

# Harry S Truman High School

## Background Narrative

Historically, Truman High School has been very conscientious about giving State assessments. Our curriculum has been highly developed and aligned with State standards. However, there was little focus on interpreting student achievement data once it arrived at the school. In the past five years, there have been three Principals at Truman High School and multiple central office administrators including three different Superintendents.

During the summer of 2009, we developed our first Schoolwide Title I plan using the Michigan Department of Education's accelerated process. Our plan was approved in February 2010. The Statewide System of Support provided our first Comprehensive School Audit in November 2009. The auditors' comments included: "Truman began developing a foundation from which school improvement initiatives can proceed and be successful." In the last year, prior to being on the bottom 5% list, we developed a sense of urgency. Our teachers began moving from the mindset of "I taught it" to asking "Did students learn?" and if they didn't, "What do I need to do differently?" In 2009-2010, teachers voted to waive their contract and stay after school once per week to implement Professional Learning Communities based on the Dufour model. That process began this year. With the guidance of our Wayne RESA coaches, we will complete a data protocol by January so all data is consistently collected, monitored, analyzed and reported.

As evidence of our improvement, Truman High School made AYP for the first time last year. It is clear that this is just a beginning in the transformation process. With the assistance of our School Improvement Department and our External Services Providers, we will continue to show increased student achievement.

We are excited about creating a highly effective high school where student achievement for all students is the focus.

We, the staff of Truman High School, believe that the following comprehensive school improvement plan will address the issues that have impeded academic achievement in the past.

In the new vision at Truman, failure will not be an option.

# Harry S Truman School Improvement Plan

## **Transformation Required Activities:**

Develop & Increase School Leader & Teacher Effectiveness .....	5
Comprehensive Instructional Reform Strategies .....	36

## **Increasing Learning Time and Mechanisms for Community-Oriented Schools .....** 48

### **(All required changes are on pages 48 – 55)**

Providing Operational Flexibility and Sustained Support.....	59
A. Mission and Vision Statement.....	3
B. Table of School Improvement Stakeholders .....	4
C. Ten Components of the School-Wide Plan:	
1. Comprehensive Needs Assessment .....	65
2. School-Wide Reform Strategies .....	76
3. Instruction by Highly Qualified Staff .....	83
4. Strategies to Attract High-Quality Highly Qualified Teachers .....	83
5. High-Quality Ongoing Professional Development.....	84
6. Strategies to Increase Parental Involvement.....	86
7. Transition From 8 <sup>th</sup> Grade .....	90
8. Teacher Participation in Making Assessment Decisions .....	91
9. Timely & Effective Additional Assistance to Students (RTI).....	91
10. Coordination & Integration of Federal, State & Local Programs & Resources .....	96
D. Curriculum Alignment .....	101
E. Uses of Community Resources & Volunteers .....	104
F. Adult Roles in Community Education, Libraries & Community Colleges .....	105
G. Methods for Effective Use of Technology .....	106
H. On the Job Learning .....	106
I. Evaluation .....	107
J. Building Level Decision Making .....	107

## **Appendices**

A. Approved Union Contract Waivers .....	110
B. Perception Surveys .....	112
C. Parent Involvement Policies & Compact .....	129
D. District Technology Plan.....	135

## **Separate Uploaded Files:**

- Board Approval
- The School Improvement Content Area Goals and Pacing Charts
- MME, ACT, Plan, Explore & Failure Rate Data
- Comprehensive Needs Assessment (CNA)

## **A. Vision/Mission Statements**

### **Taylor Public School District Mission Statement**

The Taylor School Community's mission is to maximize the talents and abilities of all.

### **Harry S Truman High School Mission Statement**

Truman High School Will:

- Provide and maintain a safe, positive, and productive educational environment,
- Maintain high academic requirements to prepare all students for post-secondary education,
- Promote understanding and respect for all members of a diverse global society,
- Promote involvement of the community, parents and students with educators in a collaborative school environment,
- Recognize and accommodate individual learning needs,
- Promote responsible citizenship through the development of self-confidence, self-discipline, and an understanding of the cooperative nature of social relationships.

### **Harry S Truman High School Vision Statement**

Each graduate will be a well-prepared, productive citizen of the technically advanced global society.

## B. School Improvement Team Stakeholders

Name	Position	Contact Information
Jarvis, Germaine	School Improvement Coordinator	<a href="mailto:JarvisG@Taylor.k12.mi.us">JarvisG@Taylor.k12.mi.us</a>
Loomis, Janice	Assistant Principal	<a href="mailto:LoomisJ@Taylor.k12.mi.us">LoomisJ@Taylor.k12.mi.us</a>
McCausland, Kelly	Teacher/Department Chair, ELA	<a href="mailto:McCausK@Taylor.k12.mi.us">McCausK@Taylor.k12.mi.us</a>
Rzepecki, Linda	Teacher, Media Specialist	<a href="mailto:RzepecL@Taylor.k12.mi.us">RzepecL@Taylor.k12.mi.us</a>
Skopczynski, Melissa	Assistant Principal	<a href="mailto:SkopczyM@Taylor.k12.mi.us">SkopczyM@Taylor.k12.mi.us</a>
Smith, Kyle	Teacher/Department Chair, Social Studies	<a href="mailto:SmithKy@taylor.k12.mi.us">SmithKy@taylor.k12.mi.us</a>
Voorheis, Kerrie	Teacher, Math	<a href="mailto:VoorheK@Taylor.k12.mi.us">VoorheK@Taylor.k12.mi.us</a>
Tally, Kathy	Parent	phone: 313-550-5154 <a href="mailto:ktalley@comcast.net">ktalley@comcast.net</a>
Zech, David	Principal	<a href="mailto:zechda@taylor.k12.mi.us">zechda@taylor.k12.mi.us</a>
Szabo, Michelle	Teacher/Department Chair, Science	<a href="mailto:szabom@taylor.k12.mi.us">szabom@taylor.k12.mi.us</a>
Manning, Brett	Teacher/Department Chair, Math	<a href="mailto:mannib@taylor.k12.mi.us">mannib@taylor.k12.mi.us</a>
Collett, Keith	Parent	<a href="mailto:kkcollett@wowway.com">kkcollett@wowway.com</a>
Mach, Victoria	9 <sup>th</sup> Grade Advisor	<a href="mailto:machvi@taylor.k12.mi.us">machvi@taylor.k12.mi.us</a>
Woodford, Wayne	Teacher/Union President	<a href="mailto:woodfw@taylor.k12.mi.us">woodfw@taylor.k12.mi.us</a>

## Transformation Model Required Activities

### Develop & Increase School Leader & Teacher Effectiveness

#### Transformation Requirement #1

#### Replace the principal.

The principal of Truman High School is on administrative leave and will not be returning to Truman High School. The position will be posted no later than December, 2010. Candidates will be carefully screened to assure that the successful candidate meets all of the qualifications necessary to implement the transformation model required activities. Currently, in order to provide stability and to continue moving the school forward, two capable assistant principals from Truman have been placed as interim co-principals. Both are highly qualified, committed and motivated with strengths that complement each other. Support for this strategy comes from "Co-Principals: Characteristics of Dual-Leadership Teams", Marquette University, Eckman, E. (2006)

(See pages following the table for principal job posting requirements.)

Scientific Based Research	Strategies / Interventions	Person(s) Accountable	Time Line	Resources Needed	Professional Development Needed	Funding Sources or Source Support	Evidence of Success
B. M. Bass transformational leadership theory	The district will adhere to the following procedure to replace the principal:  Review the position requirements	Board Office  Site Steering Committee	  11/2010	None  B M Bass research	None  None	None  None	SSC will be the decision making body in the school  New job requirements

	to ensure that they are aligned with the redesign plan, the transformation model and supports the new vision at the school	(SSC)					written and aligned with the transformation requirements
	District will post job vacancy	Board Office	12/2010	None	None	None	Job is posted
	Site Steering Committee (SSC) will review job description and compile interview questions	Board Office and SSC	7/2011	None	None	None	Successful interview process
	SSC will interview principal candidates	SSC	7/2011	None	None	None	New principal in place to begin the
	SSC will select a principal	Board Office and SSC	7/2011	None	None	None	2011-2012 school year

**NOTICE OF VACANCY**

**PLEASE POST**

**INTERNAL & EXTERNAL**

**TAYLOR SCHOOL DISTRICT  
PERSONNEL MEMORANDUM**

**POSITION:**

Truman High School Principal

**REPORTS TO:**

Assistant Superintendent for K-12 Curriculum

**MINIMUM QUALIFICATIONS:**

1. Possess a valid secondary teaching certificate.
2. Master's degree in school administration or educational leadership.
3. Five (5) years of successful teaching experience at the secondary level.
4. Three (3) years of demonstrated leadership in past educational administrative position(s).
5. Such alternatives to the above qualifications as the Taylor School District may find appropriate and acceptable.

**DESIRED QUALIFICATIONS:**

1. Thorough understanding of secondary schools' curricula and programs.
2. Demonstrated ability to turn around, sustain, and continually improve student achievement.
3. Demonstrated ability to work with a culturally, economically, and linguistically diverse population.
4. Demonstrated ability to provide effective school leadership in creating and managing a safe, supportive and positive learning environment where all students excel, where staff is empowered and share the vision of high performance and collaboration, and where parents and community are engaged partners in the support of student achievement.
5. Demonstrated knowledge of legislation regarding Michigan's persistently lowest achieving schools and Race to the Top.
6. Graduate work beyond the master's degree is desirable.
7. Evidence of teaching competence, classroom management skills, technology skills, and the ability to recognize and evaluate effective teaching practices within the classroom setting.
8. Thorough knowledge of educational research regarding effective teaching.
9. Commitment to participate in management training programs and other specified in-service training activities as designated by the Superintendent, or his or her designee.
10. Commitment to work actively toward the continuous improvement of secondary education in our district.
11. Ability to communicate effectively with school personnel, students, parents, and other community members.
12. Willingness to devote time as needed for quality communication and effective relationships with parents and other community members.
13. Familiar with the operation of Professional Learning Communities.

**Performance Standards for Secondary High School Principal**

**A. General Standards**

1. Responsible for all matters pertaining to instruction, supervision, curriculum, evaluation of programs and community relations.
2. Perform duties prescribed by the Taylor School District, state and federal laws.
3. Comply with all policies, procedures, rules and regulations of the school district.
4. Be responsible for and submit all state and local student records for pupil accounting.
5. Prepare and submit accurate and timely reports as required.
6. Attend and actively participate in all district principal meetings.
7. Serve on appropriate administrative committees as designated or assigned.

8. Perform other duties as may be assigned by the Superintendent of Schools or his or her designee.

B. Instruction

1. Direct special service personnel to plan and arrange for special services for students.
2. Assign all students in such a way as to encourage their optimum growth.
3. Promote a program of personalized, child-centered instruction which will provide opportunities for all students to progress in line with their potential.
4. Utilize community resources to enrich the instructional program.
5. Inventory, allocate, assign and maintain all textbooks and equipment.

C. Budget

1. Review and recommend the various budget items as requested by the teaching and non-instructional staff.
2. Scrutinize and approve instructional and non-instructional budget requests.
3. Be directly responsible for all budgets allocated for the operations of the building.
4. Administer all funds and keep accurate records of deposit of same

D. Physical Plant

1. Maintain a clean and safe physical plant and grounds; create an environment that promotes student learning.
2. Inventory, allocate, assign and provide for the maintenance of student lockers.

E. School Improvement/Staff Development

1. Provide leadership for in-service meetings and programs sponsored by our district.
2. Initiate and provide opportunities for the sharing of ideas and teaching practices among staff.
3. Serve on or chair curriculum committees as needed.
4. Set aside time to participate in the School Improvement activities of the Taylor School District.

F. School - Community Relations

1. Be available to listen to parents and students who wish to discuss concerns or suggest ideas.
2. Keep parents informed regarding school programs and activities.
3. Provide for and encourage ongoing communication between parents and staff.
4. Represent the school at appropriate community functions.
5. Respond appropriately to all parent concerns.

G. Resource Management (Human and Physical)

1. Organize and conduct staff meetings.
2. Coordinate and direct all student activities and programs.
3. Institute corrective and disciplinary procedures to maintain safety and behavior standards in the building according to the Student Code of Conduct.
4. Develop and distribute a faculty handbook which outlines building policy and procedures.
5. Institute a plan for maintaining student attendance and investigating attendance problems consistent with the Taylor School District attendance policy.
6. Work with the transportation department in an attempt to provide safe and efficient transportation services for students.
7. Articulate the administration's goals and philosophy.
8. Issue periodic memos to staff.

H. Planning

1. Work with staff to develop a child-centered school philosophy.
2. Determine objectives and identify school needs as the basis for developing long and short-range plans for the school.

I. Monitoring and Evaluation

1. Supervise and evaluate the performance of all assigned personnel consistent with existing labor agreements; recommend appropriate action in cases of substandard performance; and identify and encourage individual personnel with leadership potential.
2. Supervise the keeping of student records and family information.
3. Make ongoing assessment of current instructional programs.
4. Evaluate the student progress reporting system with the staff and make improvements.
5. Provide for and supervise standardized testing programs according to school district policy.
6. Interpret, implement and provide feedback on system-wide policies, practices and procedures.

J. Employee Motivation

1. Be available and listen to staff who wish to discuss concerns, share experiences or suggest ideas.
2. Carry out an effective program of human relations in order to develop high morale among members of the school certified staff.

K. Supervision

1. Provide leadership and direction to the school staff: certified and non certified personnel.
2. Provide and coordinate proper supervision of students before, during and after the school day.
3. Provide methods for analyzing and solving parent, student and staff problems.
4. Organize and assist in the supervision of office procedures.

L. Personal Development

1. Take an active interest in local, state and national professional organizations to promote professional improvement and render greater service.
2. Participate in recognized seminars, meetings and courses to keep abreast of current ideas of the educational-management process.
3. Participate in management training programs as well as other specified in-service training activities as designated by the Superintendent.

**Develop & Increase School Leader & Teacher Effectiveness**

**Transformation Requirement #2**

**Use of evaluation systems that take into significant account data on student growth as well as other factors.**

Teacher evaluation systems are based on the Charlotte Danielson model and designed to measure significant student growth based on Pre and Post assessments using ACT College Readiness Standards. Truman High School leaders will use the Professional Growth Framework for their evaluation process. This form is currently being developed by the administration and Central Office. (Information regarding both evaluations on the pages following this table.)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Charlotte Danielson: Teacher Evaluation: To Enhance Professional Practice	A new evaluation process for teachers is in place including the following key components:	Union President / Administration	9/2011	None	Administrative PD for effective evaluation	None	Increased levels of teacher competency to improve student achievement Increased teacher accountability and increase in student achievement
	<u>Domain 1: Demonstrating student growth</u> – A significant part of the teacher evaluation is demonstrating student growth. Student learning objectives will be identified by subject	Administration	02/2011	Evaluation form	Teacher in-service on new evaluation procedures and protocol	None	

<p>National Comprehensive Center for Teacher Quality. "Evaluating School Principals – Tips and Tools", July 2010</p>	<p>area and assessed.(See domain 1 of teacher evaluation form on page 12)</p> <p><u>Domain 2: The Classroom Environment</u></p> <p><u>Domain 3: Instruction</u></p> <p><u>Domain 4: Professional Responsibilities</u></p> <p><u>Domain 5: Planning and Preparation</u></p> <p>(See pages 12-18 for entire evaluation)</p> <p>School leaders' new evaluation system is based on the Framework for Michigan Educator Evaluations and supported by the Michigan Assoc. of Sec. School Principals. A Professional Growth Plan will be used.</p> <p>(See pages 19-23 for framework)</p>						
--	--	--	--	--	--	--	--

## Taylor School District Teacher Evaluation Form

Teacher's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

School Assignment: \_\_\_\_\_ Date(s) of Evaluation: \_\_\_\_\_

Employment Status: 1<sup>st</sup> Year \_\_\_\_\_ 2<sup>nd</sup> Year \_\_\_\_\_ 3<sup>rd</sup> Year \_\_\_\_\_ 4<sup>th</sup> Year \_\_\_\_\_

Seniority Date: \_\_\_\_\_ Tenure \_\_\_\_\_

	Strand Domain #1 Demonstrating Student Growth	Proficiency Rubric				Explanation for Lacking/Gaining and Action for Improvement
		Lacking	Gaining	Meeting	Exceeding	
<b>1A</b>	<b>Reporting Student Growth</b>	X	X	X	X	
<b>i</b>	Setting Student Learning Objective goals					
<b>ii</b>	Tracking Student Learning Objective Data					
<b>iii</b>	Reporting Student Learning Objectives					
<b>1B</b>	<b>Student Learning Objective #1</b>					
<b>1C</b>	<b>Student Learning Objective #2</b>					

1D	Student Learning Objective #3					
1E	Student Learning Objective #4					
1F	Student Learning Objective #5					
1G	Student Learning Objective #6					
1H	Student Learning Objective #7					
1I	Student Learning Objective #8					

	Strand Domain #2 The Classroom Environment	Proficiency Rubric				Explanation for Lacking/Gaining and Action for Improvement
		Lacking	Gaining	Meeting	Exceeding	
2A	Creating an Environment of Respect and Rapport	X	X	X	X	
i	Teacher interaction with students					
2B	Establishing a Culture of Learning	X	X	X	X	
i	Importance of Content					

ii	Expectations for Learning and Achievement					
<b>2C</b>	<b>Managing Classroom Procedures</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Management of Transitions					
ii	Management of Material and Supplies					
<b>2D</b>	<b>Managing Student Behavior</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Expectations					
ii	Monitoring Student Behavior					
iii	Response to Student Misbehavior					

	<b>Strand Domain #3 Instruction</b>	<b>Proficiency Rubric</b>				<b>Explanation for Lacking/Gaining and Action for Improvement</b>
		<b>Lacking</b>	<b>Gaining</b>	<b>Meeting</b>	<b>Exceeding</b>	
<b>3A</b>	<b>Communicating with Students</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Expectations for Learning					
ii	Directions and Procedures					
iii	Explanations of Content					
iv	Use of Oral and Written Language					

<b>3B</b>	<b>Using Questioning and Discussion Techniques</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>i</b>	Quality of Questions					
<b>ii</b>	Discussion Techniques					
<b>iii</b>	Student Participation					
<b>3C</b>	<b>Engaging Students in Learning</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>i</b>	Activities and Assignments					
<b>ii</b>	Structure and Pacing					
<b>3D</b>	<b>Using Assessment in Instruction</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>i</b>	Assessment Criteria					
<b>ii</b>	Monitoring of Student Learning					
<b>iii</b>	Feedback to students					

	<b>Strand Domain #4 Professional Responsibilities</b>	Proficiency Rubric				<b>Explanation for Lacking/Gaining and Action for Improvement</b>
		<b>Lacking</b>	<b>Gaining</b>	<b>Meeting</b>	<b>Exceeding</b>	
<b>4A</b>	<b>Maintaining Accurate Records</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>i</b>	Student Completion of					

	Assignments					
ii	Student Progress in Learning					
iii	Non-instructional Records					
<b>4B</b>	<b>Communicating with Families</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Information about student learning					
<b>4C</b>	<b>Participating in a Professional Community</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Involvement in a Culture of Professional Inquiry					
ii	Participation in School and District Projects					
<b>4D</b>	<b>Growing and Developing Professionally</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Enhancement of Content Knowledge and Instructional Skill					
<b>4E</b>	<b>Showing Professionalism</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Compliance with School and District regulation					

	Strand Domain #5 Planning and Preparation	Proficiency Rubric* (See <i>Taylor School District Teacher Evaluation Criteria Form</i> )				Explanation for Lacking/Gaining and Action for Improvement
		Lacking	Gaining	Meeting	Exceeding	
<b>5A</b>	<b>Demonstrating Knowledge of Content and Instruction</b>	X	X	X	X	
i	Knowledge of Content					
ii	Knowledge of Content Related Methods					
<b>5B</b>	<b>Demonstrating Knowledge of Students</b>	X	X	X	X	
i	Knowledge of child and adolescent development and learning processes					
ii	Knowledge of students' interest and cultural heritage					
iii	Knowledge of students' special needs					
<b>5C</b>	<b>Setting instructional Outcomes</b>	X	X	X	X	
i	Value, Sequence, and Alignment					
ii	Clarity					

iii	Balance					
iv	Suitability for diverse learners					
<b>5D</b>	<b>Designing Coherent Instruction</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Learning Activities					
ii	Instructional Materials and Resources					
iii	Lesson and Unit Structure					
<b>5E</b>	<b>Designing Student Assessment</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
i	Congruence with Instructional Outcomes					
ii	Criteria and Standards					
iii	Incorporate Formative Assessment					
iv	Use for Planning					

# **A Framework for Michigan Educator Evaluations**

**(Under the New School Reform Laws)**

A Joint Proposal from  
American Federation of Teachers-Michigan  
Michigan Education Association  
Michigan Association of Secondary School Principals

New state legislation requiring annual performance evaluations of all teachers and administrators offers challenges and opportunities. Meaningful evaluations that are completed in timely, transparent, and efficient ways are the goals of this suggested framework. This framework represents a set of agreed upon common principles. We have left plenty of room for local districts to incorporate previous best practices, as well as to design improvements to current processes.

Specifically the new law requires:

- Involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy
- Rigorous, transparent, and fair performance evaluation systems
- Evaluation based on multiple rating categories
- Evaluation with student growth as measured by national, state or local assessments or other objective criteria as a significant factor
- Evaluations to inform decisions regarding:
  - Individual professional learning opportunities with ample time for improvement
  - Promotion, retention, and professional development opportunities, including coaching, and instruction support
  - Tenure and/or certification decisions based on rigorous, streamlined, transparent and fair procedures.
  - Removal of ineffective teachers and administrators after opportunities to improve have been deemed unsuccessful based on decisions made by use of rigorous, streamlined, transparent and fair procedures.

This framework addresses all the requirements above. The framework is applicable for probationary (NOTE: Probationary teachers will have additional evaluation procedures to meet the requirements of the Tenure Act) and tenured teaching staff as well as building and district administrators. It connects several school mandates, such as the required School Improvement Plan, and integrates several required district reporting requirements into one streamlined process. The framework seeks to eliminate duplication, as well as remain cost effective with reasonable expectations of the capacity of the people who must do the work.

### **The Philosophy**

This framework is built on the premise that student performance improves when all the educators work diligently towards that common purpose. Individual teachers improve individual student achievement when they work in collaborative environments with personal accountability for their students.

To be successful, districts must develop

- Common Goals
- Common Language
- Common Understandings
- Common Professional Training

Common professional training is essential to assure that evaluators and staff are thoroughly trained in all aspects of the evaluation process being used in the district.)

This philosophy is grounded in 21st Century life where people work in groups, share common goals, design individual goals based on these common goals, and where performance is measured against the attainment of both individual and common goals. In addition, it is understood that the evaluation process must not only be embedded in the district's and group's improvement goals, but must be a more holistic view comprised of multiple measures. Therefore, we recommend that local districts abandon or modify systems, which rely exclusively, or primarily on classroom observations.

### **The Framework**

The Professional Growth Plan (PGP) is the foundation of an annual evaluation. It is the common evaluation measurement for all teachers and administrators (i.e. educators). Educators will be evaluated annually

based on their performance in meeting the goals in the PGP. The common goals in the PGP will be developed in conjunction with professional groups established in the building or district, with the input of administrators, and including data on individual student growth. The district and/or building School Improvement Plan that is required by law will serve as the common foundation from which the professional groups and PGP common goals will be developed. Teacher and administrator goals will be developed by the individual and his/her supervisor, and must be based on the district and school's goals and the individual's needs, and must also be based in significant part on student growth data.

### **Suggested Content of the PGP**

- School Improvement Plan goals
- Student Growth Improvement goals
- Professional development plan to meet goals
- Indicators/Evidence of Success for meeting goals
- Monitoring Process and Timelines for assessing goals attainment
- Evaluation Tools to be used for assessing goals attainment

### **Three Part PGP Development Process**

**PART ONE: The Professional Group** and Group Goals (e.g. Professional Learning Communities, subject area departments, learning groups, interdisciplinary teams, etc.).

Professional groups will develop their goals based on the school improvement plan goals and student performance data for the group.

All educators are part of various professional groups (i.e. teams) The professional groups will determine their group goals and the criteria for determining success developed from student growth data and the school improvement plan. Group goals shall also include a delineation of responsibilities needed to meet the goals and suggested timelines for meeting the goals. Professional groups will provide data and information to their supervisor on the goals and progress towards meeting their goals.

Some Suggested Evaluation Tools applicable to both groups and individuals (not an exhaustive list)  
Surveys (360, Parent, Student, etc) Checklists Observation Rubrics Curriculum/Coursework Portfolio

based on Rubrics Case Studies Presentation/Demonstration/Exhibition Rubrics  
Action Research Projects Assessment/Other Student Data

### **Step Two: The Individual Professional Growth Plan (PGP)**

An individual PGP that includes, in significant part, the use of student growth goals based on current student performance data will be developed to reinforce or change the educator's instructional practices. \* Each Individual's goals must be consistent with the school improvement plan and the professional group's goals and be based on student data. The individual's PGP will be developed in collaboration with the individual's supervisor and will include the applicable components of the group goals. The Individual's PGP shall include goals; a delineation of resources and responsibilities needed to meet the goals and suggested timelines for meeting the goals.

\*Per state legislation, the assessments of students who have not been present in the classroom or the school during the majority of the school year (as determined locally) shall not be included in determining student growth data.

### **Step Three: Paths to Improvement**

As of an outcome of this evaluation process, we propose that different pathways to improvement be implemented to address the requirements of Section 1249. In addition it provides guidance for the requirements of Section 1250.

It is our belief that every educator seeks continuous improvement. Many educators are successful in buildings that are struggling. Many administrators do stellar work in their buildings, yet the district continues to flounder. Rather than continue with the environment of isolated pockets of excellence, the professional group process, which can be implemented throughout the system, offers our educators holistic performance growth opportunities in their educational experiences.

### **Collective Bargaining**

In this framework all aspects of the proposal such as the evaluation processes, timelines, instruments or tools, level of proficiency, significant student growth measure, professional group composition and processes, etc. are subject to collective bargaining at the local level.

## **In Summary**

We believe this Three Part Professional Growth Plan Framework has much potential. Already many educators are making great strides in student achievement using the Pathways to Improvement Exceeds Goals Meets Goals Progressing Towards Goals Not Progressing Towards Goals collaborative team approach. We believe our framework is meaningful, manageable for all, connects many school initiatives, and is flexible enough to fit the needs of any district, any educator, non-tenured or tenured teacher, building administrator and central office educator.

**Develop & Increase School Leader & Teacher Effectiveness**

**Transformation Requirement #3**

**Evaluation systems are designed with teacher and principal involvement.**

A new evaluation system has been developed through collaboration between the school district, teachers, and the teachers' union. The staff understands and supports the importance of measuring and being accountable for student achievement. This is evidenced by the overwhelming approval of the contract waiver supporting the new evaluation process. (See pages 110-111 for approved union waivers) The administration is in the process of finalizing their evaluation with the school district. (See pages 19-23 for Framework for Michigan Educator Evaluations)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
	<p>Contract waivers are approved for the removal of low performing teachers (pgs. 106-107)</p> <p>School leaders are in the process of finalizing their new evaluation process using the Framework for Michigan Educators Evaluations</p>	<p>Administration and Teachers' Union President</p> <p>Administration and Principals' Union President</p>	<p>09/2011</p> <p>09/2011</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	<p>Evaluation developed collaboratively</p> <p>Evaluation is being developed collaboratively</p>

## **Develop & Increase School Leader & Teacher Effectiveness**

### **Transformation Requirement #4**

**Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.**

Contract waivers (See pages 110-111) were supported by staff for removal of ineffective teachers after given multiple opportunities for improvement based on teacher evaluation data. Teachers who remain ineffective will be removed from the building using the process outlined in the timeline on the pages following this table. After a teacher has been requested by the school leader to be removed from the building the final two steps are:

- Site Steering Committee will evaluate that the process has been followed to support removal of teacher
- District Administration will remove the ineffective teacher from Truman

For removal of ineffective leaders see the timeline on the pages following this table.

Teachers who increase student achievement will be rewarded by:

- Above and Beyond Monthly Recognition at staff meetings for significant increase in student achievement and demonstrating inspiring commitment to improvement
- Social Committee will sponsor a school “GRADITUDE” party for increased Graduation rate and student achievement
- Teachers will be given a day of reward by working from home on teacher record day
- Each department member with the greatest gain in student achievement will receive a priority parking space for the entire trimester

Scientific Based Research	Strategies / Interventions	Person(s) Accountable	Time Line	Resources Needed	Professional Development Needed	Funding Sources or Source Support	Evidence of Success
Springer et.al: Texas Educator Excellence Grant: National Center on Performance Incentives	Contract waivers approved for the removal of low performing teachers (pgs. 106-107)	Union President	09/2011	None	None	None	Improved instructional climate
	Work at the location of choice on teacher record day for making AYP.	Site Steering Committee	09/2011	None	None	None	Increased student achievement
	GRADITUDE Party for entire school community for increased Graduation Rate	School social committee	Annually	None	None		Increased student achievement
	Above and Beyond Monthly Recognition Award	All building staff	09/2011	None	None	None	Increased teacher motivation
	Teachers will receive a preferred parking spot for the most student achievement growth (One spot per department)	Administration	09/2011	None	None	None	Increase teacher morale and motivation

## **Sample timeline for the teacher evaluation process:**

### **August**

- School leader and staff review school improvement goals
- School leader explains the supervision process
- School leader and teachers review the evaluation instrument

### **September**

- Teacher identifies his/her student learning objectives
- School leader and teacher review and finalize student learning objectives

### **October/November/December**

- School leader conducts classroom observations - all teachers
- A checklist/rubric is used to assess progress on student learning objectives
- Teachers with unsatisfactory progress toward expectations are identified
- Needs are assessed to achieve improvement
- Improvement plan is put in place

### **January/February/March**

- School leader conducts classroom observations - all teachers
- A checklist/rubric is used to assess progress on student learning objectives
- Teachers with unsatisfactory progress toward expectations are identified
- Needs are assessed to achieve improvement
- Improvement plan is put in place
- Progress for teachers already on a plan is assessed

### **April**

Teacher completes self-evaluation of progress on student learning objectives

School leader monitors progress

School leader completes teacher evaluation form

School leader shares teacher evaluation form with the teacher before May 1.

Teachers identified for removal are referred to the School Site Steering Committee

## Sample Checklist to Document Teacher Opportunities for Improvement

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Date of Initial Discussion with Principal:** \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **On-going discussions:**

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Opportunity for principal to document why discussion/ meeting is being held (Use of differentiated instruction for example)

**Comments:** \_\_\_\_\_

Example: "You attended a differentiated professional development and when I checked your lesson plans on 11/21/10 you have failed to include it in your lesson plans. Teacher says they don't understand differentiated instruction, principal writes - needs to attend another differentiated instruction professional development.

**Outcome:** \_\_\_\_\_ Will arrange another Differentiated Instruction professional development for teacher.

**Follow through:** \_\_\_\_\_ Insert when teacher attended 2nd differentiated instruction professional development (for proof)

**IDP:** Indicate whether or not an IDP is recommended at this time and why or why not.

**Meetings:** Example: Staff meeting 11/1/10 - attended Yes or No

**Professional Development:** Differentiated Instruction 11/8/10 - attended Yes or No

**Mentor:** Mentor Assigned: \_\_\_\_\_ (indicate name of mentor)

**Mentor Meetings:** Dates: \_\_\_\_\_ indicate dates individual met with mentor

**Lesson Plans Reviewed:** \_\_\_\_\_ Indicate the date lesson plans were reviewed would need to look for things that had been discussed or professional development that had been attended to see if they are incorporating into their lesson plans (if appropriate).

**Comments:** \_\_\_\_\_ (if appropriate) should have been incorporated, it should be noted that the lesson plans are reflective of use of differentiated instruction or the lesson plans as of 11/21/10 do not reflect use of differentiated instruction.

## **School Leader Evaluation Sample Timeline for the Evaluation Process:**

### **August**

Initial meeting with supervisor to review professional growth plan which includes:

1. School Improvement Plan goals
2. Student Growth Improvement goals
3. Professional development plan to meet goals

Together, school leader and supervisor determine:

1. Indicators/evidence of success for meeting goals
2. The monitoring process and timelines for assessing goals attainment

### **Bi-monthly throughout the year**

The school leader will document progress toward goals and submit the update to supervisor.

This could include:

Professional development, Notes recording with whom the leader met, what was discussed, concerns, etc.

### **January**

School leader and supervisor meet again to assess mid-year progress and address any concerns so leader has opportunities to improve.

### **May**

Final meeting and analysis of achievement of professional growth plan goals.

**Develop & Increase School Leader & Teacher Effectiveness**

**Transformation Requirement #5**

**Provide staff with ongoing, high-quality, job embedded professional development.**

Truman teachers are provided with professional development monthly to support our school-wide reform strategies including: PLCs, differentiated instruction, technology, RTI, Blackboard Configuration (BBC) and High Schools that Work (HSTW). HSTW is an outside provider whose program is centered on raising student achievement and the graduation rate by changing what is taught, how it is taught, what is expected of students, and how educators work with each other, the home and the community. Teachers and students engage in difficult and authentic assignments in all courses. HSTW provides support for the essential components of our plan. (See pages 77 for additional details)

The PD calendar demonstrates the ongoing PD provided throughout the year. (See pages 84 - 85 for the PD calendar.) PD time is divided between in-service for staff and PLC time. PD will be differentiated based on department needs determined by staff, walkthroughs, instructional rounds, personal goals on teacher evaluations and observations.

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Rachel E. Curtis, Elizabeth A. City, How School Systems Can Support Powerful Learning and Teaching	Content coaches meet with PLCs to provide staff with best practice research instructional strategies and assist in the development of lesson plans	Administration, Wayne RESA and coaches	09/2011	High Priority Schools	PLC	High Priority Schools	Quality instruction and increase in student achievement
	Content coaches will model and co-teach best practice research instructional strategies	Administration, Wayne RESA and coaches	09/2011	None	Coaches	High Priority Schools	Quality instruction and increase in student

<p>Hall, T (2002) Differentiated Instruction</p>	<p>All staff will participate in the following professional development activities to implement, support and monitor the school improvement plan:</p> <p><u>Differentiated Instruction</u> – This is one of our school-wide reform strategies from our Title I plan. (See page 76) Teachers have begun to incorporate differentiated instructional strategies, and development of these strategies will continue in our PLCs</p> <p><u>Technology</u> – through our Title I funding technology was purchased, we are in the process of installing Smart Boards. Some teachers have already been in-serviced to provide support when Smart Boards are installed school-wide.</p>	<p>All PD is facilitated by the School Improvement Coordinator and supported by building leadership</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Bill Daggett Material</p> <p>Smart Boards</p>	<p>Instructional Strategies: How to Teach Rigor and Relevance / The International Center for Leadership in Education</p> <p>Smart Board Training</p>	<p>Title I Title II</p> <p>Title II - A</p>	<p>achievement</p> <p>Increase in academic engagement to increase student achievement</p> <p>Increase in student achievement</p>
--	---	---	-------------------------------	--	--	---	--

<p>Lorraine Monroe, Leadership Institute</p>	<p><u>Blackboard Configuration</u> – This is a school-wide reform strategy. All teachers will post the learning objective, the Do Now, the homework assignment, and an agenda. (See page 77 for additional information.)</p>						
<p>Southern Regional Education Board</p>	<p><u>High Schools That Work</u> - This is a school-wide strategy to improve climate in the building, improve academic achievement and increase the graduation rate. HSTW is an outside provider contracted to support the transformation requirements. In the spring of 2011 HSTW will begin by administering a building survey. (See pages 77-80 for additional information on HSTW and alignment with the transformation requirements)</p>		<p>Sp/2011</p>	<p>Materials from SREB Consultant</p>	<p>Implementation of model TA visit</p> <p>Also:</p> <ul style="list-style-type: none"> <li>• Site Development Workshop</li> <li>• Literacy and Numeracy Professional Development</li> <li>• Leadership Professional Development</li> <li>• Content Specialists</li> </ul>	<p>Title I</p>	<p>Improve climate in the building and increase student achievement</p>

<p>RTI Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention. Duffy, H. (2007)</p>	<p><u>RTI</u> - The staff will be inserviced on the pyramid of intervention, the process to identify students at risk, and how and when to refer students for additional support. The plan includes support for all issues impacting student achievement such as, academics, attendance, homelessness, behavior problems, social issues, etc. (See pages 91-95 for all details and referral process of the RTI)</p>			<p>RTI pyramid and referral procedures</p>	<p>District PD Day</p>	<p>Title II - A</p>	<p>Increase early intervention to prevent student failure</p>
---	---	--	--	--	------------------------	---------------------	---

**Develop & Increase School Leader & Teacher Effectiveness**

**Transformation Requirement #6**

**Implement financial incentive, opportunities for career growth, and flexible working conditions.**

Flexible working conditions have been supported by the Truman staff by a majority vote on the union waivers that allow for an early start, late start, job share, and part-time schedules (See pages 110-111 for approved union waivers). The following financial incentives will be implemented:

- Teachers will receive a stipend when building meets requirements of significant improvement of student achievement
- Teachers will be reimbursed for National Board Certification

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Figlio, David; Kenney, Lawrence. Individual Teacher Incentives and Student Performance. The Urban Institute. April, 2007	Central office will implement a compensation program, stipend for increased student achievement (See pages 106-107 for approved contract waivers )	Central Office	09/2011	Achievement data (Class A)	None	General Fund	MME Scores
	Truman's current day consists of periods 1 – 5. The following strategies	Administration and Human Resources	09/2011	None	None	None	Master schedule

<p>Darling-Hammond 2004 – Standards, Accountability, and school reform</p>	<p>allow for flexible scheduling. (All are supported by union waivers on pages 110-111 )</p> <p><u>Early start</u> – flexibility to offer a zero period and teachers would teach periods 0 – 4.</p> <p><u>Late start</u> – flexibility to offer a 6<sup>th</sup> period and teachers would teach periods 1 – 6.</p> <p><u>Part time positions</u> – part time schedules will be available to teaching staff.</p> <p><u>Job Sharing</u> – will be available for two teachers who want to share a full time position.</p>						
<p>NATIONAL RESEARCH COUNCIL Division of Education Center for Testing and Assessment</p>	<p>Reimbursement for teachers who take National Board Certification.</p>	<p>Central Office</p>	<p>09/2011</p>	<p>Testing results</p>	<p>None</p>	<p>General Fund</p>	<p>Increased Student Achievement</p>

**Developing and increasing teacher and leader effectiveness**

**Transformation Permissible Action A**

**Institute system for measuring changes in instructional practices resulting from PD.**

Every PD activity is evaluated by the staff. The new evaluation form is being developed by staff and leadership to more specifically evaluate the quality of the PD provided and its impact on student achievement. Included in the new evaluation form is a description of the specific PD activity and how it is going to impact student achievement. The staff will assess the PD based on the capacity of the PD to support teachers in facilitating higher student achievement. Follow-up surveys will be given to report how the PD was implemented in the classroom and used in PLCs to monitor that the PD has become embedded in the learning process. Student achievement data will confirm if the PD provided is impacting student achievement. Technical assistance for the development of the new PD evaluation system is being provided by the Truman School Improvement team, administration and the Taylor School District School Improvement Department.

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
National Staff Development Council	PD provided will support the school-wide strategies, become embedded in the classroom learning process and impact student achievement.	School Improvement Coordinator, Administration, Department Heads	12/2011	SIP strategies	Identify and schedule PD	Title II	Increase in quality of PD to increased student achievement

**Developing and increasing teacher and leader effectiveness**

**Transformation Permissible Action B**

**Ensure the school is not required to accept a teacher without consent of the teacher and principal regardless of seniority**

Truman will not be required to accept any teacher without that teacher applying for the position and proceeding through the interview process, and it is determined that the teacher has the skills necessary to facilitate student achievement at a high level. The Site Steering Committee (SSC) will be the decision making team to for all new positions to be filled in the building. Approved union waivers to support this new process are in place. (See pages 110-111 for waivers.)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
	Union Waivers have been approved and are in place (See pages 110-111)	Union President	11/ 2010	Waiver	None	None	Union contract waivers on file with BOE and Union office
	The Site Steering Committee (SSC) is part of the leadership system for the building and is included in the district level input of decision making flowchart. (See page 103 for flowchart)	Building and District Leaders	11/2010	None	None	None	SSC will determine incoming staff approval and removal of staff

	SSC is responsible for building level decisions, especially regarding removal of ineffective staff, and staff coming into the building.	SSC	09/2011	None	None	None	Only demonstrated effective teachers will retain positions in the building
	SSC is responsible for building level decisions, especially interviewing and approving new highly effective teachers to attain positions the building.	SSC	09/2011	None	Professional Interviewing techniques	None	Only highly effective teachers will attain positions in the building

**Comprehensive Instructional Reform Strategies**

**Transformation Requirement #1**

**Use data to identify and implement instructional research based program.**

The Truman curriculum is aligned with the Michigan High School Content Expectation as evidenced in the pacing charts. (See Truman Pacing Charts in the separate uploaded file) Teachers adhere to the pacing charts and are monitored by: lesson plans, department chairs, walk-throughs, instructional rounds and PLCs. The plan includes High Schools That Work (HSTW) to support instructional practice in the building. (See HSTW and Transformation requirement alignment on pages 77-80)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Michigan Department of Education and Coordinated School and Safety Program	The Michigan Profile for Healthy Youth Survey administered. (See pgs. 118-128)	Administration	05/2010	Survey	None	Safe And Drug Free School Grant	Improved school climate
High Schools That Work	HSTW to conduct initial survey to collect data to implement HSTW strategies	Administration	Sp/2011	Survey	None	Title I	Improved school climate and student achievement
Wishart, Cathy. Using Data to Plan Instruction:	Teachers will use student data from common assessments, projects, and other	Administrative Assessment Office	ongoing				

Making the Pieces Fit Together (2009)	classroom formative and summative assessments to monitor student achievement during PLCs with content coaches						
ACT	Educational Planning and Assessment System (EPAS), PLAN, EXPLORE and MME data will be supplied to teachers to assess student achievement	Administration and Department Chairs	ongoing	None	None	None	Improved and differentiated instruction
Downey, Carolyn; The Three Minute Class Room Walk Through	Data collected from the school at large will come from the following sources: <ul style="list-style-type: none"><li>• Peer observation reports (instructional rounds)</li><li>• Three-minute walk-throughs</li><li>• Coach observation reports</li><li>• Principal observation report</li></ul>		ongoing	Schedule time	Instructional rounds and Three-minute walk-throughs	Title I /Title II	Modify instruction to improve student achievement
Instructional Rounds in Education; Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teital							

**Comprehensive Instructional Reform Strategies**

**Transformation Required Action #2**

**Promote the continuous use of student data to inform and differentiate instruction.**

Flexible student placement will occur through the use of PLAN and EXPLORE data to identify students and meet their individual needs to meet benchmark readiness (See Truman Data in separate uploaded file). All students have the opportunity to take Advance Placement and Accelerated courses. In PLCs, the staff will use multiple sources of data from common assessments, projects, formative and summative assessments to diagnose student's disabilities and differentiate instruction. All data acquired through the RTI is used to encourage students take the most rigorous classes, as well as identify students that require support to meet the rigor in all classes.

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Berry, Barnett, Fuller Ed, and Reeves Cynthia. Linking Teacher and Student Data to Teachers and Teacher Quality. Center for Teaching Quality;	Truman has flexible student placement in AP classes, enrichment, accelerated and honors courses. All students have the opportunity and are encouraged to enroll in the most rigorous courses.	Counselors	ongoing	Test scores	None	General Fund	Student placement to ensure academic rigor and success
	Teachers will use student data from common assessments, projects, and other classroom formative and summative	Department Chair	ongoing	PLC time and data collection	Data analysis training	None	Increased student engagement and academic achievement

RTI Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention. Duffy, H. (2007)	assessments to monitor student achievement during PLCs with content coaches  Identify students individual needs and implement RTI pyramid and flowchart (See pages 91-95)	Counselors and teachers	Ongoing		RTI Pyramid	None	Decreased failure rate and increased graduation rate through support and rigor
--	---	-------------------------	---------	--	-------------	------	--

**Comprehensive Instructional Reform Strategies**

**Transformation Permissible Action A**

**Implement school-wide Response to Intervention (RTI) model.**

The Truman counseling and support staff has created a detailed organizational plan to support all students. All data acquired through the RTI is used to encourage students take the most rigorous classes, as well as identify students that require support to meet the rigor in all classes. The goal is to increase the graduation rate through a foundation of support and rigor for all students. Students needing additional support to meet the rigor will be identified before they enter the 9<sup>th</sup> grade. (See pages 91-95 for the entire RTI plan.)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
RTI Meeting the Needs of Struggling Learners in High School: A Look at Approaches to Tiered Intervention Duffy, H. (2007)	The Pyramid of Intervention provides a detailed support system that includes: All interventions that are available to students, steps for the level of intervention, indicators for staff to identify students for support, and a process for staff to follow for referral	All building staff are responsible for identifying students, counselors and 9 <sup>th</sup> grade advisor will be responsible for students getting the assistance they need	09/2011	RTI pyramid	Staff will be in-serviced on pyramid of intervention, identifiers, and process if intervention	Title II	Students will be referred for support and the failure rate will decrease, graduation rate will increase

**Comprehensive Instructional Reform Strategies**

**Transformation Permissible Action B**

**Use and Integrate technology-based interventions**

Through the ARRA funding, a technology based work station has been purchased for every classroom and the media center including a Smart Board. Some staff have already had a Smart Boards installed and have been in-serviced. These people will be key in supporting the entire staff to increase our capacity for technology. We have several technology-based interventions in place. The Plato online program is used for credit recovery, Work Keys is used in the Enrichment classes, and Carnegie Cognitive Tutor is used in all Algebra 1 classes. (See pages 105-106 for additional uses of technology in the building.)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Kara-Soteriou, Julia Using technology to differentiate instruction across grade levels	Technology will be integrated and embedded into all classrooms and included in instructional activities	Administration and teachers	9/2011	Computer/ laptop labs, data presenters, data projectors, Smart Boards and cart	Smart Boards Installation	ARRA	Increase in student engagement and academic achievement
	Credit Recovery: Plato, Carnegie	Administration	9/2010	Software licenses	Plato software, Carnegie software, Work Keys	Wayne RESA	Increase in graduation rate

**Comprehensive Instructional Reform Strategies**

**Transformation Permissible Action C**

**Improve transition from middle to high school**

There is a comprehensive plan in place to support all 9<sup>th</sup> graders entering Truman High School. The counselors work with the 9<sup>th</sup> grade advisor to ensure a successful transition beginning while students are still in the 8<sup>th</sup> grade. Parent orientation occurs prior to the beginning of school and is the first step in collaboration between the parents and the school. Information regarding the support available for a successful transition will be shared. (See page 91 for the entire transition plan as well as pages 91-95 for the RTI pyramid of intervention.) Wayne Metro and City Year are two outside providers that will assist 9<sup>th</sup> graders in a successful transition. (See page 82 for more details about City Year, see page 104 for addition information about Wayne Metro)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
Help Us Make the 9th Grade Transition, Ed. Leadership Cushman, K. (2006)	All in coming 9 <sup>th</sup> graders will participate in the Link Crew transition program. Link Crew is program designed to increased academic achievement through leadership, peer support and positive situations. See page 86 for details of the Link Crew program)	Counselors and 9 <sup>th</sup> grade advisor	9/2011	Link Crew leaders	Train Link leaders	General Fund	Improved climate and environment in the building through effective leadership

<p>Help Us Make the 9th Grade Transition, Ed. Leadership Cushman, K. (2006)</p>	<p>Student and parent orientations occur prior to the beginning of the school year. Information regarding resources available will be shared. Additional information about academics, programs, activities and expectations are also shared.</p>	Administration	08/2011	Brochures	None	None	Increased student achievement, decrease in 9 <sup>th</sup> grade failures, increase in graduation rate
	<p><u>City Year</u> is an outside provider to support 9<sup>th</sup> grade at risk students. (See pg 82 for additional information)</p>	Administration, counselors and 9 <sup>th</sup> grade Advisor	09/2011	Brochures	Information regarding City Year to be shared with staff	Title I or 31A	Increased student achievement, decrease in 9 <sup>th</sup> grade failures, increase in graduation rate
	<p><u>Wayne Metro</u> is an outside provider who supports families in poverty. (See pg 104 for additional information)</p>	Administration, counselors and 9 <sup>th</sup> grade advisor	09/2011	None	Information regarding Wayne Metro to be shared with staff	Wayne Metro acquires funding	Increased student achievement, decrease in 9 <sup>th</sup> grade failures, increase in graduation rate

**Comprehensive Instructional Reform Strategies**

**Transformation Permissible Action D**

**Establish early-warning systems to identify students at risk of failure or dropping out.**

The RTI pyramid has a detailed plan of support set up for all school related staff to identify and refer at risk students. Plan includes pyramid of intervention, characteristics for identifying at risk students for teacher, and a process of referring students to additional support. (See pages 91-94 for the entire plan.)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
RTI Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention. Duffy, H. (2007)	See RTI Pyramid on pages 91-94	Counselors and staff	9/2011	None	In-service on plan and referral process	Title IIA or PD	decrease in failure rate, increase graduation rate

## Increasing Learning Time and Mechanisms for Community-Oriented Schools

### **Transformation Required Action #1**

**Establish schedules and strategies that provide increased learning time.**

#### **Increased Learning Time Strategy 1: Extending the day (additional 45 hours for all students)**

Truman High School will extend the day by 15 minutes to increase learning time for all students in all classes. The extended learning time will promote increased effectiveness for best practice instructional strategies. Specifically for differentiated instruction including: differentiated lessons based on learning styles, collaborative lessons, projects, hands on activities, real world experiences, technology based lessons as well as cross curricular lessons. (See page following this section for new 2011-2012 bell schedule.)

#### **Increased Learning Time Strategy 2: Extended Learning Time During the School Day**

##### Traditional Trimester Schedule:

Algebra 1 (2 Trimesters)  
Geometry (2 Trimesters)  
Algebra 2 (2 Trimesters)  
ELA 9 (2 Trimesters)  
ELA 10 (2 Trimesters)

##### Truman Increased Learning Time:

Algebra 1 (3 Trimesters) 50% increase in learning time (additional 72 hours)  
Geometry (3 Trimesters) 50% increase in learning time (additional 72 hours)  
Algebra 2 ( 3 Trimesters) 50% increase in learning time (additional 72 hours)  
ELA 9 (3 Trimesters) 50% increase in learning time (additional 72 hours)  
ELA 10 (3 Trimesters) 50% increase in learning time (additional 72 hours)

##### AP Courses (72 additional hours each)

Extended learning time is available to all honor students in the following courses:

AP Calculus (3 trimesters)  
AP ELA 11 ( 3 trimesters)  
AP ELA 12 (3 trimesters)  
AP Biology (3 trimesters)  
AP Government & Politics (3 trimesters)

### Dual Enrollment

Dual enrollment is a great extended learning opportunity for students to experience. All students who meet the requirements for dual enrollment are able to dual enroll.

### PLCs

Teachers have the opportunity to extend their own learning through weekly professional learning community meetings designed to help teachers develop and refine their instructional skills using data, differentiating instruction and collaboration with other content area teachers. Teachers will meet in sixty-minute sessions throughout the duration of the school year.

### **Increased Learning Time Strategy 3: Extra Support During the Day For Struggling Students**

#### Math Enrichment (additional 216 hours)

This year-long class is support for struggling math students that are identified in 8<sup>th</sup> grade. Students are identified by MEAP scores, class grades, teacher observation and recommendation or any other at risk indicator. The class is designed for students to develop their basic math skills, increase algebraic thinking and critical thinking/problem solving ability. Students will build a solid foundation in math so they will be successful in Algebra 1, future math classes and the MME.

#### ELA Reading Enrichment 9 (additional 216 hours)

This year-long class is support for struggling ELA students that are identified in 8<sup>th</sup> grade. Students are identified by standardized reading tests, class grades, teacher observation and recommendation. Incoming freshman who have been identified below grade level in their reading will be enrolled in the EDGE Reading Program. This three trimester class will be specifically dedicated to increasing reading comprehension for the At-Risk learner. Target Group: At-Risk Students: Students who read at minimum of two grades below level, based on standardized reading test.

#### ELA MME Foundations 11 (additional 72 hours)

This class is support for struggling ELA 11 students. Students are identified by PLAN scores, teacher observation and recommendation. This trimester long class will focus on the foundations of the MME and will enable students to further develop both reading and writing skills. Students will have access to the computer-based program, KeyTrain, which focuses on work related skills that are tested on the Michigan Merit Exam. Students will also have access to a variety of test-taking strategies to become proficient on the Michigan Merit Exam.

PLATO Credit Recovery (additional 72 hours)

Plato offers courses in all core academic areas including: Math, ELA, Science and Social Studies.

**Increased Learning Time Strategy 4: Additional After School Extended Learning Opportunities for All Students**

Academic Strategies (48 hours per trimester)

This after-school program will provide extended learning time for identified students in Reading or Math. This program will target students identified as testing below proficiency in Reading and Math on the EXPLORE and PLAN tests. The focus of this after-school program will be to provide test taking strategies and additional Reading and Math instruction for identified students to prepare for the MME/ACT.

Comprehensive tutoring program for all students:

- Wayne Metro (12 hours per week).  
Provides support and after school tutoring for students of poverty. (For more details see pg 101)
- City Year (4 days a week for as many hours as students require)  
Provides support and tutoring for at risk students during the day and after school. (For more details see pg 79)
- Truman After School Tutoring (156 hours)  
The Truman staff provides tutoring for all students including: students of poverty, at risk students, special education students, general education students as well as honors and AP students. The math department staff provides the assistance for the tutoring program.

After School - Plato Credit Recovery (156 hours)

Plato offers courses in all core academic areas including: Math, ELA, Science and Social Studies.

Saturday School - Plato Credit Recovery (117 hours)

Plato offers courses in all core academic areas including: Math, ELA, Science and Social Studies.

9<sup>th</sup> Grade Summer Bridge Program (48 hours)

Identified 8<sup>th</sup> graders (2 grade levels below) will attend a four week program focusing on easing the transition to high school by improving reading and math skills. With the focus on reading and math this program supports all core areas including Math, Science, ELA and Social Studies.

6<sup>th</sup> block (72 hours)

Courses offered as a 6<sup>th</sup> block are: JROTC, Academic Strategies, Jazz Band, Drama and other enrichment courses.

Scientific Based Research	Strategies / Interventions	Person(s) Accountable	Time Line	Resources Needed	Professional Development Needed	Funding Sources or Source Support	Evidence of Success
Expanding Learning Time In High Schools (Pennington, 2006)	Extend day by 15 minutes to focus on best practice instructional strategies in all core subjects. (See new bell schedule on page 55)	Administration	09/2011	None	Differentiated instruction	General Funds & Title II	Increase in student achievement
	Partnership with the Community Organization – Wayne Metro Community Action Agency. (See page 100 for additional details on Wayne Metro) Students attend 3 hours after school 4 days per week	Administration	09/2011	Space in building to run the program	None	Wayne Metro acquires the funding	Students in the program demonstrate improved achievement, attendance and behavior
	Partnership with City Year after school academic support is provided four days a	Administration	09/2011	City Year staff	None	Title I or 31A	Increase in academic support, decrease in

	week and all day during school. (See page 82 for additional details on City Year)						failure, increase in student achievement, increase in graduation rate
Dufour and Dufour	Truman after school tutoring for all students and all subjects. Truman math staff assists students with math.	Tutoring Program Organizer	ongoing	Staff for tutoring	None	Title 1	Increase in student achievement, drop in failure rate, increase in graduation rate
	Saturday Plato Credit Recovery or Let's Do It Again." Students will attend school for up to 3 hours on Saturday until credit is earned in math, ELA, Science or Social Studies.	Administration	09/2011	Plato online learning licenses Transportation Trained Staff	None	Title 1	Students will earn back lost credit and increase the graduation rate
	Credit Recovery during the day and after school for Math, ELA, Science and Social Studies	Administration	09/2011	Plato online learning licenses	Plato training	Title I	Students will earn back lost credit and increase graduation rate

	<p>9<sup>th</sup> Grade Summer Bridge Program where identified 8<sup>th</sup> graders (2 grade levels below) will attend a 4 week program focusing on easing the transition to high school by improving reading and math skills.</p>	Administration	09/2011	Transportation Trained Staff Edge Reading Program Carnegie Math program	None	Title 1	Students will successfully transition to 9 <sup>th</sup> grade demonstrated by high academic achievement
	<p>Professional Learning Communities for teachers meet in 60 minute sessions for the duration of the year. To collaborate on instructional strategies and analyze data to drive the instruction.</p>	Administration	06/2011	Coaches	PLC workshop	Title I	Increase student achievement
	<p>6<sup>th</sup> Hour Extended Learning Opportunities for all students:  a) Credit Recovery  b) Academic Support  c) Enrichment (Jazz band, Drama, JROTC, CO-OP etc.)</p>	Administration	Ongoing	Staff	None	General	Increase student achievement

Hampton-Brown EDGE Reading Program	9 <sup>th</sup> Grade EDGE Reading Enrichment	ELA Department	09/2011	EDGE Program	EDGE Reading Workshop	Title 1	Increase reading comprehension
------------------------------------	---	----------------	---------	--------------	-----------------------	---------	--------------------------------



## Truman Bell Schedule for 2011-2012

### Full Day Schedule

1 <sup>st</sup> Hour	7:09 – 8:36
2 <sup>nd</sup> Hour	8:41 – 9:56
3 <sup>rd</sup> Hour & Lunches	10:01 – 11:46
4 <sup>th</sup> Hour	11:51 – 1:21
5 <sup>th</sup> Hour	1:26 – 2:26

2010-2011 Schedule: 7:09 – 2:11

2011-2012 Schedule 7:09 – 2:26

**Increasing Learning Time and Mechanisms for Community-Oriented Schools**

**Transformation Required Action #2**

**Provide ongoing mechanisms for family and community engagement.**

To ensure effective parent involvement the parent plan was designed based on Joyce Epstein’s model. The comprehensive parent plan includes:

- a variety of workshops to provide information to parents to support student achievement at home
- a variety of informational meetings to get parent input, collaborate on school issues and provide parents information on school activities and resources available
- information concerning high school academic requirements, college readiness, interpretation of student achievement scores
- a detailed plan for consistent and collaborative communication between school and parents, with multiple strategies for both one and two-way communication

(See page 86-89 for all details of the parent plan)

The plan includes collaborating with community resources to impact student achievement. Wayne Metropolitan Community Agency and City Year are two organizations Truman is partnering with to provide assistance to students. The plan also incorporates an expansion of job shadowing opportunities and career awareness seminars through a more developed partnership with community businesses. The Speaking Teaching Achieving Recruiting (STAR) program from Henry Ford Community College provides instructors in various career fields to discuss program and career opportunities with students. (See page 104 for additional details for community resources and involvement)

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
	The plan provides the following opportunities for parent and community engagement:						

Joyce Epstein, Johns Hopkins University	Parent activities and workshops will be offered to share curriculum requirements, HSTW model, expectations and home support for student academic achievement	Administration	9/2011	Joyce Epstein information and HSTW consultant	None	None	Increase parent involvement to improve student achievement
	Develop parent collaboration through continuous communication: <ul style="list-style-type: none"> <li>• One-way communications:</li> <li>• Two-way communications:</li> </ul>	Administration and teaching staff	ongoing	None	None	None	Increase collaboration between parents and the school to improve student achievement
	Build business partnerships to incorporate real world experiences into the classroom	Administration	9/2011	None	HSTW will in-service staff on incorporating engaging, high interest activities in all classes	CTE or General Fund	Increase in student engagement and academic achievement
	Expand Job Shadowing opportunities	Administration and Counselors	9/2011	None	None	None	Increase community engagement

	Expand Career Awareness seminars	Administration	09/2011	None	None	None	Increase community engagement
	Partnership with Wayne Metro (Additional details on page 104)	Administration	09/2011	Wayne Metro staff	None	None	Culture of collaboration to increase student support
	Partnership with City Year (Additional details on page 82)	Administration	09/2011	City Year staff	None	Title I or 31A	Culture of collaboration to increase student support

**Provide Operational Flexibility and Sustained Support**

**Transformation Required Action #1**

**Provide the school sufficient operational flexibility.**

The school has union waivers in place to support operational flexibility. (See pages 110-111 for waivers) These waivers will allow for flexibility in the following ways: flexibility in scheduling, removal of ineffective teachers, after school PLC time and an extended day schedule. Flexibility in the budget is occurring through collaboration between central office, the Director of State and Federal funding and the building leadership. All parties have worked collaboratively to create and support a comprehensive program with current funding available.

<b>Scientific Based Research</b>	<b>Strategies / Interventions</b>	<b>Person(s) Accountable</b>	<b>Time Line</b>	<b>Resources Needed</b>	<b>Professional Development Needed</b>	<b>Funding Sources or Source Support</b>	<b>Evidence of Success</b>
	Operational flexibility will be provided through union waivers	Union President	11/2010	None	None	None	Waivers on file at Board of Education and the Union office
Flexible Scheduling to Implement an Innovation Joy McGregor	Operational flexibility will provided by flexibility in scheduling.  Truman's current day consists of periods 1– 5. The following strategies allow for flexible scheduling. (All are supported by union	Administration	09/2011	None	None	None	Master schedule

	<p>waivers on page 110-111)</p> <p><u>Late start</u> – flexibility to offer a zero period and teachers would teach periods 2 – 6.</p> <p><u>Early start</u> – flexibility to offer a 6<sup>th</sup> period and teachers would teach periods 0 – 4.</p> <p><u>Part time positions</u> – part time schedules will be available to teaching staff.</p> <p><u>Job Sharing</u> – will be available for two teachers who want to share a full time position</p>						
--	---	--	--	--	--	--	--

## **Provide Operational Flexibility and Sustained Support**

### **Transformation Required Action #2**

#### **Ensure the school receives ongoing, intensive TA from LEA, SEA or external partner organization**

To ensure that ongoing high-quality job embedded professional development, Truman is adding two positions:

1. Redesign Plan Facilitator to provide continuity and consistency in implementing, supporting and monitoring the Redesign/ Title I school improvement plan. A teacher will receive two (2) hours of release time for this position.
  - Collaborate with the office of school improvement to plan needed professional development
  - Collaborate with the administrative offices in charge of assessment to provide data and support staff in analyzing data to create a data driven culture
  - Collaborate with the administrative office in charge of activities to plan and monitor parent activities, workshops and parent meetings
  - Collaborate with the administrative office in charge of curriculum on curriculum related issues
  - Provide continuous support to staff to develop a collaborative culture, working in PLCs to implement best practice instructional strategies to increase student engagement in the classroom
  - Support all aspects of the redesign plan
  
2. Technology/Data Project Manager – A contracted position
  - Maintain all technology in building
  - Provide PD for SMARTBOARDS and other technology
  - Provide support for technology based interventions

In order to effectively implement all the strategies in the redesign plan with fidelity, many resources for support systems are required. All funding is monitored by The Taylor State and Federal Program, PD for teachers is provided through the Taylor School Improvement Office, data and assessment support is provided by the Taylor Assessment Coordinator, and Wayne RESA provides content coaches for instructional support for teachers. All of these components are required to implement the plan and support the plan in order to ensure it is sustainable.

Scientific Based Research	Strategies / Interventions	Person(s) Accountable	Time Line	Resources Needed	Professional Development Needed	Funding Sources or Source Support	Evidence of Success
	<p>Technical assistance is provided through the following resources:</p> <p><u>LEA:</u></p> <p>The State and Federal Programs Department provides budget and compliance guidelines</p> <p>The School Improvement Department provides coordination of PD, program development, implementation and evaluation, grant writing, school improvement planning, curriculum, instruction and assessment development, implementation and evaluation</p>	<p>Director of State and Federal Programs</p> <p>School Improvement Coordinator</p>	<p>ongoing</p> <p>ongoing</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>		<p>Sustained student achievement</p>

	District Assessment Coordinator organizes the EPAS system, assists with data interpretation and the use of the Class A data system	District Assessment Coordinator	ongoing	none	None	Title I, Title IIA, General Fund	
	Technology/Data Project Manager will ensure that all technology in the building is maintained and that use the use of technology is embedded in instruction.	Administration	09/2011	none	none	Title I	
	The Redesign Plan Facilitator will provide continuity and consistency in implementing, supporting and monitoring the school improvement plan	Administration	09/2011	none	none	Title I	
	<u>SEA:</u> Teacher workshops, monitoring the grant implementation by MDE, annual comprehensive school-wide audit, support from MDE consultants	State	ongoing	none	none	Michigan Department of Education, and district Title IIA funds	

	<p><u>WAYNE COUNTY RESA:</u> Provides principal, assistant principal, mathematics, ELA coaches who work directly in the building with staff and students</p> <p><u>MSU:</u> Provided support through the Michigan Principals Fellowship to provide team with the ability to lead systematic instruction improvement and increased student achievement</p> <p><u>HSTW:</u> Provide ongoing support to implement and monitor the HSTW model (See page 77-81 for detailed information on HSTW)</p>	Administration	ongoing	none	none	Wayne Country RESA and district Title IIA	
			summer 2009 – summer 2010	none	none	MSU Grant Funds	
			Sp/2011	none	none	General Funds Title IIA	

## C. Title I - Ten Components of the School-wide Plan

### 1. Comprehensive Needs Assessment

In conducting our Comprehensive Needs Assessment (CNA) and developing our School-wide Plan, the School Improvement Team analyzed four data measures: Demographic, Student Achievement, Perception, and Process (See separate uploaded file for complete CNA).

### **Demographic Information and Data**

Harry S Truman School is a high school composed of grades 9 through 12. Truman High School's enrollment was 1406 when the data below was collected at the end of the 2009-2010 school year.

<b>Year</b>	<b>Year 1: 06/07</b>		<b>Year 2: 07/08</b>		<b>Year 3: 08/09</b>		<b>Year 4: 09/10</b>	
<b>Grade</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>#</b>	<b>%</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>9</b>	<b>557</b>	<b>31%</b>	<b>438</b>	<b>391</b>	<b>24%</b>	<b>25%</b>	<b>352</b>	<b>25%</b>
<b>10</b>	<b>460</b>	<b>26%</b>	<b>452</b>	<b>413</b>	<b>25%</b>	<b>26%</b>	<b>343</b>	<b>24%</b>
<b>11</b>	<b>440</b>	<b>24%</b>	<b>420</b>	<b>416</b>	<b>26%</b>	<b>24%</b>	<b>331</b>	<b>24%</b>
<b>12</b>	<b>344</b>	<b>19%</b>	<b>456</b>	<b>409</b>	<b>25%</b>	<b>26%</b>	<b>380</b>	<b>27%</b>
<b>Totals</b>	<b>1801</b>	<b>100%</b>	<b>1766</b>	<b>1629</b>	<b>100%</b>	<b>100%</b>	<b>1406</b>	<b>100%</b>

Our current Economically Disadvantaged population is 58% of the total population and has increased from 37% over the last 3 years. The free and reduced lunch data is supplied by the Taylor School District Food Services Department.

<b>Group</b>	<b>Total School Enrollment</b>									
	<b>2006/07</b>		<b>2007/08</b>		<b>2008/09</b>		<b>2009/2010</b>		<b>Year 5:</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>Economically Disadvantaged</b>	<b>681</b>	<b>37%</b>	<b>785</b>	<b>44%</b>	<b>797</b>	<b>47%</b>	<b>867</b>	<b>58%</b>		
<b>Race/Ethnicity</b>										
<b>African American</b>			<b>430</b>	<b>24%</b>	<b>429</b>	<b>26%</b>	<b>370</b>	<b>26%</b>		
<b>Hispanic</b>			<b>42</b>	<b>2%</b>	<b>53</b>	<b>3%</b>	<b>58</b>	<b>4%</b>		
<b>Asian</b>			<b>18</b>	<b>1%</b>	<b>13</b>	<b>.7%</b>	<b>13</b>	<b>.9%</b>		
<b>Native American</b>			<b>16</b>	<b>1%</b>	<b>13</b>	<b>.7%</b>	<b>12</b>	<b>.8%</b>		
<b>White</b>			<b>1272</b>	<b>72%</b>	<b>1169</b>	<b>70%</b>	<b>951</b>	<b>68%</b>		
<b>Students with Disabilities</b>	<b>286</b>	<b>16%</b>	<b>287</b>	<b>16%</b>	<b>268</b>	<b>16%</b>				
<b>Limited English Proficient (LEP)</b>					<b>16</b>	<b>.9%</b>				
<b>Homeless</b>	<b>46</b>	<b>3%</b>	<b>15</b>	<b>1%</b>	<b>40</b>	<b>2%</b>	<b>41</b>	<b>3%</b>		
<b>Neglected &amp; Delinquent</b>										
<b>Migrant</b>										
<b>Male</b>	<b>924</b>	<b>50%</b>	<b>901</b>	<b>51%</b>	<b>833</b>	<b>50%</b>	<b>672</b>	<b>48%</b>		
<b>Female</b>	<b>914</b>	<b>51%</b>	<b>876</b>	<b>49%</b>	<b>847</b>	<b>50%</b>	<b>734</b>	<b>52%</b>		
<b>TOTAL POPULATION</b>	<b>1838</b>	<b>100%</b>	<b>1777</b>	<b>100%</b>	<b>1680</b>	<b>100%</b>	<b>1406</b>	<b>100%</b>		

## **Student Achievement Information Data**

### **English Language Arts**

**Analysis of the 2010 MME data showed the following:**

- 43% of All students scored proficient on the reading portion of the MME.
- 23% of All students scored proficient on the writing portion of the MME.
  
- 26% of African American students scored proficient on the reading portion of the MME.
- 9% of African American students scored proficient on the writing portion of the MME.
  
- 35% of Economically Disadvantaged students scored proficient on the reading portion of the MME.
- 15% of Economically Disadvantaged students scored proficient on the writing portion of the MME.
  
- 9% of Students with Disabilities scored proficient on the reading portion of the MME.
- 3% of Students with Disabilities scored proficient on the writing portion of the MME.

### **Percent Proficient on MME for Reading and Writing**

	<b>Reading Percent Proficient</b>	<b>Writing Percent Proficient</b>
<b>Total All Students</b>	43%	23%
<b>African American</b>	26%	9%
<b>Economically Disadvantaged</b>	35%	15%
<b>Students with Disabilities</b>	9%	3%

## **Mathematics**

**Analysis of the 2010 MME data showed the following:**

- 25% of All students scored proficient on the mathematics portion of the MME.
- 8% of African American students scored proficient on the mathematics portion of the MME.
- 21% of Economically Disadvantaged students scored proficient on the mathematics portion of the MME.
- 3% of Students with Disabilities scored proficient on the mathematics portion of the MME.

### **Percent Proficient on MME for Mathematics**

	<b>Mathematics Percent Proficient</b>
<b>Total All Students</b>	25%
<b>African American</b>	8%
<b>Economically Disadvantaged</b>	21%
<b>Students with Disabilities</b>	3%

## Science

Analysis of the 2010 MME data showed the following:

- 27% of All students scored proficient on the science portion of the MME.
- 8% of African American students scored proficient on the science portion of the MME.
- 22% of Economically Disadvantaged students scored proficient on the science portion of the MME.
- 0% of Students with Disabilities scored proficient on the science portion of the MME.

### Percent Proficient on MME for Science

	<b>Science Percent Proficient</b>
<b>Total All Students</b>	27%
<b>African American</b>	8%
<b>Economically Disadvantaged</b>	22%
<b>Students with Disabilities</b>	0%

The table below shows the close correlation between the math scores and the science scores.

	<b>Science Percent Proficient</b>	<b>Mathematics Percent Proficient</b>
<b>Total All Students</b>	27%	25%
<b>African American</b>	8%	8%
<b>Economically Disadvantaged</b>	22%	212%
<b>Students with Disabilities</b>	0%	3%

## **Social Studies**

Analysis of the 2010 MME data showed the following:

- 58% of All students scored proficient on the social studies portion of the MME.
- 43% of African American students scored proficient on the social studies portion of the MME.
- 51% of Economically Disadvantaged students scored proficient on the social studies portion of the MME.
- 21% of Students with Disabilities scored proficient on the social studies portion of the MME.

### **Percent Proficient on MME for Social Studies**

	<b>Social Studies Percent Proficient</b>
<b>Total All Students</b>	58%
<b>African American</b>	43%
<b>Economically Disadvantaged</b>	51%
<b>Students with Disabilities</b>	21%

## Process Information and Data

Truman High School is a North Central Association (NCA) accredited school and completes the AdvancEd Self-Assessment on school processes.

### 2009-2010 Harry S Truman High School AdvancED Self-Assessment

AdvancEd Self Assessment Reporting Standards and Indicators	Self Rating
<b>STRAND 1: Vision and Purpose</b>	
Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and effectiveness of the school.	
In fulfillment of this standard, the school:	
1.1 Establishes a vision for the school in collaboration with its stakeholders	Operational
1.2 Communicates the vision and purpose to build stakeholder understanding and support	Operational
1.3 Identifies goals to advance the vision	Highly Functional
1.4 Develops and continuously maintains a profile of the school, its students, and the community	Highly Functional
1.5 Ensures that the school's vision and purpose guide the teaching and learning process	Operational
1.6 Reviews its vision and purpose systematically and revises them when appropriate	Highly Functional

<b>STRAND 2: Governance and Leadership</b>	
Standard: The school provides governance and leadership that promote student performance and school effectiveness	
In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:	
2.1 Establishes policies and procedures that provide for the effective operation of the school.	Emerging
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school	Emerging
2.3 Ensures compliance with applicable local, state, and federal laws, standards and regulations.	Highly Functional
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness	Emerging
2.5 Fosters a learning community	Emerging
2.6 Provides teachers and students opportunities to lead	Operational

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	Highly
2.8 Controls curricular and extracurricular activities that are sponsored by the school	Highly Functional
2.9 Responds to community expectations and stakeholder satisfaction	Highly Functional
2.10 Implements an evaluation system that provides for the professional growth of all personnel	Operational

<b>STRAND 3: Teaching and Learning</b>	
Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students	
In fulfillment of this standard, the school:	
3.1 Develops and implements curriculum based on clearly defined expectations for student learning	Operational
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Operational
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices	Emerging
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practices	Operational
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.	Operational
3.6 Allocates and protects instructional time to support student learning	Operational
3.7 Provides for articulation and alignment between and among all levels of schools	Emerging
3.8 Implements interventions to help students meet expectations for student learning	Highly Functional
3.9 Monitors school climate and takes steps to ensure that it is conducive to student learning.	Operational
3.10 Provides comprehensive information and media services that support the curricular and instructional programs	Operational
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program	Emerging

<b>STRAND 4: Documenting and Using Results</b>	
In fulfillment of this standard, the school:	
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free	Operational
Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve	

student performance and school effectiveness.	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning.	Operational
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	Emerging
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	Not Evident
4.5 Communicates the results of student performance and school effectiveness to all stakeholders	Emerging
4.6 Uses comparison and trend data of student performance from comparison schools in evaluating its effectiveness	Emerging
4.7 Demonstrates verifiable growth in student performance	Operational
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	Highly Functional

<b>STRAND 5: Resource and Support Systems</b>	
Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.	
In fulfillment of this standard, the school:	
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities	Highly Functional
5.2 Assigns professional staff responsibilities based on their qualifications (i.e. professional preparation, ability, knowledge, and experience)	Highly Functional
5.3 Ensures that all staff participate in a continuous program of professional development.	Highly Functional
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school	Operational
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement	Operational
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system	Operational
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants	Operational
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders	Highly Functional
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning	Highly Functional
5.10 Provides appropriate support for students with special needs	Operational

<b>Strand 6: Stakeholder Communications and Relationships:</b>	
Standard: The school fosters effective communication and relationships with and among its stakeholders	
In fulfillment of this standard, the school:	
6.1 Fosters collaboration with community stakeholders to support student learning	Operational
6.2 Has formal channels to listen to and communicate with stakeholders	Highly Functional
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school	Operational
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders	Operational
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders	Highly Functional

<b>Strand 7: Commitment to Continuous Improvement</b>	
Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance	
In fulfillment of this standard, the school:	
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan) ; and documents and uses the results to inform what happens next (Results)	Highly Functional
7.2 Engages stakeholders in the processes of continuous improvement	Operational
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning	Operational
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals	Highly functional
7.5 Monitors and communicates the results of improvement efforts to stakeholders	Operational
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement	Operational

## **Perception Information**

In the spring of 2009, students and staff completed surveys regarding Truman's academic programs, relationships and school environment. The parent survey was completed in the fall of 2010. The data was compiled and analyzed by the School Improvement team and appears in Appendix E.

### **2009 Staff Survey results:**

Areas of concerns for the staff:

- Staff had concerns most parents are not aware of the classroom instructional goals.
- Staff had concerns about their ability to implement staff development activities.

Areas the staff was confident:

- Staff felt that the NCA learning goals and objectives support the school's goals.
- Staff felt that the goals focus on improving student achievement.

### **2009 Student Survey results:**

Areas of concern for the students:

- Students do not feel they show respect for each other.
- Students do not feel their belongings are safe at school.
- Students do not feel that they have enough say about decisions at school.

Areas the students were confident:

- Students feel they know and use correct behavior at school.
- Students had a positive perception of relationships between staff and students.
- Students agree they can do the work if they try and that teachers believe they can learn.

### **2010 Parent Survey Results:**

Area of concern for the parents:

- Parents have some concern about the leadership in the building.
- Parents have some concern about the atmosphere in the building being conducive to learning.

Areas the parents were confident:

- Parents felt the school provides them with written information about the school.
- Parents felt that parent-teacher conferences were focused on student achievement.

## **2010 Michigan Profile for Healthy Youth Survey Results (MiPHY):**

MiPHY provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health. The survey also measures at risk and protective factors most predictive of alcohol, tobacco and other drug use and violence. MiPHY results help schools make decisions to improve programming funded under Title IV Safe and Drug-Free Schools program of the No Child Left Behind Act of 2001.

The results of the four domains: individual and peer, family, community and school, are found in appendix E. Some key factors for Truman are listed below:

### **School Domain:**

On questions relating to commitment to school, many students reported negatively to school work being interesting, meaningful or important for later life.

On questions related to bullying the students replied overwhelmingly that they have seen or heard someone getting bullied, or heard rumors spread one or more times in the last 12 months.

Most students reported that there are lots of chances to get involved in sports and clubs and other activities outside of class.

### **Community Domain:**

8.5% of students reported feeling unsafe in their neighborhood.

Approximately 2/3 of students report it is easy to get cigarettes, alcohol and marijuana.

Most students reported sports teams are available in their community.

### **Family Domain:**

Overwhelmingly students felt that their parents felt the use of alcohol, tobacco and marijuana use was wrong.

26% of students reported that their parents ask if their homework is done.

82% of students reported that they enjoyed spending time with their mothers.

### **Individual and Peer Domain:**

34.8% of students reported that physical fighting to be wrong.

2/3 of students reported that none or some of their friends smoked cigarettes, had been drunk or used marijuana recently.

58.2% of students reported at least one best friend who liked school in the past year.

88.1% of students have a least one best friend who tried to do well in school in the past year.

## **Goal Statements**

After analysis of Truman High School Demographic, Student Achievement, Perception, and Process data; the staff has decided on the following goals for the School Improvement Plan:

<b><u>Subject</u></b>	<b><u>Goal Statement</u></b>
<b>English Language Arts</b>	All students will improve 10% in Reading proficiency
<b>Math</b>	All students will improve 10% in Math proficiency.
<b>Science</b>	All students will improve 10% in Science proficiency.
<b>Social Studies</b>	All students will improve 10% in Reading proficiency.

## **2. School-Wide Reform Strategies**

By looking at our data and analyzing the results, the Truman staff came up with student-centered goals, measurable objectives, and research-based strategies. Truman High School implements the following three school-wide reform strategies to ensure success of all students in a rigorous course of study:

### **Differentiated Instruction**

- A teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.
- The intent is to maximize each student's growth and individual success by meeting each student where he or she is, assisting in the learning process.
- The three elements of the curriculum that are differentiated are: Content, Process, and Products.

## **Blackboard Configuration**

- BBC is drawn from the Lorraine Monroe Leadership Institute and provides a common academic structure throughout the day for students.
- The intent is to allow students to predict their environment consistently as they move throughout the school day.
- The key components are posted daily in every classroom. They are: the learning objective, Do Now (warm up), homework assignment, and agenda.

## **High Schools that Work**

- A program that is about raising achievement and graduation rate by changing what is taught, how it is taught, what is expected of students, and how educators work with each other, the home and the community. Key practices include:
- A challenging program of study.
- Access to challenging vocational and technical studies, with an emphasis on using high-level mathematics, science, and language arts and problem- solving skills.
- Access to a system of work-based and school-based learning planned cooperatively by educators and employers.
- Set high expectations and get students to go with them.
- Teachers work together to integrate academic and technical studies.
- Engage students actively in learning and increase access to academic studies that teach college-preparatory content through functional and applied strategies.
- Involve students and parents in a guidance and advisement system that ensures completion of an accelerated program of study.
- Provide a structured system of extra help to enable students to meet higher standards.
- Use student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management to advance student learning.

**America's Reinvestment and Recovery Act (ARRA)  
School Improvement (1003g) Grants and SREB Support  
HIGH SCHOOLS THAT WORK (HSTW)**

TURN- AROUND	TRANS- FORMATION	REQUIRED LEA ACTIVITIES for the School Improvement Grant	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS to Meet Requirements of the School Improvement Grant
✓	✓	Replace Principal (except those hired previously as a part of turnaround or transformation effort-within two years)	Leadership Training and Coaching; Establishing and Maintaining a High Expectations School Culture; Leading Change; Using Distributed Leadership to Reform Teaching and Learning; Instructional Leadership; Using School and Classroom Data to Continuously Improve; Time Management; and other topics as needed by the district.
✓	✓	Operational flexibility (calendar, time, budget, staffing)	Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.
✓		Replace > 50% of Staff using "locally adopted competencies"	Recommend competencies that include instructional planning, delivery and accountability.
		Close & reopen under Charter School Operator/CMO/EMO	The Key Practices can be used as the charter school's operational framework.
OK	✓	Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND designed with teacher/leader input	Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial <i>HSTW</i> Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.
OK	✓	Identify/reward effective & remove ineffective personnel	Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial <i>HSTW</i> Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.
✓	✓	High-quality, job-embedded, instructionally aligned professional development	On-line and on-site professional learning to include leadership for school and teacher leaders; instructional strategies; subject area training by content specialists; and a broad array of topics depending on district and school needs. National Workshops and Annual Staff development conference and hosted site visits to a network of high

<b>TURN-AROUND</b>	<b>TRANS-FORMATION</b>	<b>REQUIRED LEA ACTIVITIES for the School Improvement Grant</b>	<b>WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS to Meet Requirements of the School Improvement Grant</b>
			performing sites.
✓	✓	Financial incentives, career opportunities and flexible work conditions	
✓	OK	New governance structure	Distributed leadership; Small Learning Communities training;
✓	✓	Instructional reform	Training in research based instructional strategies; emphasis on literacy across the curriculum; lesson cycle and standards based unit planning; project and problem based learning; instructional leadership – for school and teacher leaders
✓	✓	Student data reform	Identify and use multiple types of data including student achievement, school and classroom practices, and perception data
✓	✓	Increased learning time	Emphasis on using increased learning time effectively to increase student achievement (help find time during the day as well as extended day, week and year options)
✓		Socio-emotional and community supports	Guidance and Advisement programs
OK	✓	Ongoing family and community engagement	Guidance and Advisement programs; Senior Project with Community Mentor; Advisory Committees
OK	✓	Ongoing intensive technical assistance from LEA, SEA or external partner	Provide on-going technical assistance through on-site coaching by a professional school improvement coach; professional development on-site, electronically and through national workshops and annual conference; in-depth audit of school and classroom practices; Bi-ennial NAEP-like Assessment and Student and Teacher Perception Survey; and annual ninth grade student survey

<b>TURN-AROUND</b>	<b>TRANS-FORMATION</b>	<b>PERMISSIBLE LEA ACTIVITIES</b>	<b>WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS</b>
--------------------	------------------------	-----------------------------------	---

TURN-AROUND	TRANS-FORMATION	PERMISSIBLE LEA ACTIVITIES	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS
✓	OK	New school model (e.g. themed, dual language)	Plan for and Implement Small Learning Communities or Career Academies; Implement “Magnet” Themes;
✓	✓	Additional compensation to attract and retain staff	
✓	✓	System to measure impact of professional development	Provide data on training participation; document training implementation through walkthrough observations, instructional reviews and teacher interviews
✓	✓	Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority	
✓	✓	Periodic reviews of curriculum	Horizontal and vertical alignment by content area specialists
✓	✓	Response to Intervention model	Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students.
✓	✓	Additional supports to address students with disabilities and English language learners	Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students.
✓	✓	Using and integrating educational technology	Workshops on integrating and using technology to increase student learning; design walkthrough instruments to identify effective use of instructional technology
✓	✓	Increasing opportunities for advanced coursework, AP, IB, STEM, early college dual enrollment, thematic learning academies	<i>HSTW</i> Recommended Curriculum; workshops on integrating mathematics, science and career technical standards through authentic projects; smaller learning communities; career themed academies
✓	✓	Summer transition or freshman academies (middle to high school)	<i>HSTW</i> Ninth Grade Redesign training; SREB’s Getting Ready (Ninth Grade Catch-up Course) Institutes; <i>MMGW</i> Curriculum Alignment
✓	✓	Graduation rate improvement reforms	Middle Grades efforts; ninth grade redesign; 10 Key Practices; quality Career Technical Programs and preparation
✓	✓		Identify students who are below grade level in or failing mathematics or English/language arts/reading, those with high absences from school, and those with

TURN-AROUND	TRANS-FORMATION	PERMISSIBLE LEA ACTIVITIES	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS
		Early warning systems for at-risk youth	habitual behavior problems and develop a tiered intervention system that includes school wide strategies, group strategies and strategies for individual students
✓	✓	Partner with organizations, clinics, agencies, etc. to meet students' social, emotional, health needs	Guidance and Advisement System; Quality Work-based Learning Opportunities
✓	✓	Extend or restructure school day	Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.
✓	✓	Implement approaches to improve school climate and discipline	Leadership training on Culture; implement consistent school wide discipline strategies; lesson cycle training for all teachers; Guidance and advisement; distributed leadership

## City Year's Service in America's Schools



City Year corps members serve in 20 cities across the United States as tutors, mentors and role models, as well as leaders of after-school programs and transformative physical service. They use the power of national service to help students succeed in school.

Through City Year's service model – called Whole School, Whole Child – diverse teams of full-time corps members serve in grades 3 through 9 to help improve student **attendance, behavior** and **course performance** – which research confirms are indicators of a student's likelihood of graduating from high school.

A breakthrough set of studies from Johns Hopkins University found that students who are most at risk of dropping out of school can be identified through key indicators – poor attendance, unsatisfactory behavior and course failure in math and English. When just one of these off-track indicators is exhibited by a child as early as the 6<sup>th</sup> grade, students have a likelihood of less than 25% of graduating from high school.

As diverse, near-peer tutors, mentors and role models, City Year corps members are uniquely able to help students and schools.

In each partner school, City Year corps members are a **full-time presence** from the first bell until the last student leaves the after-school program.

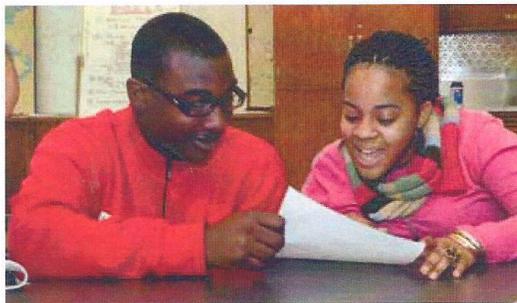
City Year corps members provide a **critical mass of people power** that matches the scale of students who need additional supports.

City Year's **diverse teams** unite corps members of all racial and socioeconomic backgrounds and enable students to find a variety of role models.

Corps members serve on highly visible, uniformed teams and provide a powerful, dynamic presence in a school.

Young adult corps members, older than classmates and younger than parents and administrators, forge meaningful relationships with students as their **near-peer role models**.

Every **26** seconds a student gives up on school in America.



The Whole School, Whole Child model ensures that City Year corps members provide the right interventions to the right students at the right time through:

- academic support,
- attendance monitoring and incentives,
- positive behavior support,
- after-school programming and
- in-school programs and activities such as assemblies and celebrations that improve the overall school environment.



The idealistic culture and values of a City Year team infuse energy and spirit, and contribute to a **positive learning environment** for the whole school.

### **3. Instruction by Highly Qualified Staff**

Truman High School prides itself on its exemplary and diverse staff. All staff members are highly qualified teachers with varied professional degrees and have a minimum qualification of a bachelor's degree and full state certification. All district teachers are highly qualified under the No Child Left Behind (NCLB) Act and have a Highly Qualified Teacher Verification form on file with the Taylor School District.

Grade/Subject Area	Total Number of teachers	% who meet Criteria	% who do not meet criteria
<b>Teaching Staff</b>	<b>77</b>	<b>100%</b>	<b>0%</b>

### **4. Strategies to Attract High-Quality Highly Qualified Teachers**

Strategies supported at Truman to attract high-quality highly qualified teachers:

- Current district teachers are in compliance with No Child Left Behind guidelines.
- The district provides professional development to keep high quality teachers.
- District representatives attend job fairs to recruit qualified teachers for areas of anticipated vacancies.
- The Taylor School District provides a mentoring program for non-tenured teachers.
- Teachers are assigned a mentor within the building for three years to offer support and guidance.
- Truman High School provides a safe and professional working environment for all staff members.
- Formal and informal guidance by the administration and respective department chairs.
- Teacher incentives for student achievement

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
<b>1. Indicate how long teachers have been teaching.</b>	<b>77</b>	<b>8</b>	<b>24</b>	<b>19</b>	<b>26</b>
<b>2. Indicate the number of years, each of the teachers has been assigned to this school.</b>	<b>77</b>	<b>24</b>	<b>20</b>	<b>26</b>	<b>7</b>

## **5. High-Quality and Ongoing Professional Development**

The Truman High School staff receives ongoing and sustained professional development.

### **Professional Development Schedule 2010-2011**

<b>Date</b>	<b>Time</b>	<b>Description</b>
9/1/10	Half day	Staff Meeting
9/1/10	Full day	Kenneth Wilson- Educational Consultant Solution Tree Professional Learning Communities
9/2/10	Half day	Link Crew- Freshman/Parent Orientation
9/15/10	After School	PLC : Departmental School Improvement/SMART Goals
Week of 9/20/10	Half day	Department level PLCs with subs
9/22/10	After school	PLC: Departmental School Improvement/SMART Goals
9/28/10	After school	Staff meeting
10/6/10	After school	PLC: Departmental School Improvement/SMART Goals
10/13/10	After school	PLC: Departmental School Improvement/SMART Goals
10/14/10	After school	Department Chair Meeting
10/27/10	After school	Staff Meeting: School Improvement Plan/School-Wide Reform Strategies
Week of 11/1/10	Half day	Department Level PLCs with subs
11/3/10	After school	PLC: Departmental School Improvement Goals
11/10/10	After School	PLC: Differentiated Instruction/Department Goals/School-Wide Reform Strategies

<b>Date</b>	<b>Time</b>	<b>Description</b>
11/17/2010	After school	Staff Meeting
12/1/2010	After school	Ongoing PD: Differentiated Instruction
12/8/2010	After school	PLC: Differentiated Instruction/Department Goals/School-Wide Reform Strategies
1/5/2010	After School	Ongoing PD: Blackboard Configuration
1/12/2010	After school	PLC: BBC/Departmental School Improvement/SMART Goals
1/17/2011	District	District PD: PLC protocols/school-wide reform strategies
1/19/2011	After school	Staff meeting
2/2/2011	After school	Ongoing PD: Technology/Smart Board training
2/9/2011	After school	PLC: Departmental School Improvement/SMART Goals
2/16/2011	After school	Staff Meeting
3/16.2011	After school	PLC: Departmental School Improvement/SMART Goals
3/23/2011	After school	Ongoing PD: Technology/Class A
3/30/2011	After school	Staff Meeting
4/6/2011	After School	PLC: Departmental School Improvement/SMART Goals
4/13/2011	After school	Ongoing PD: High School That Work (HSTW)

## **6. Strategies to Increase Parental Involvement**

At Truman High School, we seek to form a partnership with parents and families. After parent suggestions and revisions, the following is as detailed description of our parent policy:

### **Parent Leadership Team**

Truman's Parent Leadership Team (PLT) will meet approximately three times each year. Two parents from the PLT will serve on the School Improvement Team and function as a liaison between the large PLT and the smaller SIT. The PLT will provide opportunities for two-way communication between educators and parents

- Exchange ideas, share perceptions, and concerns
- Share curriculum and teaching strategies with parents
- Expand parent involvement in the building

### **Parent Communication**

To ensure effective parent involvement at Truman High School, the SIT and building administration provides parents with the necessary information required for all students to receive the support and help that they need to be a successful learner. A Wayne County RESA consultant provides support to ELL parents for all activities.

### **Parent Information and Activities**

- A letter will be sent out to all parents explaining where information is located.
- An explanation of the information on the school district website will be provided
- The calendar of events and parent activities will be posted on the school website
- The administrator will schedule and organize parent workshops and activities.
- The PLT meeting dates will be included on the calendar.
- All teacher email addresses will be available to parents on the Truman website.
- School news letters will be sent home.

## **Academics**

- The Truman School Improvement Plan will be posted on the Truman website.
- The High School Content Expectations are posted on the Truman website.
- Grade and attendance information is available through Zangle Parent Connect.
- Class news will be posted on Parent Connect by teachers.
- Progress reports and report cards will be issued every trimester.
- Parent/teacher conferences will be conducted each trimester,
- Teachers will communicate with parents through phone calls, postcards, emails or other informal types of communications.
- Additional resources are provided to parents to support student achievement.

## **Assessment Scores**

- The interpretation of the assessment scores for the Explore, Plan and ACT/MME scores will be provided.
- A Wayne County RESA consultant will supply information and interpretation of the assessment results for all ELL parents.

## **Parent Compact**

Truman High School is using the district parent compact designed by parents, teachers and administration. (For Parent Compact see Appendix C.) The Taylor School District has a parent involvement policy that meets the No Child Left Behind (NCLB) requirements of section 1118. (For School Parent Policy see Appendix C)

## **Evaluation of Parent Programs and Involvement**

Truman High School's parent policy is to engage parents in academic support for their son/daughter and to participate in the decision-making policies of the school wide plan and will be evaluated through parent perception surveys and student achievement data.

## Parent Activities and Workshops

<b>DATE</b>	<b>ACTIVITY</b>	<b>GOAL</b>
Oct 2010	College Fair	Share college information
TBA	College Financial Aid Night	Provide information for parents
TBA	Home Support Workshop	Strategies for support at home
TBA	Parent Connect	Technology support
Aug 2011	Parent Orientation	Provide Information by grade level
TBA	Holding Your Teen Accountable workshop	Strategies for support at home
TBA	Building Self Esteem workshop	Strategies for parents
TBA	Talking to Your Teen About Sex workshop	Support strategies for parents
TBA	Goal Setting With Your Teen Workshop	Strategies to help promote working as a team
TBA	Online Resources	Resources to help parents support their child with ACT prep, steps to get your child in college etc...
TBA	City Year and Wayne Metro workshop	Explain resources available to families

**Joyce Epstein's Six Types of Parent Involvement to Support Student Success:**

<b>Parent Involvement Activities</b>	<b>Timeline</b>	<b>Parenting</b>	<b>Communicating</b>	<b>Volunteering</b>	<b>Learning At Home</b>	<b>Decision Making</b>	<b>Community Collaboration</b>
Parent Conferences	Trimester	■	■				
Report Cards	Trimester		■				
Progress Reports	Trimester		■				
E-mail	On-going		■				
Parent Compact	Annual	■					
Orientation	Annual		■				
Parent Meetings (PLT)	Trimester		■			■	■
Zangle Class News	On-going		■				
Parent Workshops	On -going				■		
Title 1 Team	On-going			■			■

## **7. Transition from 8<sup>th</sup> Grade**

Truman High School recognizes the importance and the difficulties associated with transitioning into the 9<sup>th</sup> grade. Therefore, this need is addressed in a variety of ways.

- Counselors begin the process by meeting with their students for the first time in 8<sup>th</sup> grade.
- School visits for 8<sup>th</sup> grade students
- Orientation takes place just prior to the beginning of the school year and provides information to both parents and students.
- Upon arrival at Truman, all 9<sup>th</sup> graders have access to a 9<sup>th</sup> grade advisor.
- Proactive Registration (4 year plan/EDP's)
- Proficiency Placement (Special Education/Co-Taught Classes/Honors/AP)
- Summer Enrichment Programs
- SAT Watch: Middle School Counselors alert High School Counselors
- Special Education Awareness: Meet provider/Build Schedule/Discuss Transition
  
- **Link Crew** is a freshmen transition program, a leadership-training program and a school community building program. Its objectives are:
  - (1) to empower juniors and seniors as role models for freshmen
  - (2) to increase academic success through support of peers
  - (3) to develop leadership skills in students on campus
  - (4) to allow successful older students the ability to pass on positive traditions to younger students
  - (5) to expose students to a variety of individuals in positive situations
  - (6) to teach students that by working together they can be successful and enjoy one another
  - (7) to help create a supportive and positive atmosphere on campus. This program is the Relationship part of Rigor, Relevance, and Relationships. Truman has two upper class mentors who are trained and grouped with every ten freshman. Various activities continue throughout the year that not only help them feel more connected, but also teach them skills that will benefit their academic success.

## **8. Teacher Participation in Making Assessment Decisions**

- The Truman School Improvement Team prepares the student, staff and parent surveys each year. These will continue to be a source of information for all stakeholders and be a foundation to support change. These surveys will be amended in the 2010 – 2011 school year in order to collect information targeted in the Comprehensive Needs Assessment.
- The Secondary Core Curriculum Teams work to develop the common assessments used for final exams. PLCs work together to develop other formative and summative assessments.
- Teachers work in a professional learning community in order to focus on learning rather than teaching. PLCs work collaboratively, to engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:
  1. What do we want each student to learn?
  2. How will we know when each student has learned it?
  3. How will we respond when a student experiences difficulty in learning?
  4. How will we respond when a student has mastered the material?
- Standardized tests such as the EXPLORE, PLAN, ACT and MME scores (Appendix A) provide feedback to the remaining stakeholders. Using the benchmark readiness scores, we are able to begin to diagnose individual student achievement. The EXPLORE test given in 9<sup>th</sup> grade is used to identify at risk students for early targeted intervention. All school wide instructional strategies are based on these scores.
- Truman uses the Educational Planning and Assessment System (EPAS) designed by ACT.
- Teachers incorporate the college readiness benchmarks into their curriculum.
- The results of the Explore and Plan tests are analyzed in order to adjust instruction.
- Item response summaries are analyzed to determine student strengths and weaknesses.

## **9. Timely and Effective Additional Assistance to Students**

Truman High School has a process in place to identify students experiencing difficulty meeting the state's academic assessment standards at an advanced or proficient level.

The following programs are available to provide timely and effective assistance to all students. Truman High School is proactive in identifying at-risk students. The following three pages describe Truman's response to Intervention used in identifying students and providing timely assistance to improve academic achievement.

# Harry S Truman Response to Intervention

## Student Assistance Team (SAT) Intervention

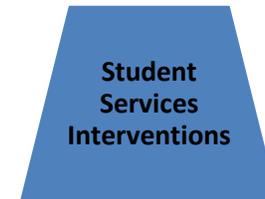
- \*Counselor/Administration/Teacher/School Psychologist/School Social Worker/Police Liaison
- \*Advisory Meeting with Parent and Student (Sign Parent/Student Contract)
- \*Support Groups
- \*Mandatory Academic Coaching
- Offer inter-agency collaboration (Community Services, Alternative School)
- Crisis Response Team
- \*Build Program on a Student by Student Basis



---

## Student Services Interventions

- Referrals from Teacher to Counselors
- \*Parent/Teacher/Student/Administrator Conferences
- \*Gather Data (Test Scores)
- \*\$Offer Title One Services (Tutoring)
- \*\$Saturday School



---

## Quality Teaching Support and Intervention

- High Continuous Expectations for Learning
- Differentiated Instruction
- \*\$Parent Phone Calls from Teachers (Provide Teacher's Phones in Classrooms)
- \*Parent/Teacher/Student Conferences
- \*Before School, After School Lunch Tutoring with Teacher

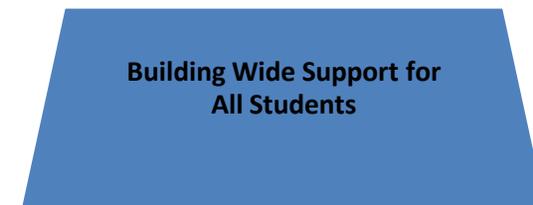


---

## Building Wide Support for All Students (pages 29-30)

### Key:

- (-) Intervention already in use
- (\*) Intervention that needs to be added
- (\$) Intervention that could be used with additional funds



# Building-Wide Support for All Students

## Transition from Middle School

- \*School visits for 8<sup>th</sup> grade students
- Proactive Registration (4 year plan/EDP's)
- Proficiency Placement (Special Education/Co-Taught Classes/Honors/AP)
- \*SAT Watch: Middle School Counselors alert High School Counselors
- \*Special Education Awareness: Meet provider/Build Schedule/Discuss Transition
  - Summer Enrichment Programs
  - 9<sup>th</sup> grade orientation
    - Link Crew
    - \*\$ Bridge Program

## 9<sup>th</sup> Grade

- 9<sup>th</sup> Grade Wing
- 9<sup>th</sup> Grade Advisor
- Extra Trimester of Math and English
- \* Mandatory Lunch Tutoring for Failing 9<sup>th</sup> Graders
- City Year

## 10<sup>th</sup> Grade

- Extra Trimester of Math and English

## 11<sup>th</sup> Grade

- Extra Trimester of Math
  - \*\$MME preparation
  - MME Academy
  - ELA Enrichment
- Making it Count Presentation
- Career Center Classes

## 12<sup>th</sup> Grade

- Making it Count Presentation
- Career Center Classes
  - Job Shadow Day
  - College On-Site Day

## **Building-Wide Support for All Students**

### **All Grades**

- Credit Recovery (PLATO)
  - \*New Student Orientation (Link Crew/Ambassador Program)
    - After School Tutoring
    - Home tutoring
    - Parent Connect (Zangle/Email)
  - College Fair (extended to the community)
    - \*Monthly Parent Seminars
  - Progress Reports every 5 weeks
  - Parent/Teacher Conferences (1 per trimester)
    - \*\$Parent phone call system for absences
    - \*\$Parent List Serve
    - \*\$Literacy and Math Coaches
  - Comprehensive Guidance Program (Academic/Career/Personal-Social)
    - Career Cruising
      - \*Career Day
      - \*Peer Mediation
    - \*\$Update Website for parent/student information
    - \*Teachers update Grade Book in Zangle weekly
    - \*\$Moodle Websites (money needed for staff training only)
- Wayne Metro

## **Teachers Identifying Factors for At Risk Students**

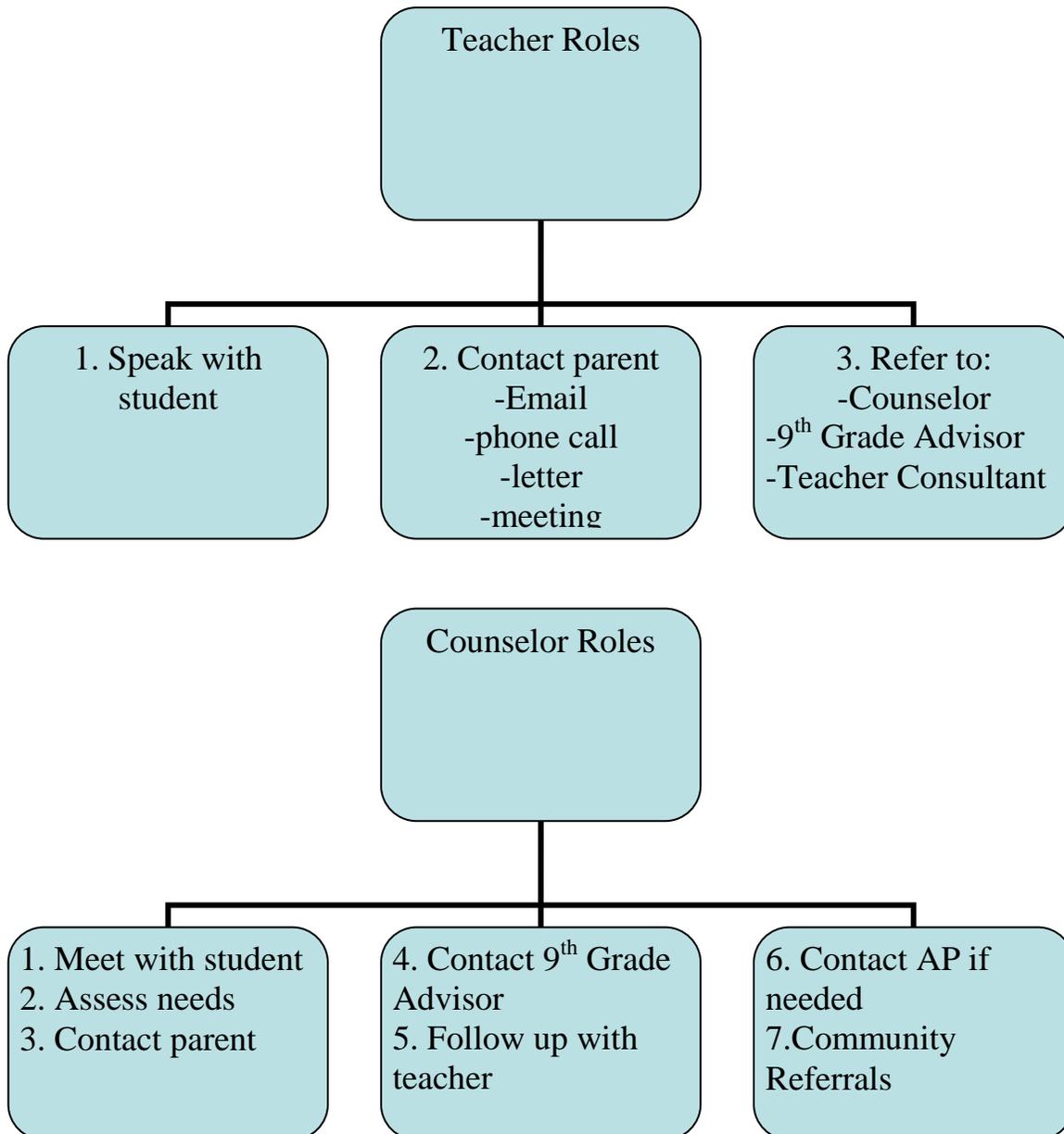
After speaking to student contact counselors if student has

- Excessive attendance or tardies,
- Concerning behaviors such as: sleeping in class, hygiene, disrespect, changes in behavior
- Poor grades: missing assignments, low quizzes and test scores
- Social issues
- Home issues
- Conflict with another student

### **At Risk Student Identifiers:**

Non proficient MEAP scores, Plan and/or Explore scores, failing grades, attendance issues, behavior issues, teen pregnancy, homeless, incarcerated parent, first generation high school graduate and chronic illness

# At Risk Student Interventions



## **10. Coordination and Integration of Federal, State, and Local Programs and Resources**

All of the available fiscal resources are used to support the transformation requirements and redesign/school-wide school improvement plan.

Services and materials purchased from all funding sources have a direct impact on academic progress and increased student achievement. (See chart below for funding)

### **2010 – 2011 FUNDING SOURCES**

#### **Title I, Part A Budget - \$130,050.00**

<b>Description</b>	<b>Amount</b>	<b>Support to components and strategies</b>
Instruction <ul style="list-style-type: none"> <li>• EDGE READING PROGRAM</li> </ul>	\$26, 119.07	Academic reading support for at-risk 9 <sup>th</sup> graders
Tutoring	\$ 29,511.00	Stipends for direct tutoring services to struggling students.
Professional Development	\$38,308.93	Teacher and administrator conferences/workshops, stipends for planning/meetings, consultants, substitutes, professional development materials and subscriptions, software licenses, reference materials.
Software Licenses	\$ 6,800.00	
Parental Involvement	\$ 4,866.00	Parent program consultants, parent program supplies
Transportation for Field Trips	\$ 20,000.00	
Administrative Support	\$ 4,445.00	Equipment, equipment repair/service agreements, rental of equipment, postage for program, office supplies for Title I program, clerical support, mileage
<b>TOTAL Title I Budget</b>	<b>\$130,050.00</b>	

**Title I, High Priority Schools Grant**

<b>Description</b>	<b>Amount</b>	<b>Support to components and strategies</b>
High School That Work School Improvement Consultant	5 days @ <u>\$1,000.00</u> \$5,000.00	Job embedded professional development.
Technical Assistance Visit	\$8,000.00	Job embedded professional development.
Site Development Workshop	\$2,000.00	Job embedded professional development.
Literacy and Numeracy Professional Development	4 days @ <u>\$2,000.00</u> \$8,000.00	Job embedded professional development.
Leadership Professional Development	2 days @ <u>\$2,000.00</u> 4,000.00	Job embedded professional development.
Content Specialists/Consultants	4 days \$ <u>\$2,000.00</u> \$8,000.00	Job embedded professional development.
<b>TOTAL</b>	<b>\$35,000.00</b>	

**Title I, Part A Budget – Personnel  
District Office Funding**

<b>Description</b>	<b>Amount</b>	<b>Support to components and strategies</b>
Ninth Grade Advisor	\$96,698.00	Support for transition to high school

**Title I, ARRA Budget (Stimulus funds)**  
**Total Title I, ARRA Budget - \$668,800.00**

<b>Description</b>	<b>Amount</b>	<b>Support to components and strategies</b>
Classroom Supplies	\$ 92,560.00	Support for differentiated instruction. Integrating technology in the classroom.
Media Supplies	\$ 23,170.00	Support for differentiated instruction. Integrating technology in the classroom.
Software/Site Licenses	\$ 30,000.00	Support for differentiated instruction. Integrating technology in the classroom.
Computerized Instruction	\$523,070.00	Support for differentiated instruction. Integrating technology in the classroom.

**Title II, Part A Budget - \$25,000.00**

<b>Description</b>	<b>Amount</b>	<b>Support to components and strategies</b>
Professional Development for teachers	\$25,000.00	District support for professional development

**IDEA/Special Education/Act 18 POHI**

<b>Description</b>	<b>Number of positions</b>	<b>Support to components and strategies</b>
Classroom Teachers	2.0/Act 18 POHI	Support for Differentiated instruction and Special Education sub group
Paraprofessionals	6/Act 18 POHI 3 Follow that Kid Fund	Support for Differentiated instruction and Special Education sub group
Psychologists	1 IDEA grant	Support for Differentiated instruction and Special Education sub group
Speech Therapist	.7 Act 18 POHI	Support for Differentiated instruction and Special Education sub group

**Funding is variable in categories listed below.**

**Services, materials, and human resources are provided from the following sources:**

- **Taylor School District**
- **Wayne RESA**
- **Agencies and businesses**

<b>Resource</b>	<b>Description of support provided</b>	<b>Support to components and strategies</b>
Title II, Part D	Technology	Differentiated instruction, professional development
Title II LEP or Immigrant	Bilingual teacher and academic support materials	Differentiated instruction
Title IV, Part A	Safe and Drug Free School Facilitator	Teens Against Tobacco training and support, bully training
Section 31a	After school tutoring	Timely and effective additional

At Risk		assistance for struggling students
Nutrition programs	Coordinated School Health Committee, Healthy Kids grant/initiative	Timely and effective additional assistance for struggling students
Health/Dental/Vision and General Student Welfare	Lions Club	Timely and effective additional assistance for struggling students
Local Foundations – Taylor Foundation for Excellence in Education	Coalition of local businesses and educators to support Taylor School District students - Seeks grant opportunities, conducts fundraising activities	School-wide reform strategies.  Timely and effective additional assistance for struggling students
Parent groups – Booster club	Funding for band	
Local Business – MASCO	Provides funding for libraries and teacher mini-grants	Supplies and materials enhance student learning. Timely and effective additional assistance for struggling students
Other businesses supporting Truman – Big Boy, Texas Roadhouse, Costco, Sam’s, WalMart	Donations: Monetary and supplies.	Supplies and materials enhance student learning.

**TRUMAN HIGH SCHOOL  
BUDGET PROPOSAL - School Year 2011 -2012**

District commitment through general funds (GF), Title I; Title II, Part A; and 31a

PURPOSE	AMOUNT
Implementation of <b>High Schools That Work</b> - A program of the Southern Regional Education Board, an approved external services provider.  School Improvement Reform Model	\$60,000.00 <ul style="list-style-type: none"> <li>• HSTW Consultant \$10,000.00 GF</li> <li>• Literacy Training \$12,000.00 GF</li> <li>• Numeracy Training \$12,000.00 GF</li> <li>• HSTW professional development Workshops, conferences \$16,000.00 T11</li> <li>• Assessments, surveys \$10,000.00 GF</li> </ul>
<b>City Year - In School and on Track</b> Program An approved external services provider.	\$100,000.00 Title 1 or 31a Eight to ten Corps members, four (4) days a week, to serve as tutors, mentors, role models and leaders to help students succeed.
<u>Extended school day - 15 minutes per day</u> Schoolwide Reform Strategy: Reading Across the Curriculum	\$135,000.00 – Stipends and benefits GF
<u>Summer Transition Program - Four (4) weeks</u> Targeted incoming ninth grade students at approximately \$30.00 per hour. 100 most at risk students identified by MEAP scores and 8 <sup>th</sup> grade teacher recommendation.	\$30,000.00 – Stipends and benefits - 775 hours Title 1
<u>Timely interventions for struggling students: Saturday School PLATO Credit Recovery</u>	\$34,000.00 Title 1 <ul style="list-style-type: none"> <li>• Stipends and benefits: \$16,000.00</li> <li>• Transportation: <u>\$18,000.00</u></li> </ul>
<u>Redesign Plan Facilitator</u>	\$40,000.00 Title 1 Salary and benefits for two (2) class periods of release time for full time teacher.
<u>Technology/Data Project Manager</u>	\$50,000.00 GF Contracted position
<b>TOTAL</b>	\$474,000.00

Title 1 and 31a	\$204,000
Title 11	6,000 (Possibly \$24,000 more – depends on funding)
General Fund Commitment	254,000 (Possibly \$24,000 less – depends on Title 11 Funding received next school year)

## D. Curriculum Alignment

### CURRICULUM

#### Teacher:

- Teachers meet in content areas to evaluate curriculum.
- District curriculum is aligned to HSCE.
- District-wide pacing charts for every core area created with teacher input. (Attached Upload)

#### Building:

- College readiness benchmarks as determined by ACT are incorporated into curriculum.

#### District:

- Coordinates district level curriculum teams.
- School Improvement Coordinator to monitor curriculum and make adjustments as needed. (i.e., Common Core Standards, College and Career Readiness Standards.)
- In November 2009, Truman H.S. and Kennedy H.S. were audited through a Statewide System of Support Comprehensive School Audit. The auditors rated the schools Exemplary in Strand I, Teaching for Learning, Standards Alignment; and Implemented in Strand I, Teaching for Learning, Alignment/Content Validity.

### INSTRUCTION

#### Teacher:

- Truman High School students receive instruction by our highly qualified staff. Differentiated instruction is used to reach students at all ability levels.
- Teachers work to provide activities that support best practice research teaching strategies to meet the needs of all students especially those students that are at risk.
- Instruction is focused on integrating ACT College Readiness Standards and reading strategies.

#### Building:

- Results of the Explore, Plan and practice ACT are analyzed so teachers can adjust instruction to meet the needs of students.
- Content and skills measured in the EPAS programs are aligned with what is taught in the classroom.

**District:**

- School Improvement Department stays current with research based and evidence based best practices and shares information with teachers during PD sessions and curriculum meetings.
- Provides professional development to teachers in differentiated instruction.

## **ASSESSMENT**

**Teacher:**

- Common Assessments and final exams were teacher created.
- Staff looks at Common Assessment data in their PLCs.
- The staff looks at trends over time, as well as the alignment of benchmark readiness scores from the EXPLORE, PLAN and ACT.
- As the staff continually evaluates student progress and achievement, class instruction and pacing is adjusted to ensure that all students are progressing in their education so that they will have the necessary skills to be proficient on the MME test.

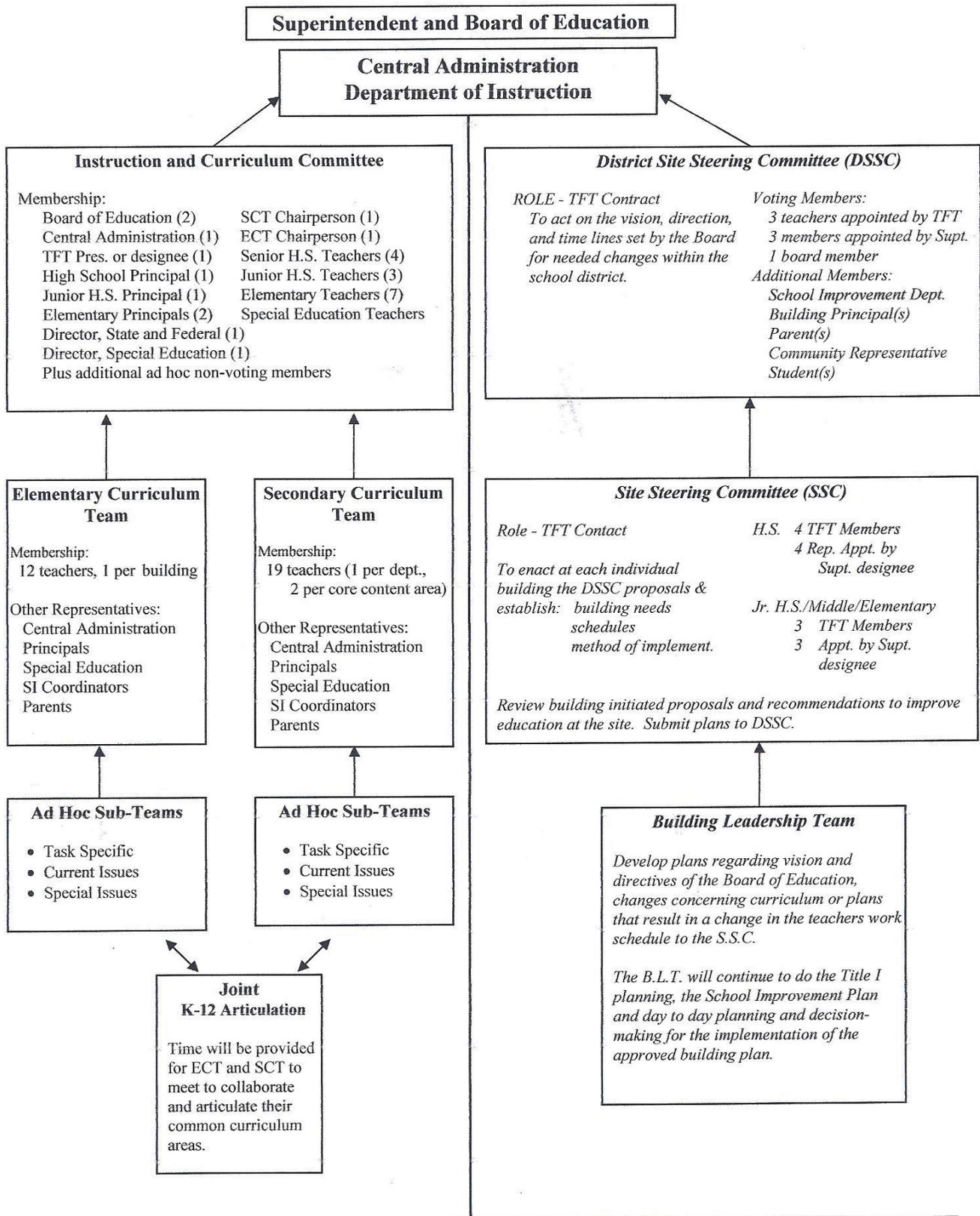
**Building:**

- Student achievement is assessed in three key transition points in high school.
- The EXPLORE test is taken by all 9<sup>th</sup> graders.
- The PLAN test is taken by all 10<sup>th</sup> graders.
- The ACT/MME is taken by all 11<sup>th</sup> graders.

**District:**

- Provides professional development on balanced assessment system, data-driven dialogue.
- District assessment coordinator: Organizes EXPLORE, PLAN and MMME testing, assists in data analysis and interpretation.

# Taylor Schools Curriculum and Instruction Flow Chart



## **E. Uses of Community Resources and Volunteers**

- Job shadowing
- Career awareness seminars
- Wayne Metropolitan Community Action Agency:

Mission: To empower low-income people and strengthen communities through diverse services, leadership and collaboration. There are four categories of services provided. Some of the services included are:

### Community Development Programs:

Comprehensive and creative strategies are used to provide safe and affordable housing for low and moderate-income families.

### Community Support Services:

Services include emergency-short-term, and long-term interventions to low-income persons seeking assistance due to the conditions of poverty.

- Employment and job training
- Outreach and emergency services
- Homeless prevention
- Nutrition/community gardens
- Family self-sufficiency program

### Youth and Family Programs:

Comprehensive child development and family support through child and family focused programs. Programs increase the social competence and academic performance of children in low-income families while offering family members opportunities and support for growth and chance.

- Head start
- Even start
- After-school age youth programs
- Summer youth programs

### Homeless Programs:

- Out-Wayne County homeless services coalition
- Wayne homeless network project
- Homeless youth education project

## **F. Adult Roles in Community Education, Libraries, and Community Colleges**

- Truman High School coordinates an annual College On-Site Day.
- Truman High School facilitates a Financial Aid Night.
- Students have the option to dual enroll in college courses.
- Correspondence courses are available.
- Speaking Teaching Achieving Recruiting (STAR) - speaker program from Henry Ford Community College which provides instructors in various career fields to discuss their programs and career opportunities.

## **G. Methods for Effective Use of Technology**

### **District:**

- The Taylor School District has a Technology Plan on file with the Michigan Department of Education. (Appendix H.)
- Course offerings accommodate the 20-hour online requirement by the State of Michigan.
- The Center for Career and Technical Education offers Truman students a variety of technology related courses.

### **Building:**

Truman teachers use technology for themselves and with students in a variety of ways to differentiate instruction.

### General Educations Teachers use:

- Smart Boards
- Power Points
- Graphs created in Excel
- Graphing Calculators
- Document Camera

Special Education Teachers and students (in addition to the above technologies) use:

- Desk easels
- Document holder
- Dcyem
- Alpha Smart
- Fusion
- MP3 Players

**Students use:**

- Keytrain
- Power points for presentation
- Carnegie Cognitive Tutor
- Plato
- Graphing Calculators
- Webquests
- Excel spreadsheets
- Document Camera
- Career Cruising
- Broadcasting technologies (graphics, video switchers, audio boards, and video cameras)
- Photoshop

## **H. On the Job Learning**

- Career Cruising to complete their Educational Development Plan (EDP).
- Job Shadowing
- Vocational and career education through the Taylor Career and Technical Center.
- Key Train Program
- Take your child to work day
- Co-op
- DECA
- JROTC

## **I. Evaluation**

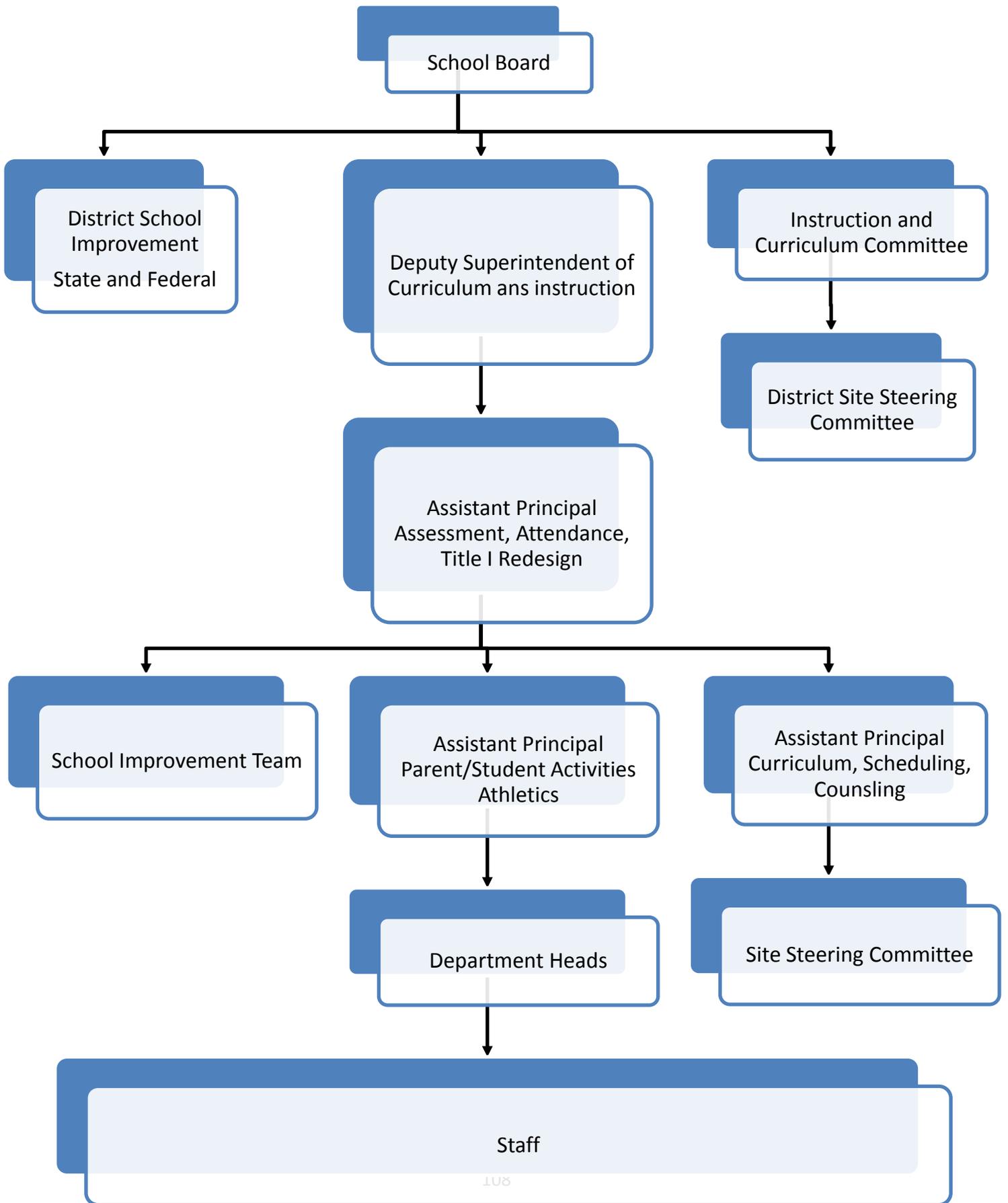
The Truman High School staff annually evaluates all components of the school-wide school improvement plan. The staff reviews the data from the following assessment sources:

- EXPLORE
- PLAN
- ACT
- MME
- Socials Studies MEAP
- Common Assessments
- 3 minute walkthroughs
- Instructional Rounds
- PLC (Perception data, student achievement data)
- Perception Surveys

## **J. Building Level Decision Making**

At Truman High School the staff shares in the decision making process. On the following page is a flowchart of district and building level leadership structure. Teacher input is an essential component for building level decision making. The three groups below represent all staff in the decision making process.

- Department chairs
- SSC
- School Improvement Team



# Appendix A

## Union Contract Waivers

## Waiver Election Results

### **Proposal 1:**

In order to provide increased flexibility and extended learning opportunities to students, the school board may institute a staggered work schedule including a zero and/or 6<sup>th</sup> period class. The schedules will be posted and assigned pursuant to existing procedures of the Agreement and shall not alter the work schedule of teaching staff other than start and end times for the work day. Teachers may elect to teach a fifth or sixth class pursuant to the terms of Art. X, Sec. F of the Bargaining Agreement. Schedules for non-teaching members of the bargaining unit (counselors, etc.) shall be determined by the scheduling assistant principal, posted, and assigned in a similar manner to that of teachers. In conducting meetings, the Principal and department chairs are expected to employ a variety of methods to accommodate the differing teaching schedules. When it is determined that all staff must be present at a single general meeting, it will be the responsibility of staff to attend. The Principal may require all staff to attend single meetings of Professional Learning Communities and up to three single general meetings whether or not they are contiguous with the end of their work day.

**Yes – 60**

**No – 0**

### **Proposal 2:**

Special Education teachers shall be exempt from the preference and assignment selection procedures set forth in Art XI, Sec. B, Subsection 6 of the Bargaining Agreement, and shall instead select class schedules in the same manner as general education teachers.

**Yes – 59**

**No – 1**

### **Proposal 3:**

Salaried members of the bargaining unit may request part-time positions. Such positions will be created if approved by administration. As in job sharing, part-time members will be placed appropriately on the salary schedule, pro-rata, and receive a one-step increment for each year of service. For teachers, pro-rata salary shall be determined by comparing the total time a full-time teacher is assigned to students with the time the part-time teacher is so assigned. Part-time teachers will be assigned a proportional amount of preparation time on site to permit individual student meetings and satisfying subbing obligations. For non-teachers, pro-rata salary shall be determined by comparing the total time a full-time person in that job would be assigned to duties with the time the part-time person is so assigned.

**Yes – 60**

**No – 0**

### **Proposal 4:**

The school board may seek to change personnel at the school based upon a desire to maximize successful implementation of programs and remove staff who are not sufficiently contributing to student achievement. Involuntary changes short of termination shall be made as determined by the Site Steering Committee following the procedures set forth in Art. XVIII of the Bargaining Agreement regarding site

based management. In this case, the Union President and Executive Secretary or their designees shall be voting members of the Committee.

**Yes – 59**                       **No – 1**

**Proposal 5:**

The members of the Site Steering Committee, including in this case the Union President and Executive Secretary or their designees, shall sit as the members of the Professional Review Board in the case of teacher and counselor vacancies at Truman High School. As such, and notwithstanding Art. XI of the Bargaining Agreement, they will be responsible for the selection of highly qualified individuals to fill those positions, both temporarily and permanently. The Professional Review Board shall not be bound by seniority in reviewing applications for vacancies, but may not reject an applicant who will otherwise be laid off.

**Yes – 60**                       **No – 0**

**Proposal 6:**

Truman High School may adopt a calendar differing from that of other schools in the Taylor School District, the specifics of which shall be determined by the Site Steering Committee following the procedures set forth in Art. XVIII of the Bargaining Agreement regarding site based management. In this case, the Union President and Executive Secretary or their designees shall be a voting member of the Committee.

**Yes – 60**                       **No – 0**

**Proposal 7:**

The school board shall implement compensation programs recognizing and/or rewarding individual staff members based upon distinguished performance or accomplishment, including performance or accomplishment identified by teacher evaluation. The school board may also implement incentive programs encouraging individuals to serve as staff at the school.

**Yes – 59**                       **No – 1**

**Proposal 8:**

Notwithstanding Art. X of the Agreement, the board may add an additional 15 minutes per day to the work schedule of staff assigned to Truman High School. The additional time shall be used to provide increased time for students to learn core academic content. Staff shall be compensated for the increased time at the rate of \$7.50 per day.

**Yes – 32**                       **No – 1**

# Appendix B

Perception Data:

Teacher Survey

Student Survey

Parent Survey

MiPHY Survey

## Truman High School Staff Survey Results 2009

Answer all of the following questions using the scale of Low = 1 2 3 4 5 = HIGH

**Rate the following questions as they relate to the classroom. Teachers should think about their own classrooms, support staff should think about the classroom where they spend most of their time and administrators should think about the typical classroom in the school.**

1. The classroom learning goals and objectives are clearly defined.	3.989
2. The classroom learning goals and objectives support the school's goals	4.047
3. The classroom goals focus on improving student performance.	4.118
4. Most parents are aware of the classroom instructional goals.	2.785
5. Feedback from the principal's instructional observation emphasizes improving instruction and increasing student achievement.	3.512
6. The teacher views the principal as having relevant instructional expertise	3.720
7. A productive working atmosphere is generally maintained and time spent on classroom management is minimal.	3.181
8. Students are expected to complete their work to recognized standards of quality.	3.893
9. Positive techniques are the primary means of managing student behavior.	3.560
10. The teacher provides parents with information and techniques for helping students learn.	3.310
11. There is frequent two-way communication between the teacher and parent about school programs and student progress.	3.106
12. The teacher focuses student attention on lesson objectives by stating them plainly and referring to them frequently.	3.786
13. The teacher sets and maintains an appropriate instructional pace for different instructional strategies.	3.988
14. The teacher provides students with opportunities for both guided and independent practice.	4.286
15. The teacher uses a variety of instructional strategies.	4.090
16. The teacher has assignments or activities ready for students when they arrive.	4.456
17. Instruction is modified and adapted based on continuous monitoring of student progress.	4.095
18. To check understanding, the teacher asks clear questions and makes sure all students have a chance to respond.	4.096
19. The teacher uses assessment results for instructional diagnosis and to evaluate his or her teaching methods.	3.867
20. The classroom is characterized by frequent and consistent reinforcement for good behavior.	3.847
21. The classroom is a secure and attractive environment where the emphasis is on academic achievement.	3.725
22. The teacher pays attention to student interests, problems and accomplishments both in and out of school.	4.089

The following questions should be answered as they relate to the whole school.

23. The school's goals focus on improving student performance.	3.481
24. The principal has a clear understanding of the school's goals and is able to clearly	3.722

articulate them.	
25. The teachers and other staff view the principal as having relevant management skills.	3.468
26. The school has provisions for recognizing excellent teaching.	2.241
27. The school has provisions for recognizing excellent support staff.	2.266
28. Student accomplishments are recognized school wide.	3.275
29. The principal initiates organized and systematic school and program improvement procedures.	3.132
30. Assessment results are used to evaluate the programs and to target areas for improvement.	3.570

Staff Development:

31. Staff development opportunities are responsive to staff needs.	2.696
32. Staff development activities are linked to the school or district improvement plan.	3.038
33. Staff development and training are supported with adequate time and other necessary resources.	2.902
34. The staff shares and implements the information and skills from staff development opportunities.	2.756

Staff Relationships:

35. Respectful relationships are a priority.	3.076
36. People really listen to teach other's ideas and discussions.	3.038
37. We work together as a team.	3.013
38. Differences of opinion among our staff generally result in productive problem-solving	2.615

Number of staff completing the survey: 83

## Truman High School Student Survey Results 2009

Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
(1)	(2)	(3)	(4)	(not counted)
1. Students in my classes help each other.				2.231
2. I like this school.				2.530
3. My teachers care about me.				2.235
4. I am proud of my schoolwork.				2.136
5. I know the correct behavior expected for school.				1.561
6. I like the way my classrooms look.				2.638
7. Truman is a friendly school.				2.859
8. My teachers make learning fun and interesting.				2.746
9. I know I can ask the principal for help.				2.406
10. Most of the students I know at school like me.				1.916
11. Students in my classes like each other.				2.499
12. Students at Truman show respect for each other.				3.098
13. I see the principal all around the school.				1.977
14. My teachers help me when I don't understand.				2.090
15. My teachers really listen to what I have to say.				2.447
16. I am an important person at school.				2.431
17. Students who break the code of conduct are treated the same.				2.742
18. I get along well with other students in this school.				1.964

19. What I am learning in school will help me when I start working.	2.387
20. My teachers want me to do my best.	1.861
21. I feel safe in the school.	2.729
22. Students who make good choices at school are rewarded.	2.425
23. I am able to study and work in my classes.	2.327
24. I feel that my things left at school at safe.	3.067
25. The work in my classes is challenging.	2.362
26. My teachers treat me fairly.	2.470
27. I feel that I belong at this school.	2.393
28. My teachers enjoy teaching.	2.304
29. I can do the work my teachers require if I try.	1.732
30. I can talk to my counselor about private things.	2.417
31. My counselor has helped me.	2.189
32. I think it is important to obey class and school rules.	1.969
33. I behave better when the teachers monitor the halls.	3.137
34. My teachers believe that I can learn.	1.945
35. I get recognized when I do the right things.	2.473
36. I like to be in the school Media Center.	2.435
37. I have a say in decisions that are made at school.	3.076
38. I like school lunches.	3.289

Total number of students that completed the survey: 996

## Truman High School Parent Survey 2010

Please fill out this survey about Harry S Truman High School. Please grid in the scantron sheet and return to the survey box. Please use a pencil. Only mark one answer per question.

1. Race/Ethnicity

- A) White      B) African-American      C) Hispanic/Latino      D) Other races

2. Education Level

- A) Less than high School      B) High School Graduate      C) Some college  
D) Bachelor's Degree      E) Post Graduate

For the remainder of the questions use the following answer choices.

**A) Strongly Agree (4)    B) Agree (3)    C) Disagree (2)    D) Strongly Disagree (1)    E) Not Applicable**

- |   |      |
|---|------|
| 3. Truman High School is a safe place for learning.   | 2.91 |
| 4. Teachers are available to students who want help.  | 3.05 |
| 5. Teachers at this school really care about students.  | 2.96 |
| 6. The school atmosphere is conducive to learning.  | 2.76 |
| 7. This school has definite rules for behavior which are made clear to students through organized procedures.                 | 3.00 |
| 8. High expectations for learning are communicated to parents by school staff.  | 2.82 |
| 9. I am pleased with the leadership at this school.   | 2.74 |
| 10. School administrators provide constructive and supportive supervision.  | 2.78 |
| 11. Teachers frequently use a variety of methods to evaluate student progress and performance.                                | 3.04 |
| 12. Parent-teacher conferences focus on factors directly related to student achievement and performance of learning outcomes. | 3.26 |
| 13. Sufficient opportunities exist for teachers and parents to discuss students' strengths and weaknesses.                    | 3.07 |
| 14. The school provides parents with written information (rules, conferences, etc.)   | 3.26 |
| 15. There is a parent organization.   | 2.88 |
| 16. Parents are encouraged to observe school activities.  | 2.85 |
| 17. The principal and teachers make parents feel welcome at this school.  | 2.97 |
| 18. Parents have opportunities to learn how to help their children be successful in school.                                   | 2.92 |
| 19. The teachers in this school know how to teach and what to teach.  | 3.01 |
| 20. This school has adequate physical facilities to deliver quality curriculum and instructional programs and practices.      | 2.78 |
| 21. The quality of homework assignments is acceptable. Assignments are an extension of class work.                            | 3.16 |

Average: 2.77

**Michigan Profile for Healthy Youth**  
**Truman High School, Taylor School District**



**School Domain: High School**

% = unweighted percentage of reported response. (n) = number of students with reported response.

		Grade		Gender		Race/Ethnicity					Academics	
	Building <sup>1</sup>	9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
<b>RISK FACTORS</b>												
<b>PERCEIVED SAFETY</b>												
Percentage of students who reported feeling unsafe or very unsafe at school	12.1% (57)	9.8% (27)	15.3% (30)	12.2% (26)	12.0% (31)	9.1% (10)	12.9% (34)	15.8% (9)	-	-	9.1% (23)	13.3% (8)
<b>COMMITMENT TO SCHOOL</b>												
Percentage of students who felt assigned school work was never or seldom meaningful and important	25.1% (117)	19.0% (52)	33.7% (65)	26.0% (54)	24.5% (63)	17.8% (19)	29.3% (77)	24.6% (14)	-	-	20.8% (52)	37.3% (22)
Percentage of students who reported their courses were slightly or very dull	42.2% (196)	39.9% (108)	45.6% (88)	34.3% (71)	48.4% (124)	29.9% (32)	49.6% (130)	33.9% (19)	-	-	34.7% (86)	66.1% (39)
Percentage of students who think learning in school is slightly or not at all important for later life	29.5% (137)	26.5% (72)	33.7% (65)	23.7% (49)	34.2% (88)	20.6% (22)	33.6% (88)	31.6% (18)	-	-	22.5% (56)	49.2% (29)
Percentage of students who never or seldom enjoyed being at school during the past year	30.8% (143)	27.6% (75)	35.2% (68)	28.4% (59)	32.8% (84)	23.4% (25)	37.0% (97)	22.8% (13)	-	-	23.6% (59)	44.8% (26)
Percentage of students who often or almost always hated being at school during the past year	51.7% (241)	46.2% (126)	59.6% (115)	41.3% (86)	60.3% (155)	40.2% (43)	58.2% (153)	45.6% (26)	-	-	43.6% (109)	79.7% (47)
Percentage of students who never or seldom tried to do their best work at school during the past year	5.8% (27)	4.8% (13)	7.3% (14)	5.8% (12)	5.5% (14)	6.6% (7)	5.7% (15)	7.3% (4)	-	-	2.0% (5)	25.9% (15)

### School Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity					Academics	
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
Percentage of students who reported not at all or a little true that they do interesting activities at school	69.0% (321)	62.1% (169)	78.8% (152)	65.7% (136)	72.0% (185)	62.6% (67)	72.9% (191)	61.4% (35)	-	-	62.0% (155)	79.7% (47)
Percentage of students who reported not at all or a little true that they help decide things like class activities or rules at school	86.8% (402)	87.8% (238)	85.4% (164)	86.0% (178)	87.8% (224)	84.1% (90)	90.0% (234)	78.9% (45)	-	-	82.0% (205)	96.6% (56)
Percentage of students who reported not at all or a little true that they do things that make a difference at school	70.9% (329)	71.3% (194)	70.3% (135)	67.6% (140)	73.8% (189)	65.4% (70)	74.7% (195)	68.4% (39)	-	-	61.6% (154)	88.1% (52)
<b>BULLYING</b>												
Percentage of students who have seen students get pushed, hit, or punched one or more times during the past 12 months	90.9% (428)	94.2% (259)	86.2% (169)	91.5% (195)	90.3% (232)	88.2% (97)	91.3% (241)	91.1% (51)	-	-	92.0% (231)	91.7% (55)
Percentage of students who have heard students get called mean names or get "put down" one or more times during the past 12 months	93.6% (442)	94.2% (260)	92.9% (182)	92.0% (196)	95.0% (245)	90.1% (100)	94.7% (250)	92.9% (52)	-	-	93.3% (235)	96.7% (58)
Percentage of students who have heard rumors or lies being spread about other students one or more times during the past 12 months	90.6% (425)	90.5% (248)	90.8% (177)	84.5% (180)	95.7% (244)	89.0% (97)	91.7% (242)	87.5% (49)	-	-	90.4% (226)	95.0% (57)
Percentage of students who have seen students left out of activities or games on purpose one or more times during the past 12 months	64.2% (303)	65.2% (180)	62.8% (123)	59.6% (127)	67.8% (175)	64.0% (71)	62.1% (164)	71.4% (40)	-	-	64.3% (162)	75.0% (45)
Percentage of students who have heard students threaten to hurt other students one or more times during the past 12 months	83.9% (395)	83.0% (229)	85.1% (166)	83.1% (177)	84.4% (217)	82.0% (91)	83.3% (220)	87.5% (49)	-	-	83.7% (210)	88.3% (53)
Percentage of students who have seen students wreck or damage other students' things one or more times during the past 12 months	65.4% (308)	68.5% (189)	61.0% (119)	61.5% (131)	68.5% (176)	63.1% (70)	67.4% (178)	58.2% (32)	-	-	62.3% (157)	71.7% (43)
Percentage of students who have read e-mail or website messages that spread rumors about other students one or more times during the past 12 months	44.6% (210)	42.2% (116)	48.0% (94)	35.8% (76)	51.6% (133)	51.4% (57)	38.8% (102)	46.4% (26)	-	-	41.4% (104)	60.0% (36)
Percentage of students who have read e-mail or website messages that contained threats to other students one or more times during the past 12 months	36.7% (173)	37.1% (102)	36.2% (71)	30.2% (64)	41.9% (108)	39.1% (43)	32.6% (86)	44.6% (25)	-	-	31.1% (78)	53.3% (32)

### School Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity				Academics		
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
<b>ATTITUDES TOWARD VIOLENCE</b>												
Percentage of students who reported carrying a weapon to school to be wrong or very wrong	73.8% (343)	73.2% (199)	74.6% (144)	70.7% (147)	76.6% (196)	66.7% (72)	76.1% (197)	77.2% (44)	-	-	77.7% (195)	55.0% (33)
<b>PROTECTIVE FACTORS</b>												
<b>OPPORTUNITIES FOR PROSOCIAL INVOLVEMENT</b>												
Percentage of students who have lots of chances to help decide things like class activities and rules at school	28.9% (134)	26.6% (72)	32.3% (62)	28.2% (58)	29.7% (76)	42.5% (45)	25.6% (67)	24.6% (14)	-	-	30.5% (76)	22.4% (13)
Percentage of students who have lots of chances to talk with a teacher one-on-one at school	58.5% (271)	65.7% (178)	48.4% (93)	66.0% (136)	52.7% (135)	57.5% (61)	60.3% (158)	52.6% (30)	-	-	60.6% (151)	56.9% (33)
Percentage of students whose teachers ask them to work on special classroom projects at school	27.1% (125)	31.9% (86)	20.3% (39)	30.1% (62)	24.7% (63)	29.2% (31)	26.7% (70)	24.6% (14)	-	-	28.6% (71)	24.1% (14)
Percentage of students who have lots of chances to get involved in sports, clubs, and other school activities outside of class	81.8% (377)	87.4% (236)	73.8% (141)	80.0% (164)	83.1% (212)	80.2% (85)	84.6% (220)	75.4% (43)	-	-	85.5% (213)	75.9% (44)
Percentage of students who have lots of chances to be part of class discussions or activities	65.2% (300)	69.6% (188)	58.9% (112)	67.0% (138)	63.6% (161)	65.1% (69)	64.8% (169)	67.3% (37)	-	-	71.3% (176)	58.6% (34)
<b>REWARDS FOR PROSOCIAL INVOLVEMENT</b>												
Percentage of students whose teachers notice when they are doing a good job and let them know about it	56.9% (261)	58.0% (156)	55.3% (105)	60.8% (124)	53.5% (136)	68.6% (72)	52.7% (137)	51.8% (29)	-	-	61.7% (153)	43.1% (25)
Percentage of students whose school lets their parents know when they have done something well	30.3% (140)	31.7% (86)	28.3% (54)	31.6% (65)	29.4% (75)	41.9% (44)	24.8% (65)	36.8% (21)	-	-	35.7% (89)	24.1% (14)
Percentage of students who feel safe at school	57.4% (265)	62.4% (169)	50.3% (96)	59.0% (121)	55.9% (143)	62.3% (66)	55.0% (144)	51.8% (29)	-	-	63.1% (157)	44.8% (26)

### School Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity				Academics		
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
Percentage of students whose teachers praise them when they work hard in school	37.1% (171)	42.2% (114)	29.8% (57)	41.7% (86)	33.5% (85)	45.3% (48)	35.6% (93)	29.8% (17)	-	-	44.1% (109)	24.1% (14)

The contents of this report were developed under a grant from the United States Department of Education (Grants to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184R)). However, those contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

Authority: 20 U.S.C. 1221e-3 and 3474

**Michigan Profile for Healthy Youth**  
**Truman High School, Taylor School District**



**Community Domain: High School**

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity					Academics	
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
<b>RISK FACTORS</b>												
<b>PERCEIVED SAFETY</b>												
Percentage of students who reported feeling unsafe or very unsafe in their neighborhood	8.5% (40)	7.3% (20)	10.2% (20)	9.0% (19)	8.1% (21)	8.1% (9)	8.4% (22)	5.3% (3)	-	-	8.3% (21)	13.3% (8)
<b>AVAILABILITY OF ALCOHOL, TOBACCO AND OTHER DRUGS</b>												
Percentage of students who reported sort of easy or very easy to get cigarettes	69.4% (324)	65.4% (178)	74.9% (146)	69.9% (146)	68.9% (177)	59.3% (64)	71.2% (188)	80.4% (45)	-	-	62.0% (155)	76.7% (46)
Percentage of students who reported sort of easy or very easy to get alcohol	63.8% (296)	58.1% (157)	71.6% (139)	63.3% (131)	64.1% (164)	58.9% (63)	64.4% (170)	69.1% (38)	-	-	61.6% (154)	67.8% (40)
Percentage of students who reported sort of easy or very easy to get marijuana	67.2% (312)	59.9% (161)	77.4% (151)	69.2% (144)	65.5% (167)	64.5% (69)	65.9% (174)	76.4% (42)	-	-	63.5% (158)	69.5% (41)
<b>PROTECTIVE FACTORS</b>												
<b>OPPORTUNITIES FOR PROSOCIAL INVOLVEMENT</b>												
Percentage of students who know adults in the neighborhood they could talk to about something important	45.3% (209)	48.5% (131)	40.8% (78)	45.9% (94)	44.7% (114)	36.8% (39)	46.5% (121)	52.6% (30)	-	-	47.8% (118)	30.5% (18)
Percentage of students with sports teams available for youth in their community	89.2% (412)	93.0% (253)	83.7% (159)	88.8% (182)	89.5% (229)	84.8% (89)	90.4% (236)	86.0% (49)	-	-	94.4% (234)	74.6% (44)
Percentage of students with scouting available for youth in their community	43.6% (197)	42.6% (113)	44.9% (84)	46.0% (92)	41.4% (104)	38.4% (38)	46.7% (121)	30.4% (17)	-	-	47.5% (116)	33.3% (19)
Percentage of students with boys and girls clubs available for youth in their community	48.9% (223)	50.9% (136)	46.0% (87)	49.0% (99)	49.0% (124)	49.0% (50)	47.7% (124)	51.8% (29)	-	-	53.3% (130)	35.6% (21)

### Community Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity					Academics	
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
Percentage of students with 4-H Clubs available for youth in their community	24.7% (111)	28.0% (73)	20.1% (38)	27.4% (54)	22.6% (57)	24.0% (24)	23.5% (60)	26.8% (15)	-	-	28.6% (69)	15.5% (9)
Percentage of students with service clubs available for youth in their community	43.9% (198)	46.7% (122)	40.0% (76)	45.7% (90)	42.3% (107)	38.0% (38)	43.2% (111)	49.1% (27)	-	-	52.1% (126)	32.8% (19)
<b>REWARDS FOR PROSOCIAL INVOLVEMENT</b>												
Percentage of students whose neighbors notice when they are doing a good job and let them know	25.3% (117)	28.4% (77)	20.9% (40)	30.4% (62)	21.0% (54)	25.7% (27)	27.2% (71)	26.3% (15)	-	-	29.0% (72)	13.6% (8)
Percentage of students who know people in their neighborhood who encourage them to do their best	39.9% (184)	43.3% (117)	35.1% (67)	42.9% (87)	37.4% (96)	39.6% (42)	40.2% (105)	43.6% (24)	-	-	44.9% (111)	22.4% (13)
Percentage of students who know people in their neighborhood who are proud when youth do something well	40.7% (187)	44.3% (120)	35.4% (67)	41.5% (85)	39.8% (101)	40.0% (42)	41.9% (109)	45.6% (26)	-	-	43.3% (106)	30.5% (18)

The contents of this report were developed under a grant from the United States Department of Education (Grants to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184R)). However, those contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.  
Authority: 20 U.S.C. 1221e-3 and 3474

## Individual and Peer Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Grade		Gender		Race/Ethnicity					Academics		
	Building <sup>1</sup>	9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
<b>SOCIAL SKILLS</b>												
Percentage of students who would try to stop their friend from stealing	58.5% (265)	59.4% (158)	57.2% (107)	52.5% (105)	63.5% (160)	58.0% (58)	61.9% (161)	50.9% (28)	-	-	63.2% (156)	45.6% (26)
Percentage of students who would respect their parents' wishes about time spent with friends	78.5% (358)	79.9% (215)	76.5% (143)	81.7% (165)	75.9% (192)	85.3% (87)	75.0% (195)	82.1% (46)	-	-	82.3% (204)	75.9% (44)
Percentage of students who would avoid confrontation when provoked	34.1% (152)	33.3% (88)	35.2% (64)	33.3% (65)	34.8% (87)	17.2% (17)	43.1% (110)	32.1% (18)	-	-	38.7% (94)	24.1% (14)
Percentage of students who would use refusal skills when offered alcohol	65.2% (296)	67.5% (181)	61.8% (115)	69.7% (140)	61.9% (156)	79.2% (80)	61.8% (160)	62.5% (35)	-	-	68.7% (169)	56.9% (33)
<b>Peer - RISK FACTORS</b>												
<b>PERCEPTION OF PEER DISAPPROVAL OF ALCOHOL, TOBACCO AND OTHER DRUG USE</b>												
Percentage of students who reported alcohol use by peers to be wrong or very wrong	63.2% (295)	67.9% (184)	56.6% (111)	64.5% (136)	62.0% (158)	72.7% (80)	61.1% (160)	58.9% (33)	-	-	71.4% (177)	43.3% (26)
Percentage of students who reported cigarette use by peers to be wrong or very wrong	72.5% (337)	78.1% (210)	64.8% (127)	73.7% (154)	71.4% (182)	81.7% (89)	70.6% (185)	71.4% (40)	-	-	82.7% (205)	45.0% (27)
Percentage of students who reported marijuana use by peers to be wrong or very wrong	63.7% (297)	70.0% (189)	55.1% (108)	64.8% (136)	62.7% (160)	70.6% (77)	62.6% (164)	60.7% (34)	-	-	72.6% (180)	38.3% (23)
<b>Peer - PROTECTIVE FACTORS</b>												
<b>INTERACTIONS WITH PROSOCIAL PEERS</b>												
Percentage of students who have at least one best friend who participated in clubs, organizations or activities at school during the past year	73.1% (332)	76.8% (205)	67.9% (127)	74.0% (148)	72.3% (183)	73.5% (75)	74.5% (193)	69.1% (38)	-	-	85.0% (209)	58.6% (34)
Percentage of students who have at least one best friend who made a commitment to stay drug free during the past year	65.0% (292)	69.4% (184)	58.7% (108)	65.3% (130)	64.7% (161)	66.0% (66)	66.5% (171)	68.5% (37)	-	-	71.4% (175)	64.3% (36)

## Individual and Peer Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity					Academics	
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
Percentage of students who have at least one best friend who liked school during the past year	58.2% (259)	62.5% (163)	52.2% (96)	58.7% (115)	57.7% (143)	58.8% (57)	58.2% (149)	55.6% (30)	-	-	63.3% (152)	55.2% (32)
Percentage of students who have at least one best friend who regularly attended religious services during the past year	58.3% (263)	61.3% (163)	54.1% (100)	59.2% (119)	57.4% (143)	60.4% (61)	58.0% (149)	55.4% (31)	-	-	63.7% (158)	56.9% (33)
Percentage of students who have at least one best friend who tried to do well in school during the past year	88.1% (399)	92.9% (247)	81.3% (152)	88.1% (177)	88.0% (221)	87.9% (87)	89.6% (233)	82.1% (46)	-	-	92.7% (229)	84.2% (48)

The contents of this report were developed under a grant from the United States Department of Education (Grants to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184R)). However, those contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

Authority: 20 U.S.C. 1221e-3 and 3474

**Michigan Profile for Healthy Youth**  
**Truman High School, Taylor School District**



**Individual and Peer Domain: High School**

% = unweighted percentage of reported response. (n) = number of students with reported response.

		Grade		Gender		Race/Ethnicity					Academics	
	Building <sup>1</sup>	9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
<b>Individual - RISK FACTORS</b>												
<b>ATTITUDES TOWARD VIOLENCE</b>												
Percentage of students who reported being in a physical fight to be wrong or very wrong	34.8% (164)	36.9% (101)	32.0% (63)	33.8% (72)	35.8% (92)	28.8% (32)	38.8% (102)	37.5% (21)	-	-	39.4% (99)	25.0% (15)
<b>PERCEIVED RISK FROM ALCOHOL, TOBACCO AND OTHER DRUG USE</b>												
Percentage of students who reported regular cigarette use to be a moderate or great risk	78.6% (370)	79.3% (218)	77.6% (152)	76.4% (162)	80.2% (207)	76.4% (84)	80.3% (212)	86.0% (49)	-	-	84.1% (212)	76.7% (46)
Percentage of students who reported regular alcohol use to be a moderate or great risk	65.7% (309)	63.5% (174)	68.9% (135)	67.0% (142)	65.0% (167)	73.6% (81)	62.0% (163)	70.2% (40)	-	-	74.5% (187)	60.0% (36)
Percentage of students who reported regular marijuana use to be a moderate or great risk	55.2% (258)	58.1% (158)	51.3% (100)	50.2% (106)	59.2% (151)	56.9% (62)	55.3% (145)	61.4% (35)	-	-	65.1% (162)	47.5% (28)
<b>PERCEIVED NORMS/BELIEFS ABOUT ALCOHOL, TOBACCO AND OTHER DRUG USE</b>												
Percentage of students who reported they thought none or some of their friends had smoked cigarettes recently	77.9% (366)	79.6% (218)	75.5% (148)	81.1% (172)	75.1% (193)	85.5% (94)	78.3% (206)	63.2% (36)	-	-	83.3% (210)	66.7% (40)
Percentage of students who reported they thought none or some of their friends had been drunk recently	75.0% (351)	78.0% (213)	70.8% (138)	79.5% (167)	71.2% (183)	77.1% (84)	76.0% (200)	75.4% (43)	-	-	76.6% (193)	68.3% (41)
Percentage of students who reported they thought none or some of their friends had used marijuana recently	67.7% (316)	71.7% (195)	62.1% (121)	69.9% (146)	65.8% (169)	68.8% (75)	69.1% (181)	61.4% (35)	-	-	72.2% (182)	55.0% (33)

## Family Domain: High School

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building <sup>1</sup>	Grade		Gender		Race/Ethnicity					Academics	
		9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
Percentage of students who share their thoughts and feelings with their father	42.0% (193)	46.7% (126)	35.3% (67)	49.5% (101)	35.7% (91)	39.0% (41)	44.4% (115)	36.8% (21)	-	-	43.5% (108)	34.5% (20)
Percentage of students who feel very close to their father	56.6% (260)	59.9% (161)	52.1% (99)	66.8% (137)	48.2% (122)	54.3% (57)	60.1% (155)	47.4% (27)	-	-	65.2% (161)	37.9% (22)
<b>REWARDS FOR PROSOCIAL INVOLVEMENT</b>												
Percentage of students whose parents notice when they are doing a good job and let them know	60.8% (279)	66.4% (180)	52.7% (99)	65.0% (132)	57.3% (146)	68.3% (71)	59.5% (154)	56.1% (32)	-	-	67.6% (167)	43.1% (25)
Percentage of students whose parents tell them they're proud for something they've done	57.1% (261)	62.2% (166)	50.0% (95)	62.9% (127)	52.4% (133)	59.6% (62)	56.2% (145)	51.8% (29)	-	-	65.2% (161)	43.1% (25)
Percentage of students who enjoy spending time with their mother	82.6% (381)	86.0% (234)	77.8% (147)	81.1% (167)	83.9% (213)	85.8% (91)	80.0% (208)	84.2% (48)	-	-	85.9% (213)	77.6% (45)
Percentage of students who enjoy spending time with their father	69.6% (318)	72.6% (196)	65.2% (122)	75.4% (153)	64.8% (164)	66.3% (67)	72.7% (189)	59.6% (34)	-	-	73.7% (182)	62.1% (36)
<b>OPPORTUNITIES FOR PROSOCIAL INVOLVEMENT</b>												
Percentage of students whose parents include them in family decisions	52.7% (241)	56.1% (151)	47.9% (90)	57.4% (117)	48.8% (123)	63.8% (67)	47.9% (123)	50.0% (28)	-	-	55.6% (138)	43.9% (25)
Percentage of students who could ask their mom or dad for help with personal problems	73.2% (336)	72.6% (196)	74.1% (140)	78.0% (160)	69.2% (175)	69.8% (74)	72.9% (188)	75.0% (42)	-	-	76.1% (188)	64.9% (37)
Percentage of students whose parents give them lots of chances to do fun things with them	59.8% (274)	64.8% (175)	52.7% (99)	64.4% (132)	56.0% (141)	61.2% (63)	59.8% (155)	57.9% (33)	-	-	63.6% (157)	45.6% (26)

The contents of this report were developed under a grant from the United States Department of Education (Grants to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184R)). However, those contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.  
Authority: 20 U.S.C. 1221e-3 and 3474

**Michigan Profile for Healthy Youth**  
**Truman High School, Taylor School District**



**Family Domain: High School**

% = unweighted percentage of reported response. (n) = number of students with reported response.

		Grade		Gender		Race/Ethnicity					Academics	
	Building <sup>1</sup>	9	11	M	F	Black	White	Hispanic	American Indian	Asian	As/Bs	Ds/Fs
<b>RISK FACTORS</b>												
<b>PERCEPTION OF PARENTAL DISAPPROVAL OF ALCOHOL, TOBACCO AND OTHER DRUG USE</b>												
Percentage of students who reported their parents felt regular alcohol use to be wrong or very wrong	86.6% (406)	88.7% (243)	83.6% (163)	87.1% (183)	86.0% (222)	90.1% (100)	86.3% (226)	85.7% (48)	-	-	91.6% (229)	76.3% (45)
Percentage of students who reported their parents felt cigarette use to be wrong or very wrong	90.3% (421)	90.5% (247)	90.2% (174)	91.9% (192)	89.1% (228)	97.2% (106)	87.4% (229)	87.5% (49)	-	-	96.4% (240)	81.4% (48)
Percentage of students who reported their parents felt marijuana use to be wrong or very wrong	89.3% (418)	92.3% (252)	85.1% (166)	87.1% (182)	91.1% (235)	90.9% (100)	89.3% (234)	89.3% (50)	-	-	94.0% (235)	78.0% (46)
<b>POOR FAMILY MANAGEMENT</b>												
Percentage of students whose parents ask whether their homework is done	26.0% (120)	19.1% (52)	35.8% (68)	21.4% (44)	29.4% (75)	18.9% (20)	29.6% (77)	21.1% (12)	-	-	24.1% (60)	31.0% (18)
Percentage of students with people in their family who have serious arguments	48.0% (221)	46.3% (126)	50.5% (95)	46.3% (95)	49.6% (126)	48.1% (50)	47.7% (124)	47.4% (27)	-	-	47.0% (117)	46.6% (27)
Percentage of students whose parents would not know if they did not come home on time	17.4% (80)	14.1% (38)	22.1% (42)	17.6% (36)	16.9% (43)	14.3% (15)	19.4% (50)	12.3% (7)	-	-	15.4% (38)	20.7% (12)
<b>PROTECTIVE FACTORS</b>												
<b>ATTACHMENT</b>												
Percentage of students who feel very close to their mother	75.7% (349)	76.1% (207)	75.1% (142)	81.0% (166)	71.4% (182)	76.4% (81)	73.8% (192)	80.4% (45)	-	-	80.7% (201)	66.7% (38)
Percentage of students who share their thoughts and feelings with their mother	62.1% (283)	61.9% (166)	62.2% (117)	60.8% (124)	62.9% (158)	71.2% (74)	57.5% (149)	65.5% (36)	-	-	64.5% (158)	47.4% (27)

# Appendix C

## Parent Policies

### Parent/Teacher/Student/Principal Compact

## **Truman Parent Involvement Policy**

The Taylor District Policy provides guidance and support for parental involvement in all Taylor Title I Schools, which now includes Truman High School.

The policy was developed by teachers, parents, district administration, and the district school improvement coordinator in an effort to increase parental participation.

The Plan includes all of the following:

- Invitations to parent(s)/guardians(s) to attend annual meetings, to provide Title I information, building results, current program information and solicit suggestions for and on program development, planning and evaluation.
- Assistance to parent(s)/guardians in the understanding of policy and planning, as well as program.
- Information regarding a child's achievement and progress.
- Opportunities to enhance parent(s)/guardians(s) capacity to work with children in the home on school learning.
- Professional development opportunities for teachers and staff to enhance their understanding of effective involvement strategies.
- Ongoing communication between school and parent(s)/guardian(s).

All policies and plans are reviewed annually by the Building Leadership Team.

Section 7000 – Instructional Program 1<sup>st</sup> Revision Draft

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

7175-3

The Taylor School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

**Taylor School District**

State Required Programs

The Board strongly encourages parent(s)/guardian(s) involvement in all of the District's educational programs. The administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to, the materials: providing parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and training programs to instruct parent(s)/guardian(s) how to become involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.<sup>1</sup>

Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Taylor Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

---

<sup>1</sup> MCL 380.1294 (1) Not later than January 1, 2005, the board of a school district or intermediate school district or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parental participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the parent involvement plan to the department upon request by the department.



**Parent/Guardian Agreement**

I want to help my child succeed in school. Therefore, I will:  
(Please indicate the ways in which you are able to help your child.)

- \_\_\_\_\_ See that my son/daughter is punctual and attends school regularly.
- \_\_\_\_\_ Support the school discipline policy.
- \_\_\_\_\_ Read and review all information my son/daughter brings home from school.
- \_\_\_\_\_ Supervise the completion of homework.
- \_\_\_\_\_ Set aside time each evening just for schoolwork.
- \_\_\_\_\_ Provide a quiet place for my son/daughter to do schoolwork.
- \_\_\_\_\_ Attend parent/teacher conferences each term.
- \_\_\_\_\_ Attend parent workshops.
- \_\_\_\_\_ Attend at least two school functions.  
(Example: Concerts, Athletic Events, Orientation, Parent Advisory etc.)
- \_\_\_\_\_ Volunteer at my son/daughter's school.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Student Agreement**

It is important that I work to the best of my ability in school. Therefore, I will:

- \_\_\_\_\_ Attend school regularly and participate to the best of my ability.
- \_\_\_\_\_ Return my assignments and home activities completed and on time.
- \_\_\_\_\_ Follow the school code of conduct and abide by classroom expectations.
- \_\_\_\_\_ Respect my parents, classmates, teachers and other people in the community.
- \_\_\_\_\_ Come to school each day with books and materials necessary for learning.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Agreement**

It is important that students achieve academically. Therefore, I will:

- \_\_\_\_\_ Provide a caring, learning environment where your son/daughter can be responsible for learning.
- \_\_\_\_\_ Provide an enriched and challenging curriculum aligned with the state content expectations and quality instruction.
- \_\_\_\_\_ Provide appropriate and meaningful homework assignments for students.
- \_\_\_\_\_ Keep you informed of your sun/daughter's progress through updated Zangle grades, progress reports and report cards.
- \_\_\_\_\_ Support and attend school functions.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Principal Agreement**

I support this form of parental involvement. Therefore, I will:

\_\_\_\_\_ Provide a positive atmosphere for learning.

\_\_\_\_\_ Provide an environment that allows for communication among teachers, parents and students.

\_\_\_\_\_ Support and attend school functions.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix D

## District Technology Plan

## District Technology Plan (Condensed)

- **Goals**

### Curriculum

- Integrate updated technology standards and benchmarks into existing content standards and applied to established district curricular content.
- **Integrate teaching technology skills in curricular areas throughout the student's K-12 experience.**
- **Plan where State standards and benchmarks are to be applied by grade level.**
- Use technology to increase student achievement.
- Provide assessment software to measure student achievement in order to make data-driven decisions.
- Provide resources for communication between teachers, students, and parents.

### Professional Development

- Provide ongoing training and support necessary for teachers to use technology effectively in the classroom, and to integrate technology-enhanced methods into their teaching.
- Provide scheduled professional development for all staff to better their technical understanding and expertise.
- Use technology to invigorate and excite teachers in their professional development, using a lead by example model for technology integration.
- Provide individual training as needed for all staff.

### Infrastructure

- To provide a high speed network to the entire district with the necessary infrastructure to allow data, voice, and video for all school buildings.
- To equitably provide hardware and software to all school buildings to facilitate integration of curricular technology with the goal to support instruction and learning for all.
- To establish, budget and follow an effective technical maintenance schedule and equipment replacement procedure.

### Technical Support

- Provide access to support for teachers and staff, ensuring all network resources, hardware, and software is utilized to the fullest in a learning environment.
- Provide a Help Desk for teachers and staff to communicate issues as they arise.
- To accept feedback and have a procedure to follow up, making changes to technology development as a situation dictates.

- **District Technology Vision / Mission Statement**

To provide comprehensive and efficient use of existing and emerging technology to enhance communication, curriculum and skills in preparation for career and life opportunities in a global information society.

- **Technology Vision**

Technology is ever-present and ever-growing in the lives of our students. It is a part of how we live, more than just a tool to accomplish a task. Technology surrounds us, at school, work, home, and at play. Technology has become the means to accomplish most any task, woven into the fabric of daily life and activities.

The goal of the Taylor School District is to utilize technology in such a way that its very use is seamless and unambiguous to the teacher and student. Integrating technology into the classroom means so much more than handing each teacher a technology device. It means so much more than teaching a basic computer skills class or teaching software programs in a separate computer lab environment. To integrate technology into today's classroom means that technology becomes a foundation for learning, a pathway to knowledge and information itself. Effective technology integration only happens when its use is transparent, routine, and the purpose for using technology is in support of enlightenment. Integrated technology must: engage the student, promote interaction between student and teacher, promote interaction between peers, and provide sustainable feedback.

The successful integration of technology requires many considerations. Technology must not be purchased for the sake of technology; learning and achievement must always be the driving force behind technology integration. Transparent integration must also be a factor in the use of classroom technology. Technology that is part of the everyday activities for learning is more likely to be successful in developing an interactive learning environment. Sustainability must be factored into all instructional technology decisions. Plans must be made for maintenance, repair and replacement of all items that have direct consequences to the learning environment.

Integrated technology can change the way the teacher teaches. It can also change the manner by which a learner learns. Technology offers educators effective ways to engage different types of learners and assess student understanding through multiple means. Assessment technology also gives teachers and students instant feedback to help both in the pursuit of the learner's education, enhancing the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Successfully integrated technology helps make teaching and learning more meaningful and fun.

- **Technology Curriculum Goals**

Technology will be provided to match, facilitate, and augment established course goals for the purposes of instructional delivery, learning skills acquisition, and means of assessment to develop and promote student achievement.

Each learner will be expected to utilize technology in specific curriculum and cross curriculum areas to develop proficiency in knowledge and skill acquisition, communication, information management, problem solving, creative expression, research, design, and product development. Goals and strategies are aligned with challenging state and national standards for using telecommunications and technology to improve teaching and learning.

The learner will emerge as a competent user of technology to meet the demands of a challenging, stimulating curriculum, as well as the needs of society.

The technologically proficient learner demonstrates the following qualities as identified by the **Michigan Educational Technology Standards**:

- Integrate technology standards and benchmarks into all existing content areas and all district curricular content.
- Grade level teachers will apply benchmarks for technology standards for all students.
- Increase achievement for all students through the integration of technology.
- Use technology to create data driven decisions in student assessment.
- Integration of technology will improve the academic achievement of all students.
- Improve the awareness of the value of technology for all staff and educators.
- Improve the communications between students, teachers, staff and parents.

- **Technology Curriculum Strategies**

- Provide the appropriate training and access to technology resources for each grade level teacher to allow the incorporation of technology standards into the curriculum.
- Increased student achievement will be obtained by creating an environment where individual academic proficiency can be assessed in real time. Allowing the teacher and student the ability to adjust teaching and learning strategies, giving both every available tool for success.

- **Technology Content and Expectations**

### Grades Nine through Twelve (ages 14-18) – Michigan Technology Standards and Expectations (prior to the completion of Grade 12)

#### 9\_12.CI. Creativity and Innovation – By the end of Grade 12 each student will:

1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
2. create a web page which meets accessibility requirements (e.g., Dreamweaver, iGoogle, Kompozer)
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

#### 9\_12.CC. Communication and Collaboration - By the end of Grade 12 each student will:

1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)
5. describe the potential risks and dangers associated with online communications
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

#### 9\_12.RI. Research and Information Fluency – By the end of Grade 12 each student will:

1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
2. identify, evaluate, and select appropriate online sources to answer content related questions
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosource, United Streaming)
4. distinguish between fact, opinion, point of view, and inference
5. evaluate information found in selected online sources on the basis of accuracy and validity
6. evaluate resources for stereotyping, prejudice, and misrepresentation
7. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

**9\_12.CT. Critical Thinking, Problem Solving, and Decision Making** - By the end of Grade 12 each student will:

1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

**9\_12.DC. Digital Citizenship** – **By the end of Grade 12 each student will:**

1. identify legal and ethical issues related to the use of information and communication technologies ( e.g., properly selecting, acquiring, and citing resources)
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
3. use proper netiquette in communications
4. discuss the possible consequences of unethical uses of information and technologies
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users
6. create appropriate citations for resources when presenting research findings
7. adhere to fair use and copyright guidelines

**9\_12.TC. Technology Operations and Concepts** - **By the end of Grade 12 each student will:**

1. complete at least one online credit, or non-credit, course or online learning experience
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning
3. explore career opportunities and identify their related technology skill requirements
4. be familiar with a variety of emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)
5. identify an example of an assistive technology and describe its purpose and use
6. participate in a virtual environment as a strategy to build 21<sup>st</sup> century learning skills
7. routinely apply touch-typing techniques
8. assess and solve hardware and software problems by using online help or other user documentation
9. explain the differences between freeware, shareware, open source, and commercial software
10. participate in experiences associated with technology-related careers
11. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv,mp3, flv, avi, pdf)
12. demonstrate how to import/export text, graphics, or audio files
13. proofread and edit a document using an application's spelling and grammar checking functions
14. have access to and utilize assistive technology tools