LEA Application Part II

ATTACHMENT III

FRANK MURPHY ELEMENTARY-MIDDLE SCHOOL

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code	District Name and Code
Frank Murphy Elementary-Middle School – 02648	Detroit Public Schools - 82010
Model for change to be implemented: Transformation Model	

School Mailing Address: 23901 Fenkell Avenue, Detroit, Michigan 48223	
Contact for the School Improvement Grant: **Name: Janet Glenn** **Position: Principal** **Contact's Mailing Address: 23901 Fenkell Avenue, Detroit, Michigan 48223** **Telephone: (313) 494-7585** **Fax: (313) 494-7550** **Email Address: janet.glenn@detroitk12.org**	
Principal (Printed Name): **Janet Glenn**	**Telephone:** **(313) 330-8531**
Signature of Principal: x _Janet Glenn_	**Date:** 8-13-10

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

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SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The subgroups of SES, Race/Ethnicity and Gender have improved for grades 3, 4 and 5 from 2007-2008 to 2009-2010. Areas targeted for improvement are grade level content expectations were students scored 50% or below in Reading and Math. The subgroups SES, Race/Ethnicity, and Gender for grades 6, 7, and 8 did not meet AYP targets in Reading and Math for 2007-2008, 2008-2009, and 2009-2010. Targeted areas for improvement are needed for these subgroups were students scored 50% or below for grade level content expectations in Reading and Math. Also, when examining the scale scores for each student, many students in grades 3, 4, and 5 that scored at Levels 3 and 4 were a few points away from Level 2 proficiency. Therefore, targeted assistance will help these students to correct deficiencies in Reading and Math and achieve proficiency at Levels 1 and 2. Causes for the gaps in the middle school grades could be attributed to not utilizing effective instruction and intervention strategies in Reading and Math. Students with deficiencies should have received targeted assistance in those areas identified by previous years MEAP results and other formative and summative assessments.

(See Attached Data Profile)

Subgroup Academic Data Analysis

Percent of Subgroup meeting State Proficiency Standards

Group – GRADE 3	Reading			Math		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Social Economic Status (SES)	58.0	47.0	61.0	31.0	29.0	72.0
Race/Ethnicity	62.0	57.0	61.0	36.0	<10	72.0
Students with Disabilities	Not Available	<10	<10	Not Available	<10	<10
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	60.0	57.0	55.0	30.0	36.0	77.0
Female	64.0	<10	71.0	42.0	<10	64.0
Aggregate Scores	62.0	52.0	61.0	36.0	38.0	72.0
State	86.0	86.0	89.8	90.0	91.0	94.8

N/A – Not Applicable

Not Available – Less than 10 students

Group – GRADE 4	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	31.0	50.0	97.0	63.0	69.0	87.0
Race/Ethnicity	50.0	57.0	97.0	64.0	73.0	85.0
Students with Disabilities	Not Available	<10	<10	Not Available	<10	<10
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	33.0	<10	94.0	75.0	<10	75.0
Female	59.0	<10	100.0	53.0	<10	94.0
Aggregate Scores	48.0	57.0	97.0	62.0	73.0	85.0
State	84.0	83.0	84.1	86.0	88.0	92.3

Group – GRADE 5	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	48.0	30.0	87.0	48.0	43.0	90.0
Race/Ethnicity	64.0	30.0	87.0	61.0	48.0	77.0
Students with Disabilities	Not Available	<10	<10	Not Available	<10	<10
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	71.0	<10	79.0	57.0	40.0	57.0
Female	50.0	29.0	94.0	64.0	50.0	94.0
Aggregate Scores	63.0	30.0	87.0	60.0	46.0	77.0
State	82.0	82.0	85.2	74.0	77.0	79.5

Group – GRADE 6	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	41.0	28.0	46.0	31.0	47.0	50.0
Race/Ethnicity	41.0	38.0	48.0	31.0	59.0	50.0
Students with Disabilities	25.0	<10	28.0	14.0	<10	24.0
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	39.0	35.0	42.0	28.0	50.0	49.0
Female	44.0	42.0	57.0	36.0	72.0	54.0
Aggregate Scores	41.0	37.0	47.5	31.0	57.0	50.8
State	82.0	81.0	87.7	73.0	80.0	82.0

Group – GRADE 7	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	22.0	49.0	39.0	27.0	41.0	40.0
Race/Ethnicity	21.0	47.0	44.0	26.0	41.0	39.0
Students with Disabilities	7.0	25.0	20.0	7.0	25.0	29.0
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	22.0	49.0	37.0	25.0	40.0	39.0
Female	20.0	45.0	48.0	26.0	44.0	39.0
Aggregate Scores	21.0	48.0	41.0	25.0	42.0	39.0
State	72.0	80.0	82.0	73.0	83.0	82.2

Group – GRADE 8	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	39.0	50.0	68.0	16.0	19.0	19.0
Race/Ethnicity	47.0	52.0	68.0	16.0	18.0	19.0
Students with Disabilities	21.0	20.0	45.0	0.0	16.0	10.0
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	38.0	48.0	70.0	16.0	18.0	23.0
Female	54.0	57.0	64.0	17.0	18.0	15.0
Aggregate Scores	46.0	52.0	68.0	16.0	18.0	20.0
State	77.0	76.0	83.4	72.0	75.0	70.3

Subgroup Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	452	75	377	15	60	150	0	0	0
Race/Ethnicity	489	74	415	25	80	100	0	0	0
Disabilities	160	20	140	0	10	10	0	0	0
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	287	65	222	29	43	45	0	0	0
Female	215	80	135	17	28	55	0	0	0
Totals	502	145	357	46	71	100	0	0	0

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# Promoted to next grade	Mobility	
					Entering	Leaving
SES	452	25	N/A	430	452	0
Race/Ethnicity	489	25	N/A	464	489	15
Disabilities	160	0	N/A	160	160	126
LEP	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	287	15	N/A	272	287	8
Female	215	10	N/A	205	215	7
Totals	502	25	N/A	477	502	15

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropouts	# Promoted to next grade
K	29	N/A	N/A	N/A	2	N/A	27
1	36	N/A	N/A	N/A	3	N/A	33
2	32	N/A	N/A	N/A	1	N/A	31
3	46	N/A	N/A	N/A	0	N/A	46
4	40	N/A	N/A	N/A	0	N/A	40
5	40	N/A	N/A	N/A	0	N/A	40
6	87	N/A	N/A	N/A	6	N/A	81
7	87	N/A	N/A	N/A	5	N/A	82
8	82	N/A	N/A	N/A	8	N/A	74
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

No Available Data

# of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewed EDP on file
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

Title 1 School-wide funds are a resource provided to Murphy School and will also be used to support the implementation of the model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☐ General Funds ☐Title I Part A ☒Title I School Wide ☐Title I Part C ☐Title I Part D	☐Title I School Improvement (ISI)	☐Title II Part A ☐Title II Part D ☐USAC - Technology	☐Title III
☐Title IV Part A ☐Title V Parts A-C	☐Section 31 a ☐Section 32 e ☐Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☐ Special Education
Other: Examples include: Smaller Learning Communities and Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The staff at Murphy School is committed to having all students achieve academically and rise to their highest potential. All staff is prepared to do what is necessary to support the reform model at Murphy School. These efforts include participation in professional learning communities, monitoring the progress of intervention programs and services and evaluating the effectiveness of all programs in the school.

The collective bargaining agreement between Detroit Federation of Teachers (DFT) and the Detroit Public Schools has language in the DFT contract that addresses instruction reform involving priority schools. This includes staff supporting the idea of a rigorous education program, extended day/school and measurable objectives. In addition, staff agrees to participate in shared decision-making through a school leadership team. Teachers will also support using creative teaching methods to accelerate improved student achievement as measured by the Michigan Department of Education standards, as well as participating with engaging parents and the community to be involved in the school.

2. Explain the school's ability to support systemic change required by the model selected.

Creating a culture of excellence is the goal of all school stakeholders, including students. Staff members believe that all students can learn and achieve high standards. The focus needs to be on making sure that students are actively engaged in the learning process throughout the school day. Instructional staff needs to be involved in data-based decision-making incorporating data from state, district, school and classroom assessments.

The administration and staff of Murphy have committed to implementing a range of processes and strategies that promote systemic change in teaching and learning. Murphy has the ability to make significant and sustained changes in teaching and

learning with the support of the District and Teachscape, the school's turnaround partner.

The number one role of the Transformation principal is to promote, support and sustain measurable improvements in teaching and learning. To achieve this, there must be a firm believe that all children can succeed. Improving teacher skills on effectively using data to drive achievement-focused teaching needs to be front and center. A school-wide culture that supports effective teaching and learning and builds the capacity of the school's instructional leadership team needs to be in place.

Murphy will build on existing effective structures and processes to support systemic change focused on effective instruction, parent engagement, addressing the social/emotional needs of children, job-embedded professional learning and the use of data to inform the change efforts, monitor their implementation and assess their impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

- **Ensuring Effective Instruction for All Students**
  Achievement-focused instruction will be supported through the strategic deployment of an instructional specialist assigned to Mathematics to provide support and assistance to staff to raising scores on the MEAP assessment. This specialist will demonstrate the ability to use research-based strategies to improve mathematics instruction resulting in increased student achievement. Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists.

  To ensure that improved instruction is effective for all students, Wayne RESA will provide Content Area Coaches in Reading, Mathematics, and Science to offer support and assistance to improve student achievement.

  SSAs will be assigned to help facilitate small group learning and differentiated instruction. They will assist and support the classroom teacher by providing one-on-one tutoring or work with small groups to provide supplemental instruction and support to reinforce skills as needed on a daily basis.

  Teachscape online resources, coaching and tools will support the small group and differentiated approaches.

  Students with special abilities will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention, ensuring these students is educated in the least restrictive environment.

Administrators will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

In addition, a designated school staff member, with the assistance of the school's Attendance Officer, will assist with the monitoring of student attendance and contact parents as needed. Staff will monitor halls for truant students. Monitoring and insuring that students are in attendance at school will help to improve student achievement.

- **Promoting Relevant Parent Engagement**
  As a part of the Comprehensive Needs Assessment, Murphy has pointed to the number of families hurting in the area because of job losses. Students are not exempt from family stress. Murphy has instituted the following opportunities to engage parents in their children's academic success:

  - In order to promote parent engagement, Murphy will provide parent workshops throughout the school year
  - Murphy uses its Resource Coordinating Team (RCT) by calling in parents to meet with the RCT to share concerns, gather input, coordinate plans for school and home to address needs
  - The after school program and the summer program have a parental involvement component

  The existing capacity will be strengthened through Teachscape's work around achievement-focused parent engagement.

- **Addressing Social and Emotional Needs**
  In addition to scaling existing after school tutorials, focused on providing extra academic help in reading and math, a range of extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include art, music and dance enrichment, cultural experiences, chess, sports, computing/IT, mentoring and others.

  Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on experiences, real artifacts and original sources. Field trips will help low-income students make connections between community and their family and culture, leading to higher involvement in the classroom.

- ▪ **Providing Data-Informed and Job-Embedded Professional Learning**
  While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have common prep time each week to support collaboration in grade level teams. During these provided periods, student work will be examined, and instructional successes, failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards will support the teachers' work. Establishing Learning Communities for each grade cluster will be a priority in order to provide support to students through staff collaboration, planning and instruction and to provide additional resources and support for the at-risk students. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

These structures will build a foundation upon which Murphy build and sustain the systemic changes needed to drive dramatic and measurable improvement.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	62.0	52.0	61.0	36.0	38.0	72.0
4	48.0	57.0	97.0	62.0	73.0	85.0
5	63.0	30.0	87.0	60.0	46.0	77.0
6	41.0	37.0	47.0	31.0	57.0	51.0
7	21.0	48.0	41.0	25.0	52.0	39.0
8	46.0	52.0	68.0	16.0	31.0	20.0

While the scores of students in grades 3, 4, and 5 have shown dramatic increases in meeting or exceeding proficient on the MEAP, students in grades 6, 7, and 8 have either hit a plateau or decreased in overall performance in math. The scores for grade 7 declined in both content areas in 2009-2010. One issue believed to contribute to the decline in scores of the middle school students is the poor attendance rates of the students in these grades. It is also important to note that the total school enrollment dropped by 22% in 2008-2009 school year. The population rebounded in 2009-2010 by nearly the same amount.

Of the 500 or so students enrolled at Murphy, nearly 32% (160 children) are classified as students with disabilities. Over the last three years, the average percentage of students with disabilities who met or exceeded the Michigan Performance Level Standards was 21.2%, with the highest percentage coming in 2009-2010 at 29.4%. While the scores are trending slightly upward, the Murphy faculty recognizes that there is much work to be done to advance the performance of these students.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Murphy is committed to addressing student learning challenges -- before the students fail – by working with the Teachscape partners to design, develop, and implement a three-tiered data-based Response To Intervention (RTI) model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency.   School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**
  In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline

understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**
  The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

  Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

  Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

  To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

  Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**
  Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a

wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Start Reading and others.

The Murphy staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**
  Tier I instruction is designed as highly effective instruction for all students. Implementing this will rests on effective approaches to differentiation.

  The Murphy faculty is committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

  Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders.   In addition:

  - The partners have committed to facilitating self-analysis of teaching practice by engaging <u>volunteer</u> teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
  - Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
  - The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.

- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Murphy faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

Building the Essential Foundation

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wolhsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007). The Murphy staff and their Teachscape partners are committed to building the essential foundation of data-informed approaches to teaching and learning proven effective in raising student achievement.

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period. These tools include:

- The Teachscape Classroom Walkthrough Tool (CWT)
- REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Both tools will be used to support the work of the instructional leaders and Teachscape specialists.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Murphy Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

<u>Working with Instructional Leaders: REFLECT</u>

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Murphy partners will work with the teachers to identify data-informed professional learning.

<u>Working with Instructional Leaders: Effective Teaching Strategies</u>

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

<u>Working with Teachers: Promoting Reflection and Self Analysis</u>

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

<u>Working with Teachers: Applying Effective Instructional Strategies</u>

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

Te success of RTI and the entire school improvement effort rests on the capacity of teachers to integrate assessments, curriculum and instruction in coherent and differentiated ways to meet the learning needs of each student. It also rests on the capacity of leaders to promote, support and sustain effective practices. The interventions proposed are designed to build the critical capacity needed.

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5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The Principal and Instructional Leadership Team (ILT) at Murphy School recognize that truly data-driven instructional decision-making is complex, time-consuming work that cannot be sustained if sufficient collaborative time is not built into the weekly school schedule and protected for this explicit purpose. As many have noted, given the multiple demands that all compete for the limited time in the school day and year, it is often difficult to create and sustain such collaborative time. However, the ILT at Murphy places high priority on establishing a schedule that fosters ongoing substantive collaboration. With Teachscape's support, the ILT is committed to employing creative, though practical means of reinforcing and extending the existing staff meeting and common planning time that currently exists (i.e. Wednesday and Friday). At Murphy this includes a wide variety of activities including a daily "Harambee" session (an African term meaning "let's pull together") that has proven to be highly effective at engaging, synching and focusing the community at other schools in Detroit where it has been employed.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The Principal and Instructional Leadership Team at Murphy will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. This process begins with extensive surveys designed to identify the range of specific talents, interests and dispositions that

individuals within the extended Murphy school community possess. Once those talents and interests are identified, the key is to establish processes to engage and capitalize upon those capacities. The ILT at the Murphy Principal's previous school was able to establish several subcommittees that were highly successful in creating forums for leveraging and channeling the school community's collective energies. These subcommittees include curriculum and instruction, technology, campus beautification, parent involvement, and performing arts.

The school will also collect parent satisfaction data through a variety of means including parent surveys, meetings, and parent-teacher conferences. These processes are critical given the importance—and challenges—associated with establishing a high level of parent involvement in urban schools.

Informed by that survey data, the plan is to use various collaborative forums including face-to-face and online opportunities. Some planned face-to-face ongoing activities include weekly staff meetings to discuss both progress and setbacks. Grade level meetings supply feedback from experienced teaching staff. Norms for these meetings are informed by the highly regarded Comer protocol for collaboration. The principal at Murphy is deeply committed to a shared, distributed leadership model in which different members of the community are encouraged, supported and held accountable for providing the leadership in key domains needed to achieve the dramatic improvement that the Murphy community seeks.

Murphy's partner, Teachscape, provides a rich array of Internet-based multimedia resources to deepen content knowledge and to promote the use of proven, research-based practices. Enhancing the knowledge and skills in both content and pedagogy for administrators and teachers means improved achievement for students.

As new knowledge and skills are acquired, these should become evident in classroom practice. Teachscape's Classroom Walkthrough (CWT) process and tool will help school leaders and professional learning communities measure changes in practice, ensure transference of professional learning and guide ongoing work of the PLCs.

Other opportunities for teacher leadership may take the form of volunteering to be on the school improvement team, or being a member of a school committee. Murphy encourages staff members take on leadership roles at staff meetings to discuss areas of importance to the school. Professional development opportunities for teaching staff include support staff as well. Paraprofessionals, school counselor, social worker, nurse, psychologist, and speech therapist are all stakeholders in students' success.

SECTION III: PROPOSED ACTIVITIES

1. **Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

Individually and as partners, the Murphy and Teachscape are fully committed to the rapid, transparent, dramatic and measurable transformation of student achievement at Murphy School. The proposed activities to drive, support and sustain this goal are embedded in three overarching levers of change:

1. **Transformation Leadership** – building the capacity of the leadership as successful transformed leaders who effectively mount, support, and sustain research-based change strategies and practices
2. **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom
3. **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational, and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions, and measure their impact

Implementing activities associated with each of these three levers of change is based on five general operating principles:

- Incremental change confuses progress with success
- Keep doing what works, but stop doing what isn't working
- Collaboration is key
- Sustainability begins on day one
- The task is urgent

The following pages describe the school-based turnaround efforts that will be mounted by the Murphy and Teachscape partners. The activities are categorized as those focused on turnaround leadership and those focused on effective teaching. Since the intentional use of data is integral to both turnaround leadership and effective teaching, data-focused proposed activities are integrated within these categories.

Turnaround Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk, et al., 2010; US Department of Education, 2010; Waters, Marzano, and McNulty, 2003). There is also no doubt that the tasks with which school leaders are charged are both comprehensive and complex, far too much for any one person to handle successfully. In view of this, we are defining "leadership" broadly to include

principals, assistant principals and the members of the Instructional Leadership Team. Proposed activities designed to build the capacity of effective turnaround leaders follow.

- **Provide ongoing and job-embedded professional learning**. In collaboration with school leaders, Teachscape staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Murphy. The data-informed professional learning will by guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:

  - *Video resources:* (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; and (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions
  - *Text resources* designed to deepen content understanding: (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources*, including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge
  - *Graphical models* that enable participants to manipulate and engage with the content in order to: (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*
  - *Communication and collaboration tools* designed to: (1) *support ongoing communication* among professional learning community members; and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration

These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

- Analyzing and discussing best-practice videos
- Reading and applying pertinent research
- Studying and discussing professional literature

- Applying and analyzing the results of the featured practices
- Assessing the impact and outcomes of the practices
- Engaging in ongoing professional discussions
- Providing ongoing review and refinement of the professional learning

In addition, Teachscape will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to the goal.

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the traditional isolation of leaders, Teachscape will convene monthly cohort meetings of the Murphy principal and principals of the other partnership schools.

  Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

  Additionally, the partners will schedule a two-day Turnaround Leadership Academy to study turnaround topics in depth.

- **Promote and lead data-informed professional development**. As instructional leaders, the principal and ILT members are charged with identifying and addressing the general and specific professional learning needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool, the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape Murphy's student outcomes. The process includes setting a purpose for classroom walkthroughs, collecting and analyzing the walk data, convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

  This tool and process is critical for identifying areas for instructional improvement, for developing consensus-driven action plans to address the areas of concern and for measuring the impact of the interventions relative to changes in practice. With the Internet-based professional learning resources, CWT helps shape a robust system for implementing and sustaining professional growth.

- **Monitor and measure the impact of the professional development on practice**. As PD leaders, the principals will use the Classroom Walkthrough tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement.   It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.

- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional and health needs and a culture that supports improvement goals**. Principals need to develop safe and orderly achievement-focused environments. The school and Teachscape partners will work closely to develop the collaborative, achievement-focused culture envisioned by:

  - Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis and reflective discussions will be used to inform this activity.

  - Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Murphy Instructional Leadership Teams will serve as the structure to define, promote, support and sustain instructional improvement.

  - Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops to help them align their efforts with the Murphy student behavior approaches. To ensure as much parent participation as possible, Murphy will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.

  - Enlisting community partners to address the social, emotional and health needs of the Murphy students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. Teachscape will help the school assess the efficacy of each, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.

- Providing meaningful ways for the adults to collaborate with, support and learn from each other, such as the common prep periods and Saturday sessions defined by Murphy. Since collaboration does not "just happen," Teachscape partners will work with the instructional leaders to frame collaborative activities and problem solving that will bring the adults together in the most authentic way possible around the work that they do to drive improved student outcomes.

- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this to frame data-informed intervention programs.

  It is important to note that relying on cultural shifts alone to drive improvements is a slow process. Murphy, like all low-performing schools, needs to promote speedy and focused interventions that yield visible results, such as improving the school's appearance, decreasing behavioral "incidents," ensuring each student has sufficient books and supplies, etc.

- **Provide ongoing mechanisms for parent and community engagement**. Murphy has plans in place to promote increased and improved parent and community engagement. Teachscape will work closely with the school's ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional and health interventions; donations; etc.

  Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time on what is working, not on what isn't.

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff**. Murphy is both extending and restructuring the school day and the impact of this is to create a significant opportunity for teachers to build professional relationships by collaborating around their work, to provide professional learning in a relaxed environment, for students to develop deeper relationships with caring adults, to schedule student social and emotional support services from community partners, to meet with parents and engage them meaningfully in their children's academic growth, and for the Murphy/Teachscape partners to collaborate more strategically. The options are vast, and the potential returns are great, but the risk of not exploiting this "gift" of extra time is large.

Effective Teaching

Although the works of Sanders and Rivers (1996) made the impact of effective and ineffective teaching clear, there has been less clarity and less agreement about what constitutes effective teaching. Consensus is developing, however, around factors that help support effective teaching. These include providing a rigorous, aligned, viable and visible standards-based curriculum and on the intentional use of research-based instructional strategies proven to raise student achievement (Bryk, 2010; US Department of Education, 2010; Lezotte, 1991). The partnership between Murphy and Teachscape will reflect these indicators, among others.

- **Use data to identify and implement a research-based instructional program that is aligned both vertically and with the state standards**. Materials for instructional programs will be vetted through the *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. Once the curriculum is designed, the Teachscape partners will provide access to a technology based curriculum tool that will align the curriculum horizontally and vertically, and ensure it aligns with the MDE and Common Core Standards.

  In addition to the aligned curriculum, the tool will also generate pacing guides, with accommodations for re-teaching and enrichment. The curriculum tool also supports collaborative lesson studies that support teacher teams in identifying effective instructional strategies and practices and in supporting data-informed instruction.

- **Conduct reviews to ensure the curriculum is implemented with fidelity and is impacting student achievement.** Recognizing that even the best and most aligned curriculum is not effective if it is not implemented with fidelity, the partners will use part of the common prep periods each week to determine the degree to which teachers are implementing the curriculum with fidelity. The Teachscape/Murphy partners will customize the CWT tool to gather weekly data about the degree of fidelity with which each teacher is implementing the curriculum and enhance the observational data with evidence collected through the review of lesson plans and student work products.

  Based on the evidence gathered through walkthroughs and analysis of documents, teachers will be categorized relative to high, medium and low degrees of fidelity. Specific professional development, designed by both partners, will be provided for teachers with medium to low degrees of fidelity to the curriculum. The professional development will include inter-visitations, video analysis, coaching and deep analysis of the scope and sequence of the curriculum studied.

- **Promote and support the continuous use of student data to inform instruction and meet student learning needs**. With an array of benchmark assessments, progress monitoring assessments, diagnostic assessments and

formative assessments, student data can quickly become overwhelming. Teachscape and Murphy partners will work collaboratively to develop an organizational structure for integrating the various data reports and analyze the data to identify student learning needs and inform instructional groupings. Murphy has developed a number of approaches, including data notebooks for each teacher, data review sessions and posting student progress on data walls. Additionally, the partners will collaboratively develop data literacy workshops using text and video learning materials, provide guided and self-guided studies of data analysis techniques and offer small group coaching for teachers in need of additional support.

Turnarounds must focus on driving high achievement by continuously using data to inform instruction. The data analysis component is critical to the success of the initiative. The efficacy and efficiency of the proposed approaches will be studied as part of the ongoing continuous improvement process and data-informed modifications will be made to improve the process.

- **Implement a school-wide Response to Intervention plan.** Murphy and the Teachscape partners will design, develop and implement a three-tiered approach to instruction that reflects RTI components and research. As noted previously, the initial thrust will be on supporting the effective implementation of the core curriculum, with appropriate differentiation to ensure all students learn.

  To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

- **Promote and support the use of various forms of formative assessments to inform teaching practice**. All effective instruction, including tiered instruction, is guided and informed by ongoing formative assessments. Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: classwork, homework, projects, discussions (both student–student and student-adult discussions), teacher-made tests, end-of-chapter/unit tests and others identified by the teachers.

  As teachers become adept in identifying, implementing and analyzing data from appropriate formative assessments, professional learning will focus on developing an authentic understanding of the academic strengths and needs of each student to guide instructional grouping and differentiation.

- **Provide PD on strategies to support students with special education needs and English language learners in the least restrictive environment**. Classroom environments have never been more diverse relative to student learning needs and capabilities, and teachers are often challenged to find effective ways to meet the learning needs of all their students.

  Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to students with IEPs, 504s or other identified needs in specific classrooms. As these are identified, the partners will work collaboratively to develop a PD program to build the capacity of classroom teachers to support the students in the least restrictive environment. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions**. Murphy School is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerated Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure there is a coherence supporting the student learning.

- **Provide increased learning time**. Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate content with prior learning. It also provides classroom teachers the time they need to offer children individual support. In recognitions of these benefits, Murphy has already structured a longer school day to increase learning time and improve academic outcomes.

To ensure this extra time is used as effectively as possible, Teachscape will work closely with school leaders to help teachers learn and apply research-based strategies to improve their instruction and increase student learning. Close monitoring will help ensure the strategies are implemented and that the students are progressing relative to their learning goals.

Additional proposed activities:

- *Curriculum and Instructional Support*
  The curriculum will enable instructional staff to increase student engagement and motivation as well as make adaptations to lessons to meet all learners' needs and utilize classroom time efficiently. Instructional strategies will include cooperative learning and active teaching techniques to engage students. Students will have an opportunity to learn in whole group settings, small group and one-on-one tutoring for

struggling learners. Effective grouping practices will assist in the differentiation of instruction. This will ensure that every minute of instruction is at the right level for every student. Students will be assessed frequently to closely monitor the rate of achievement growth and to celebrate individual student success. Students will receive weekly feedback on their progress. Students will set individual and team goals and track their own progress. This can motivate students to take on new challenges and help them to be aware of their own gains. When students are ready, they will move to the next level in the curriculum. Students will be tested at regular intervals to identify reading and mathematical levels. This will help to appropriately challenge students and keep them on track. Teachers will use formal and informal assessment data to design instruction to meet the needs of their students and be in alignment with District and State goals. The curriculum will encourage students to progress at their own pace while receiving pride and confidence in their abilities. Motivated students are able to move ahead with new material. All students, regardless of their achievement levels, will receive instruction that is developed to their particular needs and level-appropriate goals.

- ***Success for All – A Turnaround K–8 Program***
  Success For All (SFA) will work with Frank Murphy Elementary-Middle School to provide a comprehensive reading, mathematics, and writing program for grades K-8. Their reading materials will provide research-proven instructional strategies in Reading to help all students achieve success. The program is based in a three-prong approach to improving Reading: (1) cooperative learning, (2) the cycle of effective instruction, and (3) the use of data and ongoing assessment.

  The cooperative learning relies on the use of developmentally appropriate strategies where students begin working within partnerships. Concepts of team recognition, individual accountability, and providing equal opportunities of success for all students will provide students with higher achievement, more on-task behavior, increased retention of information and greater intrinsic motivation.

  The cycle of effective instruction involves guided instruction where teachers are able to teach, model and give guided practice. Partner and team practice encourages cooperative learning strategies to assist students through monitoring, intervening, prompting, and reinforcing positive behaviors. The assessment component of the cycle of effective instruction involves formal and informal assessments that occur on an ongoing basis. Teachers are able to monitor and assess their instruction and the learning of the students. The final component of the cycle of instruction involves celebration where students demonstrate mastery using ongoing assessments and individual achievements are recognized and team contributions are celebrated.

  The use of data and ongoing assessment is very significant in the Reading program. Data collection and assessment are continuous in each classroom in order to inform

instructional decisions. The SFA program teaches the school community about and provides the materials for all formal and informal assessments. The formal assessments include classroom and quarterly assessments that are used to measure student growth. This is in alignment with the goals and objectives of the Murphy School because the assessments will enable staff and administrators to review and make decisions about where teachers need to focus their attention to increase student achievement. Students are regularly regrouped by reading level, not by grade level to ensure that students are always reading at an appropriate level. This regrouping process becomes effective because it continues to accelerate students forward in their reading and makes sure that they are working at the appropriate reading level. Also, SFA will provide formal and informal assessments that are tailored toward the MEAP exam and the Grade Level Content Expectations (GLCEs) for students.

The middle school portion of the reading program is also designed to assist struggling to advanced students with a focus to prepare students for the high school level. This middle school program includes goal setting, peer support and cooperative learning, use of metacognitive reading strategies, and frequent assessment and feedback. As in the elementary program, middle school students are able to move up to the next reading level based on monitoring and assessments. The strategy is used to challenge students as their skills progress and this will also allow teachers to individualized instruction through differentiation and targeted instruction.

SFA also offers ongoing professional development for the entire school staff in the instructional process. This includes ongoing coaching and support to review data on student progress, help set new goals, and refine instruction as needed.

- **_BELL (Building Educated Leaders for Life)_**
  The BELL Program will provide an Extended School Day Program and Summer School Program. In the Extended School Day program, students focus on literacy tutoring, mathematics, and writing. The curriculum also includes a multi-cultural component to help students learn core reading and writing skills. Students also engage in enrichment activities that include educational games, team building activities, mentorship, community service, and field trips. The Summer School program is a five-day program where students are tutored in core reading, mathematics, and writing in the morning. In the afternoon, students focus on strengthening social skills through daily enrichment activities of art, music, drama, and dance. On Mentor Fridays, students learn from guest speakers, cultural presentations and engage in community projects.

  The BELL Program utilizes college tutors to assist in the classroom with small group and one-on-one tutoring. Students receive formal and informal assessments that are ongoing throughout the programs. Results are shared with students and parents

through Parent-Teacher Conferences. The community service component of the program encourages students to become active in their neighborhood and the larger community by giving back and being a productive citizen.

- ***Wayne RESA – Instructional coaching and Professional Development***
Wayne RESA will assist the Murphy School with Instruction coaching from Literacy and Mathematics coaches for the elementary and middle school grades. Professional development will be offered with grade level targeted instruction and evidence-based/job embedded school-wide professional development in reading, writing, and mathematics.

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2. **Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

   i. **Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

   Like many schools in Detroit, the student population at Murphy is comprised predominately of African Americans. The only subgroups of note are students with disabilities and males versus females. And, in fact, achievement data reveal that students with disabilities at Murphy perform at a lower level on average than student without disabilities, and that males tend to perform at a lower level than females. Thus, while improvement efforts at Murphy will focus on raising student achievement for all students, it will be important to pay special attention to meeting the needs of both of these subgroups. Doing so will require continually disaggregating all summative and formative achievement data to first establish a baseline and then to continuously monitor improvement of students with disabilities and male students. These data analyses will inform the identification of research-based instructional strategies for supporting the growth of these students. Fortunately research and best practice literature has identified a range of instructional strategies that have been shown effective at raising the achievement of students with disabilities and African American boys. The key is for teachers to be able to effectively implement these differentiated strategies. As many have noted, doing so on a daily basis is a demanding challenge. This is why having both a strong improvement plan and associated resources, in place, is so critical.

   Teachscape will support the staff at Murphy in their ongoing efforts to disaggregate and analyze achievement data, and to identify and support the implementation of research-based instructional strategies shown to be effective with Murphy's subgroups. This work will be conducted within grade-level teams and ILT, indicating, again, the importance of those collaborative structures and of, the distributed instructional leadership required for them to function in a productive manner. The technology-enhanced analytic tools and web-based instructional resources that Teachscape has developed and the ongoing

instructional leadership coaching and support it will provide will be central to the efforts to ensure success for all students at Murphy Elementary-Middle.

ii. **Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

Data Director will be a key tool for collecting, analyzing and sharing student performance data. This web-based system enables teachers to scan, upload and create reports of the results of benchmark assessments. Teachers can run student performance reports at the class and individual level, and disaggregate those reports to target subgroup performance or to focus on particular learning Grade Level Content Expectations (GLCEs). They can also run longitudinal reports to show progress over time. Administrators can run reports at the district, school, grade-level, class and individual level. All teachers and administrators will have usernames and passwords that enable them to securely log on to the system anywhere they have internet access. Reports from the system can also be generated and shared with external stakeholders.

The quarterly benchmark data can be viewed from either a formative or a summative perspective, depending upon the context. The results can serve a formative purpose when they are analyzed in order to inform ongoing adjustments to instruction. This process is more fully discussed below.

Benchmark assessment results can be viewed from a summative perspective in that they provide a snap shot of how well individual and groups of students are performing at any point in time. This is data that can be used to keep internal and external Murphy stakeholders apprised of overall student progress. Assuming the benchmark assessments are well aligned with MEAP, they can provide a good indication of how well students are likely to perform on that high stakes summative assessment. Staff at Murphy can also generate summative reports on individual students for use in parent conferences, or grade-level or school wide reports to share with larger groups concerned with overall progress at Murphy.

While benchmark assessments results will provide a good indication of how well students at Murphy are progressing, it will be important for staff to also collect, report and analyze a range of other data which together with the benchmark results begins to paint a three dimensional picture of student performance at Murphy. Other achievement data include the results of various formative assessments such as DiBELS, Burst, STAR Reading and Math, and the Success for All program, the staff is planning to implement this coming year. Other important indicator data includes behavior and attendance statistics, the latter of which has

proven to be a major factor contributing to DPS schools' inability to make AYP. And as many have noted, there is an iterative correlation between academic achievement and attendance and behavior—the more engaged students are in the learning process, the more likely they are to attend school and the less likely they are to engage in disruptive behavior (and the more they attend school the more likely they are to be engaged in the learning process).

iii. **Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.**

This process involves analyzing a variety of formative and summative assessment data to identify which specific skills and concepts individual, class and grade-level groups of students are demonstrating mastery of, and which skills and/or concepts students are struggling to master, and then unpacking the specific misconceptions that lie behind those difficulties. The color-coded benchmark assessment reports generated by Data Director support this process. This process is further enhanced when it is triangulated with other forms of assessment data, including those generated through DiBELS, Burst, STAR Reading and Math, Success for All, and other curriculum-embedded formative assessments, as well as the results of the yearly MEAP.

Making correlations between summative and formative assessment results and the instructional strategies employed by teachers enables decisions to be made about which strategies were effective, which were less successful, and how to best revise and improve those strategies to better meet the learning needs of all students. This is a demanding analytic process that is greatly enhanced by the Teachscape Classroom Walkthrough (CWT) process that enables efficient and effective collection and reporting of empirical instructional data. CWT reports reveal trends in instructional strategies and, when analyzed in conjunction with achievement data, reveal significant insight into not only why achievement patterns are occurring, but also what teachers can do to most effectively revise and improve their core instructional strategies and practices. CWT data can also reveal the degree to which staff are in fact implementing a particular research-based strategy that may have been the focus of a recent professional development. This is critical, for research has indicated the difficulty teachers tend to have in effectively incorporating any new strategy into their existing repertoire.

Teachscape support providers will assist Murphy staff with implementing the key phases of the CWT process: understanding the look-fors, calibrating perceptions of those look-fors, conducting classroom walkthroughs, generating reports, analyzing CWT data reports to identify trends in instruction, correlating those CWT reports

with student achievement results, and, most importantly, identifying ways to most effectively revise and improve instruction.

iv. **Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

In order to ensure that we use data to identify and implement an instructional program that is research-based and aligned from one grade to another as well as with state standards, we must have a plan in place that clearly outlines needed professional development aligned to NSDC's Standards of Staff Development. There is a clear focus on content, process and context standards, including focused goals, a measurable objective statement to support each goal, a list of strategies to use to achieve the goal, a list of activities planned to achieve the goal, staff used to assist with this, and timelines defined to achieve the goals. The plan outlines details and assistance, including:

1. Continued technical assistance support from Wayne RESA content coaches
2. Field trip opportunities to institutions that expose students to careers in mathematics and science
3. Funding for math challenge games and activities that makes learning math fun for students
4. Funding for additional high interest supplies and materials that promote reading and writing skill growth
5. Frequent staff development on differentiated instruction in math and reading and on building professional learning communities
6. Staff development in the area of inclusion for students with disabilities

More importantly, the professional development plan for Murphy School will be constructed to align with the specific professional learning needs relative to the goals in the School Improvement Plan and according to the needs as indicated in collected classroom data on instruction and learning (using the Classroom Walkthrough process). We will target development opportunities for each high priority goal area (literacy, mathematics, and data-based decision-making) in accordance with the NSDC Standards for Staff Development.

Without standards, professional development is "open to interpretation" by those

planning, presenting, and participating. Interpretations may vary greatly and it is likely that differences in goals, purposes, and expected learning outcomes as well as differences in the expectations for follow up, implementation, and continued learning will emerge. It is also very likely that there will be differences in defining what is considered high-quality professional development. The professional development plan for Murphy will be grounded in the work of NSDC and its standards for quality professional learning.

According to NSDC – and based on the work of Georgea M. Sparks (1983) – **context, process**, and **content** standards are all critical to ensure that professional development improves student learning. Ignoring one dimension decreases the likelihood that intended results will be achieved.

- **Context** standards address the culture of the organization and describe critical structures that must be present for effective professional development to occur and to be sustained
- **Process** standards address the "how" of professional development and describe the learning processes used in the acquisition of new knowledge and skills
- **Content** standards address the "what" of professional development; content decisions are based on careful review of multiple data sets including student and teacher data

The professional development plan will cross all three domains in the recommended standards. Teachscape will play an important role in supporting this effort by co-planning and facilitating data-informed professional development for our faculty and staff in the following areas:

- Building content knowledge in literacy and/or mathematics
- Developing pedagogical knowledge with highly effective, research-based instructional strategies
- Data-based professional learning to enable teachers to develop the critical data capacity they need to engage in the cycle of continuous improvement.

3. **List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.**

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model.

Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly.   Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. **Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

Successful implementation of the proposed improvement activities requires careful coordination to ensure coherence and data analysis to evaluate the impact of the activities and ensure continuous improvement to keep the efforts focused on one clear goal – dramatic and measurable changes in student achievement. The technical assistance and coaching provided by our improvement partner, Teachscape, is a critical factor in driving a successful change initiative.

The specific technical assistance and coaching support to launch, manage, and sustain the change efforts and the staff responsible for coordinating these services are detailed below.

Required Technical Assistance for Data Collection and Analysis

Teachscape specialists will work closely with the instructional leaders of Murphy School to ensure that they develop the depth of knowledge and skills required to collect, analyze and apply data to inform decisions, then monitor the implementation of their decisions, measure their impact and revise/refine as needed to ensure continuous improvement.

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.
  Responsibility: Ed Greene and Melissa Marshall, Teachscape

- Develop and implement professional learning relative to using multiple sources of data to inform decisions, monitor their implementation, measure their impact and refine as indicated.
  Responsibility: Teachscape Data Specialist (TBD); Janet Glenn, School Principal

- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

- Provide support to teachers in using data to inform instructional decisions, such as grouping, level of differentiation, etc. The assistance will include multiple supports, including modeling, co-planning, co-teaching, coaching instructional coaches and focused professional learning for the teachers.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

- Develop and implement parent workshops to help families focused on academic improvements. Since parent engagement has been an issue at Murphy School, it is clear that "business as usual" must change and that new strategies need to be defined and embraced.
Responsibility: Teachscape Data Specialist (TBD); Janet Glenn, School Principal

- Support the development of strategies for students to track their academic progress relative to goal and help shape action plans to address gaps.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

Required Technical Assistance for Building Leadership Capacity

Teachscape specialists will also offer technical assistance and support to the instructional leaders at Murphy School to help them build their capacity as turnaround leaders, focused on dramatically and measurably improving achievement.

- Develop and support achievement-focused Instructional Leadership Teams to build site-based capacity to drive and support the overall change efforts. This will include assistance with informing membership on the ILT, co-planning agendas, co-facilitating/modeling facilitation of ILT meetings, and developing the instructional leadership capacity of ILT members.
Responsibility: Janet Glenn, Principal; Melissa Marshall, Teachscape

- Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, strategies to support teachers as they

implement the strategies and help with identifying the degree to which they are applied and the impact of these on student achievement.
Responsibility: Janet Glenn, Principal; Instructional Specialist (TBD), Teachscape

- Provide support in using data to create safe and orderly environments and a climate and culture positioned to support achievement. This includes proving TA in reaching out to multiple stakeholders to understand their views of the school climate and using data to identify concerns.
Responsibility: Janet Glenn, Principal; Leadership Specialist (TBD), Teachscape

- Ensure the curriculum is aligned with state standards, paced appropriately and that teachers are implementing the aligned curriculum with fidelity. This includes using the Teachscape Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.
Responsibility: School Coach (TBD); Instructional Specialist (TBD), Teachscape

- Support the development of programs and strategies to engage parents in understanding academic expectations and goals and in supporting the academic achievement of their children
Responsibility: Janet Glenn, Principal; Parent/Community Engagement Specialist (TBD), Teachscape

- Providing support and information on successful interventions for common problems of practice by convening all partnership principals monthly to share their efforts, deepen their understanding of research-based and proven practice and help overcome the isolation of school leaders.
Responsibility: Teachscape staff (TBD)

Required Technical Assistance for Promoting and Supporting Effective Instruction

Because there is no doubt that effective teaching improves student achievement, Teachscape instructional specialists will support the development of effective teaching through a range of technical assistance activities and tools proven effective in helping each teacher become a highly capable professional.

- Provide direct assistance to teachers in understanding, applying, assessing and revising research-based strategies in their ongoing teaching practice. This will include providing professional learning focused on effective instructional practices, modeling these for the teachers, helping the teacher integrate these with their

planned practice, co-teaching and working as a "critical friend" to help the teachers understand how to improve their practice.
Responsibility: Janet Glenn, Principal; Melissa Marshall, Teachscape

- Work with teachers to develop and implement a continuous instructional improvement process that is based on using data to inform and guide instructional practices based on student learning needs in a tiered instruction approach.
Responsibility: Janet Glenn, Principal; Instructional Specialist (TBD), Teachscape

- Develop and implement effective strategies to improve attendance – faculty attendance and student attendance – because achievement suffers when there is a high rate of absences. Teachscape will support this effort by using data to understand attendance patterns and trends, and to ensure the school staff understands proven strategies and programs to address the identified patterns and trends.
Responsibility: Janet Glenn, Principal; Instructional Specialist (TBD), Teachscape

- Provide technical assistance to promote a collaborative, reflective culture to support effective teaching and improve student learning. Teachscape will provide support by working with teachers to self-assess their practice relative to frameworks identified by the District, facilitate practice-focused reflective discussions, support inter-visitations and help support the development of a common core of practice at Murphy School.
Responsibility: Janet Glenn, Principal; Instructional Specialist (TBD), Teachscape

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Murphy School successful. Janet Glenn, the school principal, ILT members and Teachscape partners will be responsible for the ongoing collection and analysis of data to inform the turnaround work.

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS
School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
Polices/ Practices	**In Place**	**Under Consideration**	**Not Needed**

• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998