High School

Mentoring	Students who have been identified as our most at-risk based on their attendance and academic success will be assigned a teacher mentor as needed. Mentor responsibilities will include goal-setting with the student, daily and weekly communication as needed, and communication with the student's family as needed.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All teaching staff All administrative and support staff
Learning Targets	All teachers will share learning targets with their students daily. These learning targets will be focused on both mastering the content benchmarks as well as helping students close proficiency gaps. All learning targets will include assessment criteria and a performance of understanding.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal
Edgenuity Learning	Based on NWEA testing results, students with significant proficiency gaps will be assigned literacy modules through the Edgenuity Learning online instructional program. These modules will be individualized for students and will be updated after each testing session (fall, winter, spring). Students will have the opportunity to work on these modules during class time, during Seminar, during other enrichment periods and at home. Data indicates the need for additional goal-setting with students and the need for student awareness of key benchmarks.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Math Lab	Students who fall into the bottom 30%, who are significantly behind in math credits, or who have been specifically identified by a teacher will be placed into our intervention math labs. These labs will have very low class sizes and be strictly focused on remediation to close a significant learning gap.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$60000	Anne Clifton, Bill Marshall, Gary Jackman, Craig Blomquist