

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 Frank Murphy Elementary-Middle School – 02648	District Name and Code 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
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Principal (Printed Name): Janet Glenn	Telephone: (313) 330-8531
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Signature of Principal: x Janet Glenn	Date: 11-15-10
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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.

Frank Murphy Elementary-Middle School

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 NAEP; 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.

The school must provide evidence of need by focusing on its improvement status and utilizing standardized MEAP assessments for targeting changes in student achievement by grade level and subject. The core academic areas that are assessed are Math (3-8), Science (5 and 8), ELA (3-8), Social Studies (6). Lower grades (Pre-K to 2) will be assessed using progress reports.

- Pre-K progress reports in June and January
- Kindergarten report cards
- Teacher grades

Parents, staff, students, and community stakeholders have been informally assessed through a survey/checklist to get a perception of the new improved school environment.

Parents

Parents have stated that the overall school climate is safe, orderly and productive since the change in administration. More structure has been implemented through the use of staff interviewing for positions at the school. Staff who were hired were interviewed were not placed at will. The school's schedule has changed to a 45-minute schedule with eight instructional periods. The schedule continues to adhere to the state-mandated hours of implementation for core academic areas.

The Detroit Police Department officers visit the school daily and are readily available for assistance. Murphy School is a part of their neighborhood watch. The police officers presence is significant because safety is paramount to improved academic achievement, enrollment, and attendance.

Data, from the U.S. Census Bureau, shows 77% of families living in the 48223 zip code of Murphy School are high school graduates with some college experience. This data shows that parents are concerned and aware of the importance of education. We are targeting our general population by providing our students with Michigan Benchmarks provided by the district-mandated curriculum.

The U.S. Census Bureau also shows that 60% of the parents are homeowners, which shows an investment in the neighborhood and educational system. Our families have taken an active role in the community.

Parental Perception

The Local School Community Organization (LSCO) has given favorable results about the overall changes in the school. A survey was administered and the following results were concluded:

- 93% of the parents agreed that there is a positive change in the school climate
- 80% of parents enjoyed seeing Detroit Police Department police officers in the building

Staff

At the start of year, an informal staff poll was taken regarding job satisfaction. Staff members were asked whether they were satisfied with improvements within the school environment. Assessment results showed that 86% of the staff was satisfied with school safety, cleanliness of the building, and attendance. The poll also revealed some of the staff was unfamiliar with the new Transformation reform model being used to assist with the turnaround process. However, they were willing to become committed stakeholders in the proposed reform plan.

Students

There is an overall belief amongst the students that Murphy has truly become a place where they are valued and teachers are committed to providing a rigorous, sound education to them. A poll was given to solicit students' responses about their new school. The poll revealed the following:

- 93% of the total number (356) of 6th, 7th, and 8th graders concluded that they were proud to be a student at Murphy.

- 79% of that total number revealed that they felt that the school was safer due to the new security guards and the high presence of Detroit Police Department officers being in and around the school.
- 88% of the total number of middle school students polled stressed that they were happy with having two electives each day.

School Recommendations

Based on the results from the parent, students, and community perception data, the Murphy Elementary Middle School staff and school leaders propose the following recommendations and/or changes:

- Aggressively continue with the current turnaround plan originally proposed and currently in place
- Continue to create, grow, and improve on the positive perceptions of all stakeholders (parents, staff and students).
 - Staff involvement with neighboring organizations
 - Staff participation with neighboring faith-based organizations
- Nurture and grow the elective courses currently in place
 - Increase parental involvement by providing parental involvement workshops and programs that parents are interested in having at the school
 - Provide incentives for parents to come to school activities, conferences, meetings and school requests.
- Establish a rapport with the global community to help grow and improve our school's current perception and ultimately student achievement
- Maintain Detroit Police Department officer's presence around the neighborhood and school campus to provide protection and safety for all individuals.
- Enlist the assistance of parents, staff, and community leaders as stakeholders to positively increase the perception of the Murphy School on a school-community level.
- Establish and conduct programs to educate community stakeholders within Murphy's immediate area regarding student achievement.

The outcome of the data reveals that due to the high population of single parent homes, the school will provide activities for parents to leave their children while attending various meetings and conferences held at the school. Also, the data reveals that the global community has a desire to establish a rapport with the Murphy family (staff, students, and parents) in order to encourage higher parental participation which leads to increased academics. Therefore, this will create positive behavioral support systems (PBS) within our school.

The data also reveals that student morale has increased. This leads to increased student enrollment and daily student attendance. The data concerning the students' contentment of having two daily electives reveals our students' need to become involved with the mission of the school. Our students appreciate and understand the goals of a rigorous curriculum with added features to help them to become a global individual. Also, our students are exposed to technology, music theory and band, and art appreciation and its component parts.

The above findings summarize some of our techniques that are being used to enhance the inclusion of all stakeholders.

SECTION I: NEED

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 where 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 where 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.

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

	Reading	Math
	10	

	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

N/A - 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

As a result of the analysis of the data on all groups and subgroups, the Transformation Model was selected by the District for Murphy Elementary Middle School. The data represented academic and non-academic data based on data for 2007-2008 through 2009-2010. The analysis included a review of the District's quarterly Benchmark Assessments, DIBELS, and Accelerated Reader assessments. Analysis of Special Education compliance issues and the percent of students in special education categories were also examined. Murphy Elementary Middle School is in alignment with District and State standards regarding the Least Restrictive Environment for students.

Murphy School's attendance average daily attendance rate for 2007-2008 through 2009-2010 has averaged between 82% and 87% for all subgroups. The school's retention rate averages about 85% for the same school years of the analysis.

Most Student Code of Conduct violations appear to be Class 1 and Class 2 offenses such as insubordination, disruptive misconduct and fighting. The implementation of the new Wayne RESA Student Implementation System in the District will assist the school in tracking violations through the use of the Behavior Log component of the system and reporting the data to staff and parents in an effort to use school intervention strategies to reduce Student Code of Conduct violations.

Due to school closures in the District, Murphy School's population was consolidated with Burt School. This increased the school's enrollment boundary.

The District also reviewed Murphy's staff turnover rate which has been low over the past ten years. The student mobility rate has been 10% or below for the school years analyzed.

As a result of the analysis, The District selected Murphy Elementary Middle School to be a High-Level Intervention School in which the academic performance of the students demonstrated minimal growth for the 2007-2008 to 2009-2010 school years; some progress was evident in establishing structures and systems to implement a successful reform effort; and the school (administration, staff, parents, and the community) demonstrated a willingness to implement the necessary steps associated with the Transformation Reform model.

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

If Murphy School is not granted funds for School Improvement, Title 1 School-wide funds are a resource provided to Murphy School and are being used to support the implementation of the Transformation model. Specifically, Title 1, Part A and School-wide funds will be utilized to support the programs and services outlined in this application. This includes professional development for staff and program development such as the Success For All (SFA) Reading Program and the BELL (Building Educated Leaders for Life) Extended Day Program and Summer School Academy. In addition, Title 1, Part A and School-wide funds will also be used to provide the materials and supplies needed for the core content subjects of ELA, Mathematics, Social Studies, and Science. Special Educations funds will be utilized to support students and

staff in the school’s center-based programs. Murphy currently has three Head start Programs. The funds from this resource will be used to support the early childhood program at the Murphy to ensure that these young students receive resources that support a nurturing environment. These resources will be used to support the school improvement goals and strategies provided in the School Improvement Grant.

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.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I School Wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> 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 Transformation 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. Staff was selected to work at Murphy School through an interviewing process. The Principal was replaced for the 2010-2011 school year. Staff applied to work at the school and was interviewed based on their commitment to go

above-and-beyond and to provide instruction in a way that will help to increase and improve student achievement. 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.

Personnel, such as the School Counselor and School Social Worker, will provide additional support to students. In particular, these personnel will provide services that include conflict resolution, increasing the self-esteem of students, providing academic support to at-risk and/or low-achieving students, counseling students with attendance issues, and consultations with teachers, parents and external agencies.

The District will provide Literacy and Mathematics coaches who will provide support to teachers to ensure that the mathematics and the English/Language Arts curriculum is being effectively taught and delivered to students. The coaches will provide leadership in addressing instructional concerns, modeling the delivery of effective Mathematics and Reading instruction to students, and the use of research-based, best practices instruction. The coaches will participate in professional development to ensure implementation of the Mathematics and Reading standards and integration of common core standards.

The Detroit Public School's Board of Education is committed to the turnaround reform model as evidenced by the communication and engagement strategies which are in place to allow all stakeholders, both internal and external, to the Murphy School's community to be appropriately informed of the school's progress. In addition, the school board is working to create an accountability system in which all levels of the District will be held responsible for performing tasks that ensure that all schools in the District are able to meet the required levels of performance through the turnaround reform model for each High Priority School.

Detroit Public School Board is committed to student achievement. The on-going professional development and revision of the Student Code of Conduct are the necessary tools to make this

happen. Through its restructuring the district has implemented various professional development trainings to make achievement attainable. Some of the staff trainings include:

- Teachers utilizing Wayne RESA SIS system to take attendance and maintain records.
- The Learning Village, Burst, and DIBELS training programs and resources
- All core subjects' professional development and the adoption of supplementary material.
- Utilizing mathematics and literacy coaches.
- Professional development on shared-decision making.
- Creating Priority schools with extended day learning or Extended Year learning.
- Training to effectively use volunteer resources and resolve conflict issues.

The Student Code of Conduct revision was made to better align offenses and consequences. Another approach for discipline is the conflict resource reprogramming. This program allows for students to learn constructive play and to become peer mediators in the school. In addition shared-decision making was established which will provide flexibility in operating of staff, budget and procedures in the school. The commitment of the school board is evident through the shared-decision making, ongoing professional development and creating a safe, learning environment.

The District is committed to furthering and strengthening the connection between student academic achievement and school performance by offering school-based performance bonuses. This will require Murphy School to demonstrate measureable school-wide improvements in student and staff attendance, performance on standardized tests, overall student grade point averages, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions as required by the No Child Left Behind Act. Murphy School will apply for the school-based performance bonuses through the District's application process. The application criteria include the rationale of interest, strategies to meet the criteria/benchmarks, data which is pertinent to the identified criteria under consideration, and clearly defined objectives for the school year. The District requires that schools participating in the school-based performance pay submit to an annual review of predetermined criteria with supportive evidence and data. School leaders and staff who do not increase student achievement will be removed from a school building based on their participation in mandatory prescriptive and prescribed professional development

opportunities. Retention of building staff will be based on performance and not seniority at Murphy School. School leaders and staff have agreed to maintain the requirements of their positions, to meet pre-established benchmarks and targets, and to continuously commit to the requirements of a High Priority School. Staff who do not meet the evaluative criteria, required by Murphy School (using supportive evidence and data), will be given multiple opportunities for intensive professional support to meet performance standards. This could lead to non-reappointment or non-renewal of that staff member at Murphy School.

Murphy School will also implement shared-decision making, school-based performance pay, and flexible working conditions as strategies to increase and promote career growth and to recruit and retain the staff necessary to meet the needs of the students in a transformational school. Shared-decision making will enable the school's leadership team to determine work rules and working conditions that are conducive to Murphy School to successfully implement the Transformation Model at the school. The school-based performance pay will offer financial incentives for school leaders and staff who, increase and improve, the academic achievement of students and school performance. Flexible working conditions will provide opportunities for students to have an extended school day and year. Staff participation in the shared-decision making process, the hiring and recruitment of staff based on a selective application process, the retention of highly-qualified staff based upon performance and not seniority, and participation in mandatory professional development opportunities will enable Murphy School to recruit and retain the best staff in meeting the needs of its students in a transformational 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 District is committed to supporting Murphy School's ability to support systematic change through the hiring and evaluation processes for staff. The Principal was replaced for the 2010-2011 school year. Principal performance reviews are held to assess performance based on the effective use of all resources to improve teaching and learning. Among many other requirements, principals must meet the core requirements of a turnaround leader which includes evidence of work that supports improved teacher instructional practice, improved learning for all students, the use of data and assessments to improve teaching and learning, and engaging parents and the community to improve student achievement. Staff interested in working at Murphy School, were selected on an application basis. Applicants were interviewed through a Selection Committee that included Detroit Federation of Teachers representation, representation from the District, and the Principal. Teachers and School Service Assistants were required to be Highly Qualified and demonstrated a commitment to work toward increase student achievement.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contract language for Priority Schools. This enabled the District and ultimately, the schools, to retain staff who best met the needs of a Priority School student population. The evaluation process for school leaders and teachers reflect the importance of the relationship between evaluation, professional development, and accountability. The assessment of staff and school leaders is based on defined standards of performance which is connected to student performance and achievement outcomes. Professional development and support are linked to performance standards. Teachers and school leaders will be held accountable for meeting expectations.

The evaluation system to be used by Murphy school leaders will focus on the core competencies that define effective teaching such as planning and executing effective instruction; creating and managing the learning environment; and maintaining a professional learning community through teacher leadership. The evaluation system will also use student data that directly links student academic and non-academic performance measures to teacher practice. Concrete evidence will be tied to evaluations through evidence that shows and ensures that assessments are not based on arbitrary decisions. Teachers will have the opportunity to self-evaluate and reflect on their performance and plan for personal improvement.

Teachers will receive professional development training on the evaluation system to be used at the building level to measure core competencies, performance outcomes, evidence-based

evaluation, self-assessment and accountability. Teachers will be given a copy of the evaluation tool so that they know and understand how it will be used to be in alignment with the District's comprehensive academic plan that supports continuous improvement in teaching and learning. The professional development training will give teachers an opportunity to provide input and give feedback on evaluation tool as well.

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 School 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.

Through the provision of operational flexibility, Murphy School will implement a comprehensive approach to increasing student achievement. The establishment of the school's Instructional Leadership Team will help school leaders and staff to work collaboratively and engage in shared decision-making which is reached through consensus. The team will focus on defining goals, developing the school budget, and establishing procedures and policies that support the transformational school model. The District's common preparation period, for elementary schools each Friday, will also be utilized to provide grade-level and subject-level meetings across grades and content areas at least twice per month.

- **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.

Murphy School will utilize the curriculum set forth by the District and adhere to all standards, benchmarks and targets as established by the District and the State. Supplemental programs, services, approaches and materials that support the transformational model at Murphy School will be utilized to optimize the increase and improvement in student academic achievement. This will ensure that the school is implementing an instructional program that is research-based and vertically aligned from one grade to the next.

The Success for All school-wide improvement approach will be used to provide a comprehensive literacy reform program and raise student achievement scores on the MEAP assessment. The school's principal, leadership team, and facilitator/literacy coach will initiate this effort through intensive professional development and coaching provided by Success for All coaches. This program provides for 90 minutes a daily of intensive instruction on a student's reading level for rapid acceleration of reading levels to ensure all students are reading on or above grade level by third grade. The program is based on the research-proven cooperative learning model in which students are individually accountable for his/her own learning as well as the learning of their teammates. The program includes phonemic awareness, phonics, oral language development, word study and vocabulary instruction, comprehension skills and strategies, fluency, and linking reading and writing. School leadership and classroom teachers will receive ongoing and intensive professional development and coaching, assistance in using data to monitor

fidelity of implementation and student outcomes, and guidance in using a continuous improvement model to ensure that all students are achieving high levels of success.

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.

School Service Assistants 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 needs 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 District will commit to compiling, analyzing and disseminating family/community engagement data an annual accountability report. Barriers such as language, cultural differences, child care, transportation, and work schedule needs will determine if families are able to participate in school and District activities.
- The School Board is committed to developing on-going professional development for District staff to create and maintain school climate that encourages family participation and help families to feel valued and welcomed.

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.

Murphy Elementary Middle School is committed to the Transformation Model by using the RTI model through the expansion of instructional minutes in Reading and Mathematics for students.

Students in grades K – 5, receive 120 minutes per day in Reading and students in grades 6 – 8 receive a reading block of 90 minutes per day. All students in grades K – 8 receive 90 minutes in Mathematics each day. Murphy also has Reading Recovery teachers who identify and assess struggling readers in the first grade. These teachers work cooperatively with first grade teachers to provide Reading instruction in small groups (two to three students) and one-on-one. Sample elementary and middle school schedules are provided below. The FitKid program is designed for students who arrive to school before the entrance bell. Murphy Elementary Middle School promotes health living and good health among all students and staff. Students will engage in exercises such as stretching and running. Harambee, is a school-wide assembly, that enables the students, staff, parents and community members to come together to focus and prepare for the school day. Everyone is involved in mediation, relaxation, affirmations, announcements, and motivational support for the day. This provides a positive environment for the school community each day.

**SAMPLE ELEMENTARY AND MIDDLE SCHOOL
SCHEDULES FOR MURPHY SCHOOL**

Elementary Grade 2, Room 137	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:25	FitKid	FitKid	FitKid	FitKid	FitKid
7:30-7:35	Entrance	Entrance	Entrance	Entrance	Entrance
7:35-7:50	Harambee	Harambee	Harambee	Harambee	Harambee
I. 7:50-8:35	ELA	ELA	ELA	ELA	ELA
II. 8:35-9:20	ELA	ELA	ELA	ELA	ELA
III. 9:20-10:05	ELA	ELA	ELA	ELA	ELA
IV. 10:05-10:50	MATH	MATH	MATH	MATH	MATH
V. 10:50-11:35	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
VI. 10:50-11:35	MATH	MATH	MATH	MATH	MATH
VII. 10:50-11:35	ART	ART	ART	ART	ART
VIII. 1:05-1:50	Social St.				
IX. 1:50-2:35	Science	Science	Science	Science	Science
X. 2:35-2:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

ELA- English Language Arts

Middle School Grade 7, Room 113		Monday	Tuesday	Wednesday	Thursday	Friday
	7:00-7:25	FitKid	FitKid	FitKid	FitKid	FitKid
	7:30-7:35	Entrance	Entrance	Entrance	Entrance	Entrance
	7:35-7:50	Harambee	Harambee	Harambee	Harambee	Harambee
I.	7:50-8:35	ELA	ELA	ELA	ELA	ELA
II.	8:35-9:20	ELA	ELA	ELA	ELA	ELA
III.	9:20-10:05	Computer	Computer	Computer	Computer	Computer
IV.	10:05-10:50	Social St.				
V.	10:50-11:35	Science	Science	Science	Science	Science
VI.	10:50-11:35	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
VII.	10:50-11:35	Music	Music	Music	Music	Music
VIII.	1:05-1:50	Math	Math	Math	Math	Math
IX.	1:50-2:35	Math	Math	Math	Math	Math
X.	2:35-2:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

ELA- English Language Arts

Increased learning time also includes an Extended Learning Day (After-School) program to provide students in grades K – 8 with additional support, intervention and acceleration in Reading and Mathematics. Murphy School will also participate in the District’s Summer Academy for students in grades Pre-K to 8. The Summer Academy will provide an extended school year where students will receive additional instruction through an intervention model that ensures that students master key concepts critical for academic success. The Summer Academy represents a “bridge” designed to continue the learning opportunities given during the school year. This additional time, with intense, quality instruction, will assist students in achieving high standards through a rigorous curriculum. The Summer Academy will include literacy, mathematics, writing, and integrated technology as part of the curriculum.

Teachers and school leaders are committed to using the resources, provided by the District, to increase student achievement in Reading and Mathematics. Reading resources include classroom leveled libraries and writing and literacy programs such as Destination Reading. Mathematics resources will include programs such as Accelerated Math and Destination Math. School leaders

and staff will adhere to the redesigned school schedule to allow for intensive intervention and additional support based on identified student needs. Both Reading and Mathematics will be supported through an Extended Day program and the BELL after-school program and Summer School Academy. The District will provide an Extended Day Program that includes one hour of reading, one hour of math, and a nutritional snack for students. The District is keeping the student-teacher ratio to 15:1 to ensure that the programming is more effective for the Extended Day Program. The District will provide a Summer School Academy for students in grades K -8 where students will receive intervention in order to master concepts in Reading and Mathematics. The Academy will represent a “bridge” designed to continue the regular academic school program through quality instruction that is intense and with a student-teacher ratio of 20:1. The Summer School Academy program provides instruction in Reading, Mathematics, Science, and Art Literacy. The Academy is a full-day and students are also able to participate in field trips that support the summer curriculum.

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 School-wide 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 rest 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 volunteer 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.

First grade reading level students in Tier II will receive small group tutoring daily during the school day using the tutoring component of the Success for All program. This daily tutoring is provided in small groups of two under the direction of a teacher and with the assistance of a computerized program designed to align with instruction provided to the student in the 90 minute reading block.

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)

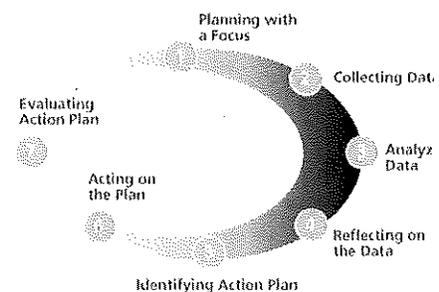
- REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

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.

Working with Instructional Leaders: REFLECT

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.

Working with Instructional Leaders: Effective Teaching Strategies

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.

In addition, the Success for All Foundation will work with the school leadership and classroom teachers to develop clear pictures of what effective instruction and what highly engaged students look like. This will be done with media clips that model for both teachers and students effective collaborative learning processes as well as metacognitive processes. The Success for All Snapshot provides process data in regards to fidelity of program implementation. It will be used, along with student outcome data, to provide data to the school staff on areas of strength and areas for improvement. Success for All coaches will use the GREATER coaching process to facilitate school leadership and teacher development and monitoring of targets and action plans to continuously improve practice for greater student achievement.

Working with Teachers: Promoting Reflection and Self Analysis

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.

Working with Teachers: Applying Effective Instructional Strategies

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.

The 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.

Brightmoor is a community in Northwest Detroit bordered on the west by Telegraph Road, Eliza Howell Park, and the Rouge River. Murphy Elementary Middle School is located in the Brightmoor community. This community is situated entirely within the 48223 zip code area.

According to the 2000 census, the population of the Brightmoor area is 19,837 which is slightly up (4%) from the 1990 census figure of 19,042.

Brightmoor has a majority of African American population (80%) with a Caucasian population of (14.2%). Brightmoor is a young community with 37.2% of the population under 18 in 2000 compared to the national average of 25.6% seniors (65) making up only 5.3% of the population. The percentage of seniors in the Brightmoor area has decreased from 12% in 1990.

Brightmoor has a high population of single-family households at 29.8% compared to a national average of 9.1%. Children living in poverty make up 40.4% of the population compared to 13.9% statewide. Current unemployment rate is 16.2% (City 13.8%; State 5.85%; USA 5.8%). In addition, 13.7% of the population receives public assistance income (City 11.4%, State 3.6%, USA 3.4%).

Several studies have been conducted on the significant impact parental involvement has on student achievement and home-school relationships. Research has shown that many factors affect student achievement such as family background, children's health status, as well as participation in non-school institutional settings like preschools and after-school programs. In order to improve educational outcomes of students, it is important for parents and community organizations to work collaboratively with school leaders and staff in the school improvement process.

Additionally, it is important that parents and community organizations support the goals and the mission of Murphy Elementary Middle School which is as follows:

Murphy Elementary Middle School is committed to preparing students for school, making them globally-productive citizens beyond the 21st century. We will motivate students to learn by focusing on academic excellence through the use of technology and various teaching strategies. We will inspire and promote success through mutual respect, modeling positive behaviors, and building character in a safe and nurturing environment

Evidence of community partnerships and alliances are being formed and re-established for the 2010-2011 school year. There are three newly formed Head start rooms located in the school, where there was only one Head start room last year. Head start has a separate parent component

where each school location is represented by a chairperson in the city's Head start delegation. This delegation at Murphy has indicated a 100% pledged commitment to the school's goals for improvement. The school has invited Greening of Detroit, Friends of Eliza Howell Park, and the Brightmoor Community Alliance to partner in its on-going improvement efforts. Each organization has been invited to join the school leadership team and to date, Murphy is awaiting a response. The Greater Metro Detroit Lions Club has agreed to partner with Murphy School in sponsorship of the global "Peace Poster" contest for ages 11 to 13. This contest strengthens students community and global awareness in regards to world issues and how citizenship and character building applies to world peace in addition to everyday life.

In addition to community organizations, Murphy School has sought partnerships with local faith-based organizations. New Genesis Missionary Baptist Church, through the leadership of Rev. Dr. Lawrence Dunwoody, has agreed to be a committed partner with Murphy School and be active on the school leadership team. Additionally, Detroit World Outreach Church and Leland Missionary Baptist Church have been invited to partner and join the leadership team at the school.

The following interventions are being used to engage all applicable stakeholders:

- Teachers are encouraging students to participate in after-school programs
- Weekly progress reports are submitted if requested by parents/guardians
- An open door policy has been implemented for parents
- Personal invitations submitted to Detroit Public Schools board members to visit the school and attend Local School Community Organization (LSCO) meetings
- Supplemental Educational Services (SES) providers will be available for after-school tutoring
- LSCO will provide parental involvement enrichment workshops

The Detroit Federation of Teachers and the District mutually negotiated a contract with new language for Priority Schools. This move demonstrated a commitment to the students of Detroit Public Schools. This will help Murphy School to hire and retain staff who best met the needs of

its student population. Teachers and school leaders are held accountable for professional standards that define effective teaching and leadership. Staff and school leaders at Murphy School are committed to continuous improvement and our performance is connected to student achievement outcomes.

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 be 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
- The Success for All coach will work with the school leadership and classroom teachers to build capacity for a refined level of program implementation. The school leadership will receive initial training and coaching so that they make act as collaborative partners with the Success for All coach in providing initial professional development to all classroom staff. In addition, school leadership will received professional development in the GREATER Coaching model in order to facilitated the continuous improvement of instructional teams and individual teachers in using the Success for All program through classroom observations and feedback sessions, the facilitation of professional learning communities, use of SFA online media and other resources, national and regional conference opportunities to refine practices with other colleagues, and the partnering with Success for All coaches for continuous professional development onsite supports aimed at refining implementation of a continuous improvement cooperative learning instructional model.
- ***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. In addition, Wayne RESA has provided a team of consultants to make classroom observations of teachers. The goal is to provide feedback to teachers and to help them improve their teaching. The process is “Snapshot” and these non-evaluative observations occur twice during the school year. The goal is to increase teaching behaviors that are

effective in the improvement of teaching and learning in the classroom. The Wayne RESA Consultants collect, analyze, and share with the entire school staff.

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.

Additional resources will be used to provide on-going mechanisms to for family and community engagement at Murphy School. Parents will be trained in the use of Learning Village which will support parents in accessing student information and to monitor their child's progress. Newsletters will be sent to parents to provide monthly updates relative to school events and information. Similar information is available on the District's Parent-Community Outreach website as well. Monthly meetings are held by the Local School Community Organization (LSCO) which is run by parents and for parents. Parents discuss school issues and participate in workshops that assist them in the academic achievement of their students. The Attendance Officer assigned to Murphy School works closely with parents of at-risk and truant students to help students stay on-target with regular attendance at school each day. The Attendance Officer makes home visitations and refers families to support agencies when a need or issue is identified.

We are also working with our families and the community to identify and address issues that may impact participation such as child care, transportation, cultural differences and work schedules. At Murphy Elementary Middle School, we want all families to feel welcomed and valued, so the school climate plays an integral part in creating a positive environment. Parents and community members are encouraged to volunteer at the school according to their work and school schedules. There are many different areas in the school where parents and the community are assisting Murphy School in improving academic achievement. These include serving on the school's leadership team, assisting in classrooms, serving as an elected officer of the LSCO, participating in the LSCO, being a school greeter, and representing the school for parental involvement activities both internally and externally.

- **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.** The Success for All program is a research-proven approach for significantly improving student reading outcomes as identified on the What Works Clearinghouse, the Best Evidence Encyclopedia and in over 50 research studies. This instructional program will be used for significantly improving student reading outcomes at Murphy School. 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 recognition of these benefits, Murphy has already structured a longer school day to increase learning time and improve academic outcomes. Murphy will use the BELL (Building Educated Leaders for Life) Program for the Extended Day and Summer School Academy Program. The BELL program is operating in six states to help districts and schools turn around chronically underperforming schools. BELL will assist Murphy School in increasing learning time by the following:
 - Extended day will occur from fall to spring on Monday, Tuesday, and Thursday for 2.5 hours per day. This will consist of one hour for reading, one hour for math, 20 minutes for nutritional snack and 5 minutes for transition and dismissal.
 - There will be small group instruction with a 15:1 student-teacher ratio.

- Students will be tested using pretests and post-tests using the Stanford Diagnostic Screener Tests. Additional testing will be conducted and results of the tests are provided within twenty-four hours to teachers and school leaders.
- Lead teachers will analyze the data and explain the results with staff to establish areas where students are partially proficient and not proficient.
- The staff will use skills-based curricula aligned to state and national learning standards, a leveled readers' library of multicultural children's books, math manipulatives, and project-based learning strategies to maximize student achievement.
- Students in the BELL program benefit from intensive, individualized instruction in literacy, math and will build critical life and leadership skills.

To ensure this extra time is used as effectively as possible, Teachscape will also 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 Academy. 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 Extended Day Program will operate from fall to spring on Monday, Tuesday, and Thursday for 2.5 hours per day. This will consist of one hour for reading, one hour for math, 20 minutes for nutritional snack and 5 minutes for transition and dismissal.

There will be small group instruction with a 15:1 student-teacher ratio. Students will be assessed using pretests and post-tests using the Stanford Diagnostic Screener Tests. Additional testing will be conducted and results of the tests are provided within twenty-four hours to teachers and school leaders.

Lead teachers will analyze the data and explain the results with staff to establish areas where students are partially proficient and not proficient. The staff will use skills-based curricula aligned to state and national learning standards, a leveled readers' library of multicultural children's books, math manipulatives, and project-based learning strategies to maximize student achievement. Students in the BELL program benefit from intensive, individualized instruction in literacy, math and will build critical life and leadership skills.

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.**

According to MEAP demographic data, the student population at Murphy is comprised predominately of African Americans. Subgroups are available based on ethnicity and cultural gender. 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 programs, 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).

Types of data that will be collected, analyzed, and shared will include demographic data, curriculum and instruction data, and perception data. Demographic data will provide

information on student, staff, and school characteristics such as gender, socio-economic status, special needs and needs of students. The curriculum and instruction data will provide insight into the school climate, teacher recruitment and retention, professional development for all staff and programs that include after-school programs and tutoring. Examples of this type of data include classroom observations, professional development plan, evaluation tools, grade level meeting minutes and agendas, curriculum guides, and intervention strategies. The perception data will provide insight on the opinions of stakeholders and identify student needs. The data will also help us to design parental involvement workshops and offer programs that are based on the interests of our parents. Staff data will help us to determine the professional development teachers select as most important to their effectiveness in the classroom. This data will be compiled from staff, student, and parent surveys.

Evaluation of all data types will be made to determine if programs and services should continue or discontinue; if practices and procedures need to be improved; to add or drop specific programs and services; and the allocation and prioritization of resources based on the budget. The evaluation process will enable us to monitor student progress, curriculum design, and use of materials for instruction, teacher effectiveness, the learning environment, staff development, school decision-making and community involvement in the decision-making process.

Murphy School's wants to close the achievement gap for our students. We will work with the District in providing high quality early learning experiences for our pre-kindergarten students. We are committed to providing a curriculum that focuses on academic rigor. Professional development will be relevant for all staff and on-going. By meeting the needs of staff, it is our hope that teacher turnover and high rates of absenteeism will be reduced, while staff retention will be increased. Murphy is working diligently to create a safe school for our students and staff. We will work with the District to reduce class sizes and to address the issue of high student mobility. Parents are equal partners in the school and their participation is strongly encouraged in all aspects of the school.

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.nsd.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.

In addition to receiving technical assistance from the school’s external partner, Teachscape, the District is providing technical assistance support through Priority School Coaches (School Improvement Coach) and District-level leadership. This technical assistance will enable District leadership to monitor, evaluate and ensure that Murphy School implements the transformational model and the Redesign/Reform plan appropriately. Murphy School also has a Process Mentor Coach through Wayne RESA who supports the school leadership and staff in the reform model.

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, and 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.

Respond by indicating yes or no. Provide

Policies/ 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	In Place	Under Consideration	Not Needed
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years)	X		
Content			
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories	X		
• School staff input on allocation			
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services		X	
• Approval process streamlined			
• 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, c, 2002, 1998