



School District of the City of Detroit

Mumford High School

17525 Wyoming Avenue
Detroit, Michigan 48221

Dr. James Ray, Assistant Superintendent

Mr. Anthony Houston, Principal

School Improvement Grant Narrative

February 17, 2011

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

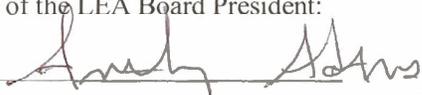
Legal Name of School Building: Mumford High School	Mailing Address: 17525 Wyoming Street, Detroit MI, 48221-2414
School Building Code: 550	
School Building Contact for the School Improvement Grant	
Name: Anthony Houston	
Position and Office: Principal	
Contact's Mailing Address: 17525 Wyoming Street, Detroit MI, 48221-2414	
Telephone: (313) 416-7064	
Fax: (313) 651-0836	
Email address: anthony.houston@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, 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 State receives through this application.	

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Preface

Mumford High is located within the City of Detroit and has enjoyed the reputation of being one of the Detroit Public School’s premier secondary institutions for many years. Over recent years, due to socio-economic changes within the city and district, Mumford along with other high schools within the city have experienced several challenges. However, with the appointment of a new Principal, Mr. Anthony Houston and with the support of his leadership team, instructional and support staff, Mumford is making significant systemic changes to secure the academic futures of more than 1400 students. Mumford’s plan and the staff’s beliefs are described throughout this application.

SIG Pre-Implementation Planning

Time	Event	Staff Activity	Student Activity
July 2010	Creation of Summer SIG team	Define Turnaround Model and impact on MHS	To be announced
	Begin Drafting SIG Round I	Meetings with Edison Learning External Partner	To be announced
	Professional Development Using Data to Drive Instruction	Staff attend summer Professional Development	To be announced
	For Credit Summer School/Discussion of Second Chance staff	Credit recovery instruction by staff	Attend credit recovery summer school
	9th Grade Summer Bridge Program planning	Preparation of 9th grade activities	Announce program to perspective freshmen

August 2010	<p>9th Grade Summer Bridge Program begins</p> <p>Select new staff</p> <p>Rehire 50% of staff</p> <p>SIG Round I Submitted</p> <p>Meetings to establish duties of administrative cabinet/staff/lead teacher assignments</p> <p>Review of District Teacher Evaluation, Walk Thru, Pre-Observation, Observation, Post, Self Evaluation conference</p> <p>Administrative, teacher, parent meeting on Gap Achievements</p>	<p>9th Grade Teachers work Bridge Program</p> <p>New staff interviews held</p> <p>Staff who interview successfully retained based upon performance data</p> <p>100% Staff buy in</p> <p>Roles/lead teacher assignments given</p> <p>Administration cabinet procedures</p> <p>Address achievement data, school programs, process data, perceptions data, achievement data</p>	<p>9th Grade Summer Bridge Program begins</p> <p>To be determined</p>
September 2010	EdisonLearning Benchmark Diagnostic administered to 9th	9th Grade teachers administer	9th Graders take examination in

	<p>Graders</p> <p>9th Grade Reading and math strengths and deficiencies identified for 9th grade based on Edison Learning Benchmarks</p> <p>10th and 11th grade diagnostic given in reading and math</p> <p>Early Warning System researched using guidance from National High School Center</p> <p>Blackboard Connect Communication implementation</p> <p>Title I push-in pull-out Reading and math begins to address deficiencies</p> <p>Parent and Community</p>	<p>examination</p> <p>Reading and math scores disaggregated/shared with staff. Teachers begin to shape instruction around strengths and deficiencies</p> <p>Administration of diagnostic</p> <p>Staff research Early Warning System</p> <p>Communication w/parents and community begins on monthly calendar specific basis</p> <p>Title teachers push-in and pull-out classrooms to address deficiencies</p>	<p>reading and math</p> <p>9th Grade receive scores</p> <p>10th , 11th grade assessed on diagnostics</p> <p>To be determined</p> <p>To be determined</p> <p>Title I students push-in and pull-out</p> <p>Students</p>
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	<p>Curriculum Night</p> <p>9th Grade Academy Team Organized</p> <p>Wayne Resa SMART Board planning initiated</p> <p>New Security Team begins at MHS</p> <p>Research grants for 9th grade – Target, polo shirts, college tour, 3rd floor posters</p> <p>Wayne Resa Coach for ELA</p>	<p>Parents Visit Teacher Classrooms</p> <p>9th grade teachers plan activities</p> <p>Selection of math and English rooms for SMART Board installation</p> <p>Staff plan policy and procedures with administration team</p> <p>9th grade team meets and assigns duties</p> <p>Administration and staff meet new ELA coach</p>	<p>communicate Parent Night</p> <p>9th grade students alerted about activity cycle</p> <p>To be determined</p> <p>No specific actions determined</p> <p>To be determined</p> <p>To be determined</p>
October 2010	9th Grade Academy Team Meeting	Discussion of academic rigor, relevance and relationships	To be determined

	<p>9th, 10th, 11th Grade PSAT</p> <p>Phase I SMART Boards installed in 4 math and 4 English classrooms</p> <p>MAC and WAC Across Curriculum starts</p> <p>Distributive Leadership Team (DLT) established</p> <p>Data Achievement Walls observed during walk thurs, evaluations</p> <p>Professional Development Improving Academic Instruction</p>	<p>PSAT Planning</p> <p>Staff attend SMART Board training</p> <p>Staff discussion MAC/WAC</p> <p>Core content area staff meet to formulate academic driven agend</p> <p>Communicate with staff expectations for learning environment</p> <p>EdisonLearning Presenters</p>	<p>PSAT preparation</p> <p>Students benefit from technology driven focus</p> <p>To be determined</p> <p>To be determined</p> <p>Assist teachers with learning environment creations</p> <p>To be determined</p>
<p>November 2010</p>	<p>Princeton Review initiative</p> <p>Math and English staff SMART Board training</p>	<p>Use for ACT Prep to replace Kaplan</p> <p>Staff receive continuous SMART</p>	<p>11th grade focus on Princeton Review planning</p> <p>Students participate in uses</p>

	<p>SES Reading and Math Deficiency Tutoring Start-up</p> <p>DLT Bi-monthly meetings w/Edison Partner and Wayne Resa Instructional Specialists</p> <p>Professional Development Inclusion Training Thomas McDowell</p>	<p>Board training</p> <p>MI Learning begin bi-weekly tutor sessions schoolwide for all grade levels</p> <p>DLT planning with Instruction</p> <p>Staff PD</p>	<p>of SMART Board</p> <p>Students applications received/fill out SES applications</p> <p>To be determined</p> <p>To be determined</p>
December 2010	<p>Core Data Team (CDT) established</p> <p>DLT report out on Data Wise chapters</p>	<p>Core Data Team made up of four content areas</p> <p>DLT team members address how chapter relates to MHS</p>	<p>To be determined</p> <p>Assign four AP math students task to write report on chapters</p>

		academic focus	
January 2010	<p>\$179K SIG Grant Planing Meeting w/ DLT and CDT</p> <p>Core Data Team Room created</p> <p>GPA Challenge consultant assist juniors in classes</p>	<p>Align funding to SIP Goals using CNA, Title I 10 Components</p> <p>Discussion of PSAT planning, Quarterly Benchmark results using Data Director</p> <p>11th grade math teachers work with consultant in areas of strengths and deficiencies</p>	<p>To be determined</p> <p>To be determined</p> <p>To be determined</p>
February 2011	<p>\$179K SIG Grant submitted</p> <p>SAT Citywide/International Prep</p> <p>AP Psychology, Environmental Science begins</p>	<p>Submission of final drafts</p> <p>MHS preps for Citywide Testing</p> <p>AP Social Studies staff</p> <p>MHS preps for</p>	<p>To be determined</p> <p>Registered students assessed</p> <p>AP students begin work</p> <p>Registered students</p>

	<p>ACT Citywide Testing</p> <p>PSAT Grades 9-11 Parent Data Night</p>	<p>Citywide Testing</p> <p>Counselors, College Board and Core Data Team present test results</p>	<p>assessed</p> <p>Students attend with parents. Parents surveyed at end</p>
<p>March 2011</p>	<p>ACT MME Testing</p> <p>EdisonLearning Evaluate System implemented</p> <p>Bioengineering curriculum collaborative w/Wayne State University</p> <p>Positive Communique/Edge Mentor Services</p> <p>Flashdrive roll-out in AP courses/Social Studies Wall Maps installations</p>	<p>Test Team and staff administers assessments</p> <p>Staff trained on using system</p> <p>Letter of support generated for 2012-2013</p> <p>Staff recommend students for mentoring/anger management</p> <p>Social Studies teachers assist</p>	<p>Eligible 11th and 12th grade assessed</p> <p>To be determined</p> <p>To be determined</p> <p>Students will sign up for mentor program</p> <p>Students use technology driven instruction</p>

<p>April 2011</p>	<p>12th Grade College Readiness Night Planning</p> <p>9th Grade Recruitment Spring Parent Night</p> <p>Staff Professional Development Power of Teaching; Teach Like a Champion Part I</p> <p>Virtual Laptops ordered for Technology driven focus/determine netbooks focus/software for instructional purpose</p> <p>Dissecting Exhibitions in Science begins</p> <p>Phase II SMART Boards installed</p> <p>Electronic Learning Portfolio (ELP) Planning by Counselor for Fall 2011-2012</p> <p>Student Netbook training</p>	<p>Staff planning</p> <p>Prepare postage and fliers for Parents</p> <p>Staff Attend Workshop</p> <p>Research India project for Virtual component to school to begin fall 2011-2012/network integration</p> <p>Prep dissection equipment</p> <p>Continue SMART Board build out of math and science</p> <p>Counselor plan ELP using paperless perspective</p> <p>LNA and Technology Coaches guide students through training</p>	<p>To be determined</p> <p>10th graders visit feeder middle schools</p> <p>To be determined</p> <p>To be determined</p> <p>Students prep for dissection activities</p> <p>To be determined</p> <p>Sampling test of 5 students per counselor</p> <p>Students trained by grade level from 12th, 11th, 10th, 9th</p>
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	<p>Early Warning System administration, detention, security meeting begins for fall 2011</p> <p>Purchase Princeton Review/Amsco's Math and Science Books materials/research trainers for fall 2011-2012</p>	<p>Administration, security, counselors</p> <p>DLT and CDT meet to discuss final purchase</p>	<p>To be determined</p> <p>Student written reviews due of Princeton/Amsco</p>
May 2011	<p>Administration plan retreat training for fall 2011-2012 – Security Banners/Learning Environment makeover/Technology uses/LCD projectors</p> <p>DLT and Core Data Team plan Lead Teacher announcements/discussions for incentive pay plan fall 2011-2012</p> <p>Gender specific 9th and 10th Grade College Tour Trips to UM/MSU</p>	<p>Admin team meets</p> <p>DLT and Core Data Lead Teacher meetings with administration</p> <p>9th and 10th grade teacher finalized list due</p>	<p>To be determined</p> <p>To be determined</p> <p>100% permission slips due to main office</p> <p>Students meet</p>

	<p>Incentive Based Summer Packet Planning four core content grades 9-11 – incentive based program based on trip to Cedar Pointe October 2011; establish Summer Packet Committee with six teachers at least two special needs</p> <p>Fall Parent Summit planning</p>	<p>Core content teachers plan 9th -11th grade packets due by June 1. Must be returned by first week of school. Packets must reflect rigor, relevance criteria guides</p> <p>Recruit parents to serve on academic teams in four content areas</p> <p>DLT invitation to parents</p>	<p>deadline check-off in September for thorough packet completion</p>
June 2011	<p>Math graphing calculators ordered</p> <p>Lead Partner Edison Learning meeting</p>	<p>Math Lead Teachers</p> <p>Reevaluate the scope of services towards future</p>	<p>Student use</p> <p>To be determined</p>
July 2011	<p>For Credit Summer School</p> <p>Professional Development</p>	<p>Begin Pre-recruitment of staff</p>	<p>To be determined</p>
August 2011	<p>Meeting to Update Parent Compact/Involvement Policy/Flexible Meetings/Providing timely info/Community Contacts/Forum for parent comments</p>	<p>Teacher, parent, student, administration</p>	<p>Parent/student agree to and sign compact</p>

	Update Fall Enrollment Packet	SIT, DLT team	To be determined
	Coordination Meeting for Peer Assistance Review with Process Mentor Wayne Resa, Counselors for ILP and ELP establishment	SIT, DLT team	To be determined

Section A – Evidence of Need by Data

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school’s ability to leverage the resources currently available to the district. Refer to the school’s Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	21.8%	23.3%	22.6%	9.8%	8.2%	8.1%
Race/Ethnicity	21.8%	23.3%	22.6%	9.8%	8.2%	8.1%
Students with Disabilities	15.4%	19.3%	13.8%	8.4%	9.1%	6.2%
Limited English Proficient (LEP) (This figure is based on less than 10 students)	42.1%	35.1%	35.3%	34.4%	32.4%	23.6%
Homeless	3.6%	0.6%0	0%	0%	0%	0%
Neglected & Delinquent	3.4%	1.4%	1.2%	0.8%	1.2%	1.2%
Migrant	1.3%	1.1%	1.3%	1.8%	1.4%	1.1%
Gender	NA	NA	NA	NA	NA	NA
Male	21.3%	19.7%	19.4%	9.1%	7.9%	8.3%
Female	25.8%	26.3%	24.8%	9.6%	8.4%	7.9%
State	11.8%	10.8%	12.4%	7.8%	6.9%	8.1%

The above sub-group data reveals on average that between 20-25% (1 in 4) of our Mumford students are meeting state standards on State Proficiency tests in Reading and less than 9% (1 out of 10) of our male and female population are achieving success in math. We immediately implemented a Core Data Team (CDT) to meet these deficiencies head on. As a result we began two school improvement interventions during 2010-2011. These interventions are Writing Across the Curriculum (WAC) and Math Across the Curriculum (MAC). Reading Across the Content Areas (RACA) will begin during 2011-2012 school year.

In addition intensive test taking review strategies started earlier in the academic cycle. An increased emphasis is placed on rigorous and relevant teaching practices during school year 2010-2011. Our newly designed Distributive Leadership Team (DLT), Core Data Team (CDT), and schedule teacher evaluation process is designed to increase academic intervention activity. Teams meet bi-weekly to monitor district quarterly benchmark scores and EdisonLearning Benchmarks for all grades.

Mumford Sub Group 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									
Race/Ethnicity *African American Students	1498	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Disabilities -	129	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Homeless	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	25								
Gender									
Male	741	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	757	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Totals	1498								

Teachers have been assigned to collect data to populate absences, suspension, truancies and unduplicated counts fields above.

Need to improve problem – Hire experienced data instructional specialist with multi-duties to include coaching teachers and data collection over the four data areas: program data, demographic data, achievement data, and perception data.

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity	1498	n/a	n/a	65%	n/a	n/a
Disabilities	129	n/a	n/a	68%	n/a	n/a
LEP	3	n/a	n/a	100%	n/a	n/a
Homeless	0	n/a	n/a	n/a	n/a	n/a
Migrant	25	n/a	n/a		n/a	n/a
Gender					n/a	n/a
Male	741	n/a	n/a	34%	n/a	n/a
Female	752	n/a	n/a	86%	n/a	n/a
Totals	1498	n/a	n/a		n/a	n/a

29% (nearly 1/3) of our male students graduate or pass their classes and get promoted into the next grade. The remainder either makes up the courses in Summer School, transfer to another school, or drops out of high school altogether. This data is critical since we have 750 male students in our building.

To address these challenges during 2011-2012 presence of male mentorship programs and utilization an Early Warning Drop Out Prevention system tracking systems will increase male student awareness. Communications and outing assemblies with guest speakers targeted at those males who have very low academic achievement.

Archival Data (duplicate charts for multiple years of data)

Mobility Data

Year: Fall 2009

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	n/a	n/a	n/a
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
4	n/a	n/a	n/a
5	n/a	n/a	n/a

6	n/a	n/a	n/a
7	n/a	n/a	n/a
8	n/a	n/a	n/a
9	298	247 (does not include transfer students) (does not include transfer students)	43
10	270	220 (last fall)(does not include transfer students)	79
11	385	311 (as 9th grade)(does not include transfer students)	53
12	422	267 (as 9th grade)(does not include transfer students)	34

Discipline Data For The Year: Fall 2009

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	298	41 daily	n/a	11 daily	10 daily avg.	4 per week	1 per two weeks	n/a	n/a
10	270	35 daily	n/a	12 daily	9 daily avg.	2 per week	1 per month	n/a	n/a
11	385	21 daily	n/a	6 daily	6 daily avg.	1 per 4mths	1 per quarter	n/a	n/a
12	422	15 daily	n/a	3 daily	3 per week	1 per semester	1 per semester	n/a	n/a
								n/a	n/a

*in school / out of school

With over 100 students absent a day the need for an effective attendance agent system is critical. At the 11th grade level our AYP participation status is impacted based upon the average number of absences represented. One attendance agent is currently assigned to MHS.

Additionally the above data has forced our DLT and CDT teams to make two major changes during SY 2011-2012.

1)Post Lunch time incentives 2)Higher dress code standards

Post Lunch Time Incentives 2010-2012

Lunch hours are heavily populated. On average about 200 students occupy the cafeteria. Students can eat within 10 to 15 minutes with 40 minutes left over during a given period. A system of separating male and female populations benefitted the school greatly. Twenty minutes into a given lunch period female students are escorted to the overflow 102 room while male students go to the auditorium. While this system curbs fighting, the plan for school year 2010-2011 is to establish a rotation system of activities per quarter built into the additional time remaining after students eat: 1) tutoring 2) mentor periods and 3) college readiness activities. Students will be separated out into small learning communities designed to monitor students by grade level and provide a zero cost incentive system of having something positive to do after lunch.

Higher Dress Code Standards for Students 2011-Future

School policy dictates that 100% of students wear dress code per uniform requirements. Qualitative data by staff members reveal that students who consistently violate uniform wearing rules do so because a standard uniform does not exist. The immediate need for dress code consistency is mandatory for an effective learning environment.

We will continue letter writing campaign to raise funds to address lack of 100% dress code issues. The higher recommendation is for a school uniform blazer jacket for male students and vest blazer with crest for female students. Those parents who can afford to pay for the uniform will offset the cost of those who cannot pay. In either case improving upon the quality of and consistency of wearing a uniform is an imperative goal.

Mumford Enrollment and Graduation Data – All Students

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration known as AP	Early HS graduation	# of Retentions/ Failure of courses	# of Dropout/ Transferred out	# promoted to next grade
K	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	591	none	0	none	128	110	300
10	539	none	52	none	191	46	388
11	572	none	85	none	178	39	409
12	490	none	70	none	124	24	385

Number of Students Enrolled in Mumford Extended Learning Opportunities

Year: 2009-2010

Number 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	Number of Students who have approved/reviewed EDP on file
6	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12
7	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12
8	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12
9	0 but honors begins this 2010	0 but honors begins this 2010	0 but honors begins this 2010	0 but honors begins this 2010	0 but ELP's begins this 2010
10	52	Program will be restored in the fall 2010	Program will be restored in the fall 2010	0 – due to offered at 11 th and 12 th grade level	0 but ELP's begins this 2010
11	85	Program will be restored in the fall 2010	Program will be restored in the fall 2010	149	0 but ELP's begins this 2010
12	70	Program will be restored in the fall 2010	Program will be restored in the fall 2010	118	0 but ELP's begins this 2010

Extended Day Learning opportunities will be expanded for students during 2011-2012. A return to Dual Enrollment with two neighboring colleges is planned for 2011-2010. A goal for SY 2012-2013 is for an International Baccalaureate. We also want to create a system for EDP's to begin in the Fall 2010 for every student at Mumford.

Capacity

School Building Capacity 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. Place a check in each box by the funding that will be used to support your SIG 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 type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <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 type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
<p>Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.</p>			

SECTION A: 3. COMMITMENT

The staff fully supports every effort surrounding higher academic achievement across all areas and has shown this by attending Extended Day for an extra hour, attending Professional Development inclusion workshops, netbook training, in service for Advanced Placement, forming the Distributive Leadership Team, forming a Core Data Team. Four student government leaders have stepped up to the plate as well regularly attending DLT and CDT meetings on a weekly basis. Students and staff sign in and receive a weekly agenda. Students have the opportunity to add agenda items so long as the discussion is pertinent to the week's activities. Parent and community members are invited to attend these meetings. With the advent of our Blackboard Connect mass communication system more parents it is our expectation to continue to form a core group of parents and community members who actively participate in DLT and CDT meetings.

The consultant partnership with EdisonLearning has been a most vital reform strategy. Currently EdisonLearning participates at MHS two days per week. We would like to expand their role in our building during year one as an on-site lead partnership whereby they can actively maintain an embedded presence in the building four days a week to guide that all elements of the Turnaround plan are operated with the highest level of fidelity. The instructional staff grown accustomed to this working relationship and seeks to continue to build our teaming process.

We will continue assess our commitment to improve upon those areas found to be deficient in the EdisonLearning 200 page diagnostic of MHS and monitor on-going activity staff to achieve these aims. Our commitment to fix these areas is a buy-in from 100% of the staff and cannot lack in achievement, parental/community, behavioral, evaluative, technological, governmental, funding, hiring across all areas.

In the current School Improvement Plan (SIP) specific academic goals in each content area have been identified. In general, "All students will be proficient in reading, writing, science and social studies." Specific research supported strategies have been identified to help students develop proficiency in each content area. School-wide initiatives like Reading, Writing and Mathematics across the Curriculum have been implemented. Teachers have also received professional development and they have successfully incorporated specific strategies like the Frayer Model for vocabulary development, student data analysis, differentiation and inclusion. And, teachers are using Cornell Notes in their instructional plans in every content area. In essence, administrators and teachers have developed a "data conscious" approach to adapting or modifying daily instructional processes

Active contributors to the drafting and redrafting of the SIP, Distributive Leadership Team, Core Data Team make-up the instructional improvement specialists leading the vision for higher academic change: Anthony Houston, Principal, Ricardo Martin, Assistant Principal, DLT and CDT agenda setter and facilitator, Barbara Brooks, SIP Chairperson and timekeeper, consultant providers from Edison Learning Scott Flowers, Master Scheduling, Eric Chism, Data, Learning Environment, Curriculum, and Teacher Evaluations, and Georgia Hubbard,

Data, Learning Environment, Testing, SIP Planning, Carol Brooks, ELA teacher, Michael Draus, Social Studies, Keith McMurtry, Social Studies, Sylvia Hakio, Special Education, Von Sargeant, Science, Nicoa Wells, English, John MacClean, Special Needs and Data Specialist.

SECTION A: SIP INTERVENTION LEADING TOWARDS SYSTEMIC CHANGE

4. School Improvement Intervention Plan

Describe in narrative form the building plan for implementing the intervention model selected.

As part of the Mumford High School SIP completed a Comprehensive Needs Assessment (CNA). The assessment included: School Data Profile, School Data Analysis, School Process Profile, School Process Analysis and Summary Report.

One of the goals of the assessment was to ensure that the *Gap Statements* and *Causes for Gaps* included in the *Goals* information address all four measures of data: student achievement data, school programs/process data, perceptions data (and the rule is that it must include teachers and parents; student data is encouraged), and demographic data.

How was the comprehensive needs assessment conducted?

Who was involved (stakeholders), when did the needs assessment take place, etc:

The Mumford stakeholders involved consisted of instructional staff, administrative staff, parents and students. The stakeholders met to create the school improvement plan.

Regular meetings were held to assess the progress of the SIP, discuss any necessary changes, and to examine student's academic achievement.

Student Achievement

What was examined?

Multiple measures were examined by the Mumford School Improvement Team to assess student academic proficiency. Edison Learning Benchmarks, PSAT, MME, MEAP, Quarterly Benchmark scores were examined as well as pre, post tests, units tests and classroom quizzes as well as our partner Edison Learning pre-test and using the Star Reading and Math computer program. In addition, the team examined student test score data, graduation rates, reading and math levels of for each student, as well as instructional rigor and effective classroom instructional delivery. Each student received a pre-test in math and reading to analyze their individual strengths and deficiencies in the areas of reading and math. These pre-test scores were closely examined by the test team and teachers periodically evaluated based on shaping instruction to meet academic needs. The Mumford administrative staff also examined lesson plans and individual

students learning plans to assess whether the student achievement gap was the result of deficiencies in these areas.

What was discovered/concluded? Many of our students arrived at Mumford in 9th grade reading and completing math 2 to 3 grades below their grade reading level. These deficiencies had to be addressed in order for overall student achievement to be at or above grade level. In addition, students showed gaps in learning in the 4 core areas of English, Math, Science, and Social Studies.

Determination of Adequate Yearly Progress (by subject, by subgroup, by aggregate)

Mumford High School has not made Adequate Yearly Progress for the last 3 years. Mumford High School is now at Phase 6 as detailed by the Detroit Public School Mumford Profile and regulations in the NCLB Act. School must continue choice, transportation, and supplemental services and implement restructuring plan; mandatory assignment of coach; Wayne-RESA technical assistance funding option.

Program/Process

What was examined?

The areas that were examined were the scores of the students taking the test, common areas showing strength and growth areas for students, and the number and percentage of students taking the test.

What was discovered/concluded?

11th grade students were improving in the areas of reading and math. The scores of the middle school students weren't as strong in these same areas. It was also discovered that Douglass consistently had a high number of students (above 96%) who were eligible to take the standardized tests actually taking and completing the tests.

Perceptions

What was examined?

The team examined the reading strengths of the students. The perception was that students with below grade level reading skills would have lower scores in all areas than students who were reading at or above grade level.

What was discovered/concluded?

Students who were reading below grade level as a group were consistently scoring lowers on sections of the test than students who were reading at or above grade level. Students who received an intervention to improve their reading levels performed better on the tests than student who did not receive any intervention.

Demographic

What was examined?

The number of Title I students who took the test, the percentages of the various special needs students who took the test, as well as the ethnic make up of the students to took the test.

What was discovered/concluded?

Students with documented disabilities who received supplemental services (extended time to take tests, interpreters, ancillary tutoring services after school, etc...) performed better on standardized tests. Students who were not referred to these types of services but exhibited cognitive challenges did not perform as well.

Alignment to GOALS

Explain which Priority areas have been identified for establishing GOALS?

The priority areas that have been identified for improvement have been Reading Fluency, Reading Comprehension, and Increased vocabulary for students. Students will improve their reading comprehension by a minimum of 1 grade level. Students will also improve their math function by a minimum of 1 grade level.

Which subgroups (if any) will be the focus of objectives and interventions?

Students who are "At-Risk" students, students who are ESL learners, students who are reading and doing math below their current grade level. In addition, students who are hearing-impaired will be identified for intervention.

Turnaround School-wide Reform Model and Strategies

The SIT alongside the district determined that the comprehensive program (Schoolwide Reform Turnaround Model) is the best opportunity for MHS to close achievement gaps of deficient students, at-risk students and increase the academic achievement of all students.

Plan for Educational Delivery

Mumford staff met in grade level and content level teams to assess student academic progress and set academic goals and objectives. Staff determined that the development of EDP's (Educational/Electronic Development Portfolios) and Individualized Learning Plans (ILP's) be created and adjusted to each student's

individual learning style. Staff will develop a skill sheet for student achievement in each content area. Staff will participate in Peer Assistance and Review to insure that all instructors are teaching to standard and that best practice methods are used in the classroom for optimal instructional delivery.

Student Academic Achievement: Reading and Writing

Mumford students will improve their reading comprehension by at least one grade level. Students will improve in the areas of Reading Fluency, Reading Comprehension, and Vocabulary. Students will read daily in all classrooms to improve reading fluency. Students will utilize the Cornell Note Taking System in every classroom to identify key ideas and main points in articles, and selected reading, to improve reading comprehension. Vocabulary words, and word walls, will be utilized in every classroom to improve and expand student vocabulary.

Students will write across the curriculum (WAC) and write papers in every classroom utilizing the MEAP rubric for writing as the minimum standard. High school students will write using the MLA and APA formats. Implementation of strategies will commence at the beginning of the 2010 school year (September, 2010). Positive results should be evidenced by January 2011 card marking. Additional measurements for improvement will be evident by MME Test in March (scores won't be revealed until June/July 2011).

Measurement for Reading Efficacy

Students will be measured for improvement in reading by completing the Star Reading post-test to measure comprehension. Students will also be measured for improvement based on the MME Test. In addition, implementation of the strategies will be measured by improved grades in classrooms and improved grades on progress reports and report cards.

Students will improve at least 1 grade level in math. Mumford students participate in the math across the curriculum (MAC). All students will take a pre-test on Star Reading to determine their math proficiency level. Students will be given Individual Learning Plans designed to improve their deficiencies in math. Students will also participate in math games program (Academic Games) to improve test scores and math proficiency.

Measurement for Math Efficacy

Students will be measured for improvement in math by completing the Star Math post-test to measure math proficiency. Students will also be measured for improvement based on the MME Test. In addition, implementation of the strategies will be measured by improved grades in classrooms and improved grades on progress reports and report cards.

Measurement for Science Efficacy

Students will improve their science scores on standardized test by a minimum of 1 grade level.

Students will be involved in Science Fair activities and will be involved in more "hands on" science activities to improve their comprehension of science concepts. Students will also be involved in a "practicum" where they will be required to deliver a lecture on a science topic through research or do presentation of a lesson. Timeline for implementation will be September 2010. Positive results should be evidenced by January 2011 report card marking.

Measurement for Assessment Efficacy

Students will demonstrate improvement on MEAP, and MME test scores. In addition, students will demonstrate improvement in grades on progress reports and report cards.

Measurement for Social Studies Efficacy

Students will improve at least 1 grade level in Social Studies. Students will be involved in increased expository writing assignments to improve writing skills. Writing assignments will be graded using the MEAP and MME writing rubric as the minimum standard. Students will also use the Cornell Note Taking System to identify main points in their social studies reading. Students will also be involved students government activities, debate team, and school wide presentations. Implementation will commence September 2010. Evidence of improvement of student academic achievement will be evident by January 2011 report card marking.

Job Embedded Professional Development

Staff will participate in ongoing Professional Development activities to enhance instructional delivery in the classroom. Areas that will be covered in the 2010-2011 school year will be: Improving Achievement Through Differentiated Instruction and Improving Achievement through our Edison Learning partnership process.

Stakeholders Involvement

100% commitment of all stakeholders from administrators, teachers, parents and students.

Strategies

Strategy for ALL students: Mumford students will be pre-tested and post-tested in reading and math at the beginning of the school year to assess proficiency. Each student will receive an Education/Electronic Development Portfolio (EDP) and Individual Student Learning Plan (ILP) based on the learning style and areas of growth that need to be strengthened. Students will also receive a skills sheet for each class outlining the necessary skills that must be completed. All students will be involved in cross curricular reading and writing strategies to improve reading fluency, reading comprehension, and vocabulary. All instructors will incorporate the Cornell Note taking System and reading into their weekly classroom lesson plans. Administrators will monitor all activities and ensure that teachers are implementing strategies. School Improvement Team will meet on a weekly basis to assess progress, make necessary changes, and assess efficacy of strategies. Hearing-impaired learners will receive interpreters to assist in communication of lessons and will receive ancillary services to improve student academic achievement. Special needs students will receive ancillary services and extra time to complete tests and quizzes in class.

Research to Support Goals

Based on the strategies, students will demonstrate improvement in coursework, quizzes and test scores. Staff will monitor and measure improvement in their classrooms. Overall improvement in student academic achievement will be evidenced in MME, ACT, and MEAP scores. Because the data for these scores is typically not received until toward the end of the school (with the exception of the middle school and 9th grade MEAP scores), adjustments for improvement or change of the implemented strategies will be determined by the real time student academic achievement in the classrooms.

Strategy for Targeted Population/Subgroups

Introduce hands on learning, additional visual aids and learning, word walls, Drop everything and read, Writing Across the Curriculum, computers, projects and student demonstrations for hearing-impaired and special needs students. Staff will also meet in grade level and content areas to indentify growth areas and strategies for improvement on a weekly basis.

Research to support

Based on the implemented strategies, students will demonstrate improvement in class work, quizzes and test scores. Students will show measureable improvement on comparing current year GPA's, graduation rate, grade promotional rate, to last year's data.

External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Based upon data received from MHS's SIP the district assisted in the effort to secure the EdisonLearning model for MHS. The partner provider backgrounds and narrative follows.

Our Comprehensive Reform Model

The partnership with EdisonLearning Alliance in our reform efforts has been good for us. EdisonLearning supports the school in a variety ways as outlined below. EdisonLearning Alliance is the core offering in the EdisonLearning Achievement Services portfolio of highly effective secondary school achievement solutions. At Mumford Edison is focused at the school level, Alliance targets sustainable improvement, building schools' capacity to deliver an exemplary education with a "no excuse" approach to every student's academic success, and putting in place structures that help ensure high performance on an ongoing basis. Throughout the Alliance partnership, the district retains complete management and operational control of its schools. The EdisonLearning Alliance model provides Mumford a unique combination of proven research-based school designs, achievement tools and systems, professional development, and strong local support from an on-site achievement team that can transform schools and make them true centers of academic excellence.

**The EdisonLearning team at Mumford High School
consists of the following consultants:**

Scott Flowers is EdisonLearning's Executive Director of Secondary School Programs. This is his 20th year in the field of Education where he has worked extensively in urban high school settings to increase student achievement for all learners. He received his Bachelors Degree in Vocal Music Education from Louisiana State University, Baton Rouge, LA and his Masters Degree in Educational Leadership from the University of South Florida, Tampa, FL. He served as Principal of Terry Parker High School in Jacksonville FL., a College Board EXCEerator School where he effectively established a culture of college success by focusing on increased Rigor, Relevance, and Personalization. He has also served as the Principal of Christiana High School in Wilmington, Delaware where he implemented a Smaller Learning Communities model designed to prepare students for post-secondary education and the 21st Century World of Work. He believes that all learners can achieve at high levels and be productive members of society if effectively engaged and supported in the learning process by quality, caring educators.

Eric Chism was name principal of Ben Ross Public School Academy in September of 2009. Mr. Chism comes to Ben Ross Academy with extensive administrative experience. He served as principal of Wooddale High and Principal of the Freshman Academy concurrently, at Craigmont High, which was name by the U.S. Department of Education as a Blue Ribbon School of Excellence. He has also held the position of assistant principal at Carter Middle School in Oakland, California, dean of students at Henry Gunn High in Palo Alto, California, and METCO Coordinator at Belmont High in Belmont, Massachusetts.

Georgia Hubbard, PhD joined Edison Schools, Inc. in July 2007 as Vice President of Educational Services for the State of Illinois. As a VPES, she provided educational support services for CICS Longwood, the Chicago Alliance Schools and for partnership schools in Peoria.

Prior to joining Edison, Hubbard served as Superintendent for a Charter district school located in downtown Detroit, Michigan for five years. As Superintendent, student academic performance improved, achieving and maintaining Adequate Yearly Progress for four consecutive years during her tenure. The school received special recognition from the Skillman Foundation and a significant financial award.

Before becoming Superintendent, Hubbard worked as an Associate Professor at several major Universities in Michigan and Ohio. She worked primarily with Graduate students obtaining a Master of Arts degree in Teaching. While in Northwest Ohio, she was appointed to the Lucas County Selection Board for Charter Schools. This Board approved the first Charter Schools in

Ohio. Hubbard also served on the founding Board for the Toledo School for the Arts which she received special recognition from the U.S. Department of Education in 2008.

At Mumford EdisonLearning combines a comprehensive and coherent reform program with on-site support from an Alliance Achievement Team assigned to support the leaders at each school. We are happy to have Scott, Eric and Georgia. This team consists of well-trained and experienced professionals who, backed by national support from EdisonLearning, provide collaborative, hands-on assistance and guidance for school leaders, staff, and teachers to help individual schools effectively implement their school improvement plans and meet their goals. All EdisonLearning offerings are built on the Four Cornerstones™ of highly effective schools: Top Talent, Culture of Aspiration and Engagement, Demanding Content and Customized Instruction, and Achievement-Driven Management. The offerings are comprised of highly evolved, carefully designed components that fit within this foundational structure. Every aspect is interrelated and interdependent, and the offerings reflect this premise. Alliance provides an array of service components, each one playing an important role in driving success. These service components dovetail with one another and provide a total solution that is far more than the sum of its parts.

Mumford Top Talent: When it comes to turning Mumford around and setting it on the right course, strong leadership and great teachers are essential. Our Alliance with Edison places a tight focus on developing leadership and teaching capacity, with services tailored to meet the individual needs of teachers and administrators. Alliance helps good teachers become great by building skills in classroom management, student support, curriculum, and instruction. Areas for professional growth are targeted using tools that let our administrative team observe and assess performance. So far here at Mumford we have witnessed on-site training of our staff, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers (conferences outside of Michigan) need to meet their goals. The Alliance Achievement Team provides hands-on differentiated support throughout the school year to continuously improve and develop our staff and to help create skills and attitudes that will continue to provide benefits over the long term after they leave Mumford. Our Mumford goal is sustainability.

As important as our Mumford teachers are, they need solid support from our administrative team who can help create the achievement-focused school culture that is essential to success. Mumford under the direction of Anthony Houston has a strong leader and if we are to become a center of academic excellence. Doing the job well is an enormous challenge here at Mumford and that requires a deep understanding of curriculum and instruction, as well as the effective managerial skills needed to develop a high-quality staff and a positive school culture focused on achievement. The Alliance leadership development program has worked for over nearly a year with principal Anthony Houston and assistant principal Ricardo Martin to assist us in becoming strong instructional leaders who have a positive impact on their teachers and students and can build our own leadership capacity.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Mumford School Organization

Collaborative Team Structure

Mumford has already created a collaborative environment has been called the single most important factor in sustaining the effort to create a learning community. Time for collaboration must be built into the school day and year, and the purpose of collaboration must be made explicit (DuFour, 1998). In addition, the promise of sustainable success in education lies in creating cultures of distributed leadership throughout the school community, not in training and developing a leadership elite (Blankstein, 2010).

In order to create a collaborative environment with shared decision making, a Mumford has reorganized our team structure, with specific duties and time for instructional planning, will be established and guide the school's improvement efforts and plan. All teams will have written statements of purpose and norms for how the team will operate; every team will operate with work plans for each quarter with specific areas of focus related directly to the school's improvement plan that is guided by student achievement and operational data. All teams will prepare agendas for their meetings and will maintain official minutes. The Mumford team leader of each team will maintain a file of agendas, work products, and minutes of all teams, and will provide the principal with a copy of such each week. We will create a school atmosphere that features trust, professionalism, and shared leadership, fostering a positive, collaborative, and team-oriented school culture.

Administrative Leadership Team at Mumford High School

The school's Administrative Leadership Team, consisting of the principal, assistant principals, and other key instructional staff such as instructional coaches, will meet with the principal two times each week to drive instruction. The principal and the Administrative Leadership Team will develop an agenda for each meeting that is focused on instruction and is data-driven; minutes will be taken and distributed to the team within two days of the meeting. The Administrative Leadership Team will regularly look at school performance data and individual and aggregated classroom observation data, and will use the data to make decisions about school improvement and professional development needs. The data will include interim, standardized, and other student generated data. The Administrative Leadership Team will also be responsible for developing calendars for the year that will guide the team's and school's work in the areas of: Professional Development, Student Assessments (including when they will be administered, and when and how data will be reviewed),

and Teacher Observations (including when formal and informal observations of all teachers will occur, including pre- and post-conferences, and who is responsible).

Mumford Instructional Leadership Team

The school's Instructional Leadership Team, consisting of the principal, assistant principals, teachers who lead Instructional Teams, DFT reps, and other key professional staff will meet two times a month to drive instruction. This team will serve as a conduit of communication to the faculty and staff. All Instructional Leadership Team meetings will include discussion of and development of strategies to be shared with teachers in common planning sessions based on current data. The Instructional Leadership Team meetings will follow the same format as those outlined above for the administrative team – there will be agendas focused on instruction and current data from a variety of sources will be used; and minutes will be taken and distributed after each meeting. The calendars developed for Professional Development and Student Assessments will also guide the work of this team. The Instructional Leadership Team will regularly look at school performance data and aggregated classroom observation data, and will use the data to make decisions about school improvement and professional development needs. Data gleaned from teacher observations, such as trends by content areas and grade levels, will be shared and used by this team to plan for improvement and strategies to be implemented. Meetings will include discussion of and development of strategies to be shared with teachers during common planning sessions.

Mumford School Improvement Planning Team

The Mumford School Improvement Planning Team is comprised of the Principal Anthony Houston, assistant principal Ricardo Martin, lead math teacher Barbara Brooks, lead English teacher Carol Brooks, lead Social Studies teacher Keith McMurtry, special education teacher Sylvia Hakio, and science teacher Von Sargeant. In addition, parent Lewis Colson, student Uduak Udoeyop, and State Representative Thomas Stallworth and other community members will serve as time permits. The team is responsible for engaging in a continuous examination of school practices and will make sure that the school improvement plan guides the school's instructional practices and decision making. This team ensures that academic goals are met, North Central Accreditation is maintained, that the budget is aligned with school improvement priorities and that a standard of accountability is maintained by all members.

Mumford Instructional Coaches Team

Mumford request two instructional coaches who will serve the areas of English and Math. The instructional coaches will be members of the Administrative and Instructional Leadership Teams. In addition, the coaches will meet individually with the principal twice a week to review student and teacher data and plan for next steps needed.

Mumford Instructional Teams

Mumford teachers are organized into Instructional Teams by grade level and/or subject area houses which make up our Small Learning Communities. Often during Wednesday staff meetings teacher break into departments to meet, plan and discuss issues pertinent to subjects or grade levels. Each team will have teacher leader who is a part of the Instructional Leadership Team. Instructional teams regularly meet to develop and refine units of instruction, alignment with state standards and grade level expectations, and review student learning data and apply it to instructional planning. Agendas for instructional teams are prepared and occur during common planning periods, and are driven by agendas and content specific to grade levels. Our teams meet twice a week.

Mumford Attendance Team

The school will have an Attendance Team to monitor student attendance and plan strategies to improve attendance for individual students. The principal will meet with the Attendance Team on a weekly basis to discuss student attendance and plan next steps as student attendance directly affects student achievement.

Mumford Partner Provider

Periodically Principal Anthony Houston will work with the EdisonLearning team to develop a plan to use job embedded professional development and data driven lesson planning. In all instances, the principal will serve as instructional leader and will be the voice and presenter of the school's plan for change. The EdisonLearning team will serve as support for and coaches of the principal, the Administrative Leadership Team, and the Instructional Leadership Team.

Master Schedule at Mumford

At Mumford we believe that schools that are successful in implementing significant changes regard collaborative time for teachers as a critical resource – an essential tool that enables teachers to enhance their individual and collective effectiveness (DuFour, 1998). Teachers will be provided with time to use time differently, allocating more time for monitoring student progress, data analysis, joint planning, and professional development.

Mumford Common Planning

Time has already been built into the master schedule for common planning time for instructional staff by grade level and/or content area either during the school day or after school.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

A close review of this plan reveals that Mumford is aiming at a "Technology Driven Focus" books on tape, technology for every single student, data specialist, etc., scoring our own Benchmarks, Core Data Rooms with computer on each floor. Every student has access to a PC every class hour. This is our bold initiative to prepare every student and teacher for the demands of the 21st Century. Mumford Tech. Books on CD rom. Every teacher and every student knows how to use a SMART Boards, Permethen boards, LED Projectors. Ipods are apart of learning. Parent Tech room. Techno Hoodie for kids who perform well on ACT/MME examinations.

A total technology makeover will transition Mumford students into the 21st Century. We realize now that some of the strategies. Every teacher under the new Mumford Tech Strategy must be trained and use their SMARTBOARD, Netbook, participation in webinars, podcast, facebook forums, and twitter for student use of Netbook incorporated into their lesson plans or else. Those teachers who refuse to implement our "instructional technology standard" will be shown the door. Likewise our Partner Providers must be on board with our Tech vision, if not, we will find a new parter.

Partner Providers must provide technology based interventions that are in alignment with the needs of our learners.

Extended Day – Teachers who are successful during the interview process will during the summer 2011 must sign a Commitment to Technology Waiver and Extended Day Agreement.

Our Lead Teachers will be trained and receive the pay for helping to drive our technology vision.

This said all instructional staff will be required to agree by signature to our Modified Collective Bargaining Agreement with since teaching conditions under our SIG design. This will provide necessary assurances demand excellence.

"I certify that upon acceptance of hire at Mumford, a SIG school, I agree to comply with job embedded professional development and the use of technology based instruction that is interwoven into my lesson and unit plans. I agree to learn how to use SMART Boards and all other computer technology equipment to the best of my ability. If I do not adhere to this requirement, I am subject to transfer to another school and/or dismissal of my contract."

Print Name

Signature

As part of our Mumford Dramatic Reform initiative staff we require operational flexibility in order drive and to provide the best learning environment possible. We need to hire latitude both externally and internally.

Dramatic reform at Mumford includes assurances of hiring the best teachers, modified collective bargaining agreement, agreement to technology uses and professional development, extended day and agreement to assist with virtual tutoring and use of Blackboard Connect. All teachers who agree to teach here must use technology based grade books, i.e. Integrate Pro, etc., online surveys. Communication will be paperless. Staff are required to check their emails twice per day barring any server crashes.

Hiring of Effective Teacher Process at Mumford

Hiring the most effective teachers who fit into the culture and academic rigor framework of Mumford are the most critical aspects of each employment decision we make. As such every new hires to Mumford must be screened in the following areas: 1) highly qualified in content level grade area and subject matter from accredited college and university – preferably with Masters degree 2) during interview screening interpersonal skills will be measured in both spoken and on resume experience 3) proof of academic achievement must be available within the resume and portfolio 4) proof of technological experience is a prerequisite 5) meet attendance requirements with recommendation from past educational employer 6) Be willing to maintain a rigorous classroom environment conducive to learning 7) agree to the turnaround school model criteria for success.

Teacher Hiring Commitment

We will use a scoring rubric to hire all teachers. Administrators will score the rubric based on experience and commitment. For instance: "Did applicant bring in a portfolio, does applicant have a technology background experience as evidenced by resume and cover letter. Scoring of the rubric will be set up similar to the ACT Writing Rubric with 6 being the highest mark and regress to 1. These improvements to our turn around model hiring practices (50% staff turnover) will allow us to sustain the best teachers. The rubric is transparent to all who attempt to teach at the new Mumford. All staff must embrace these changes.

The act of change that occurred at Mumford was replacing the former principal in November 2009 with Principal Anthony Houston. Houston started on November 2, 2009. The principal of Mumford was replaced with a new principal. Under Anthony Houston's leadership and guidance an instructional

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

See above Pre-implementation

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	See below	Increase by 30%	Increase by 20%	Increase by 10%
Mathematics	See below			

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). Mumford High School source: data4ss.org

2007/2008 School Year – Mumford Reading MME Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
07-08 School	0	0	111	28	139	35	147	37	111	28	286	72	397
07-08 District	15	0.3	1674	35.1	1478	31	1597	33.5	1689	35.5	3075	64.5	4764
07-08 ISD	322	1.6	9768	49.9	4876	24.9	4594	23.5	10090	51.6	9470	48.4	19560
07-08 State	2842	2.5	67473	59.4	24038	21.2	19289	17	70315	61.9	43327	38.1	113642

**2008/2009 School Year – Mumford Reading MME Proficiency Report for Wayne RESA, Detroit City School District,
Mumford High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
08-09 School	0	0	96	23.5	137	33.5	176	43	96	23.5	313	76.5	409
08-09 District	20	0.4	1563	34	1486	32.4	1523	33.2	1583	34.5	3009	65.5	4592
08-09 ISD	355	1.9	9208	48	5140	26.8	4468	23.3	9563	49.9	9608	50.1	19171
08-09 State	3036	2.7	63904	57.2	26498	23.7	18366	16.4	66940	59.9	44864	40.1	111804

2007/2008 School Year – Mumford Mathematics MME Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
07-08 School	0	0	30	7.6	57	14.5	307	77.9	30	7.6	364	92.4	394
07-08 District	23	0.5	652	13.8	640	13.5	3409	72.2	675	14.3	4049	85.7	4724
07-08 ISD	1353	6.9	5150	26.4	2844	14.6	10130	52	6503	33.4	12974	66.6	19477
07-08 State	11418	10.1	40853	36.1	18015	15.9	42948	37.9	52271	46.2	60963	53.8	113234

2008/2009 School Year – Mumford Mathematics MME Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
08-09 School	3	0.8	28	7.4	41	10.8	307	81	31	8.2	348	91.8	379
08-09 District	58	1.3	657	14.9	646	14.6	3053	69.2	715	16.2	3699	83.8	4414

2008/2009 School Year – Mumford Mathematics MME Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
08-09 ISD	1474	7.8	5295	28.2	2745	14.6	9295	49.4	6769	36	12040	64	18809
08-09 State	13741	12.4	40973	37	16533	14.9	39629	35.7	54714	49.3	56162	50.7	110876

2008/2009 School Year – Mumford ELA MI-Access Participation Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
08-09 District	12	28.6	17	40.5	13	31	29	69	13	31	42
08-09 ISD	19	28.8	29	43.9	18	27.3	48	72.7	18	27.3	66
08-09 State	80	27	109	36.8	107	36.1	189	63.9	107	36.1	296

2009/2010 School Year – Mumford ELA MI-Access Participation Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
09-10 District	15	31.9	15	31.9	17	36.2	30	63.8	17	36.2	47
09-10 ISD	22	28.2	28	35.9	28	35.9	50	64.1	28	35.9	78
09-10 State	117	33.7	122	35.2	108	31.1	239	68.9	108	31.1	347

**2008/2009 School Year – Mumford Mathematics MI-Access Participation Proficiency Report for Wayne RESA,
Detroit City School District, Mumford High School - Grade 11**

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
08-09 District	7	16.7	13	31	22	52.4	20	47.6	22	52.4	42
08-09 ISD	15	22.7	18	27.3	33	50	33	50	33	50	66
08-09 State	69	23.2	81	27.3	147	49.5	150	50.5	147	49.5	297

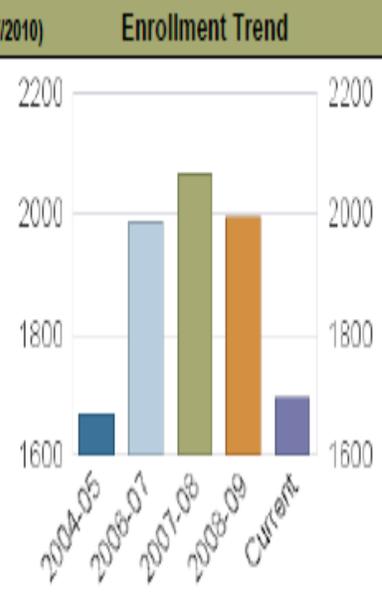
**2009/2010 School Year – Mumford Mathematics MI-Access Participation Proficiency Report for Wayne RESA,
Detroit City School District, Mumford High School - Grade 11**

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
09-10 District	13	27.7	13	27.7	21	44.7	26	55.3	21	44.7	47
09-10 ISD	17	21.8	23	29.5	38	48.7	40	51.3	38	48.7	78
09-10 State	71	20.5	120	34.7	155	44.8	191	55.2	155	44.8	346

Mumford High School

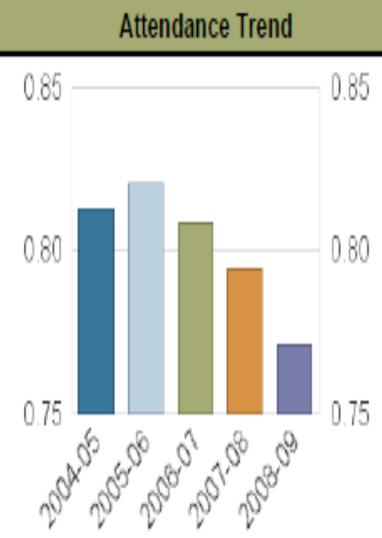
Enrollment History

	2005-06	2006-07	2007-08	2008-09	Current (as of 4/27/2010)
Total Count	1,999	1,986	2,067	1,992	1,696
Grade 09	447	430	471	491	461
10	581	515	575	499	344
11	546	446	529	562	420
12	425	594	491	440	471



Attendance History

	2004-05	2005-06	2006-07	2007-08	2008-09
Total Count	81.3%	82.1%	80.9%	79.5%	77.1%
Grade 09	85.1%	83.9%	81.9%	79.8%	78.3%
10	81.3%	81.8%	80.3%	77.7%	74.9%
11	80.1%	81.6%	82.4%	80.2%	76.1%
12	68.3%	81.1%	79.5%	80.6%	79.3%



MEAP/MME 2008-09

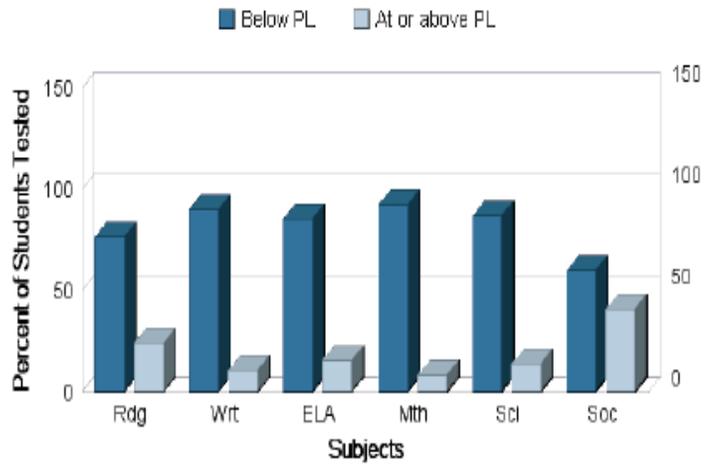
Grade	Reading					Writing					English Language Arts (ELA)				
	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%
11	410	43%	34%	23%	0%	441	23%	66%	10%	0%	409	32%	53%	15%	0%
Combined	410	43%	34%	23%	0%	441	23%	66%	10%	0%	409	32%	53%	15%	0%

Grade	Mathematics					Science					Social Studies				
	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl3	Lvl 2	Lvl 1
09		0%	0%	0%	0%		0%	0%	0%	0%	441	20%	45%	30%	5%
11	380	81%	11%	7%	1%	392	71%	16%	14%	0%	401	29%	24%	40%	6%
Combined	380	81%	11%	7%	1%	392	71%	16%	14%	0%	842	24%	35%	35%	6%

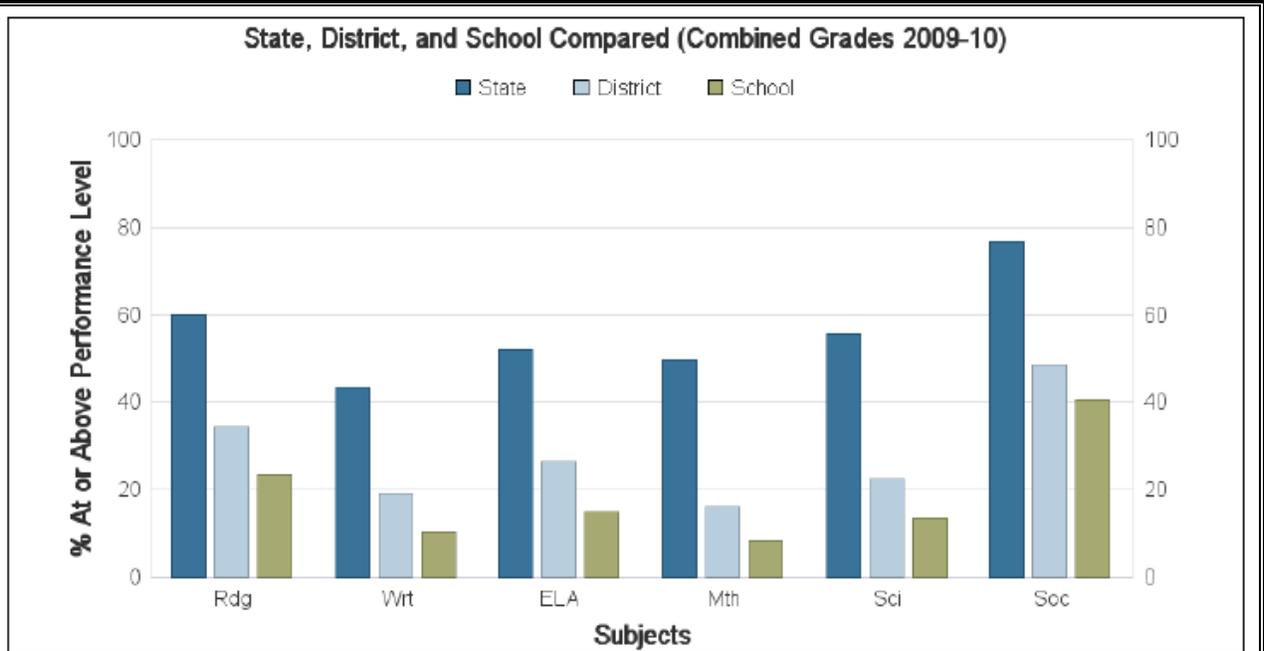
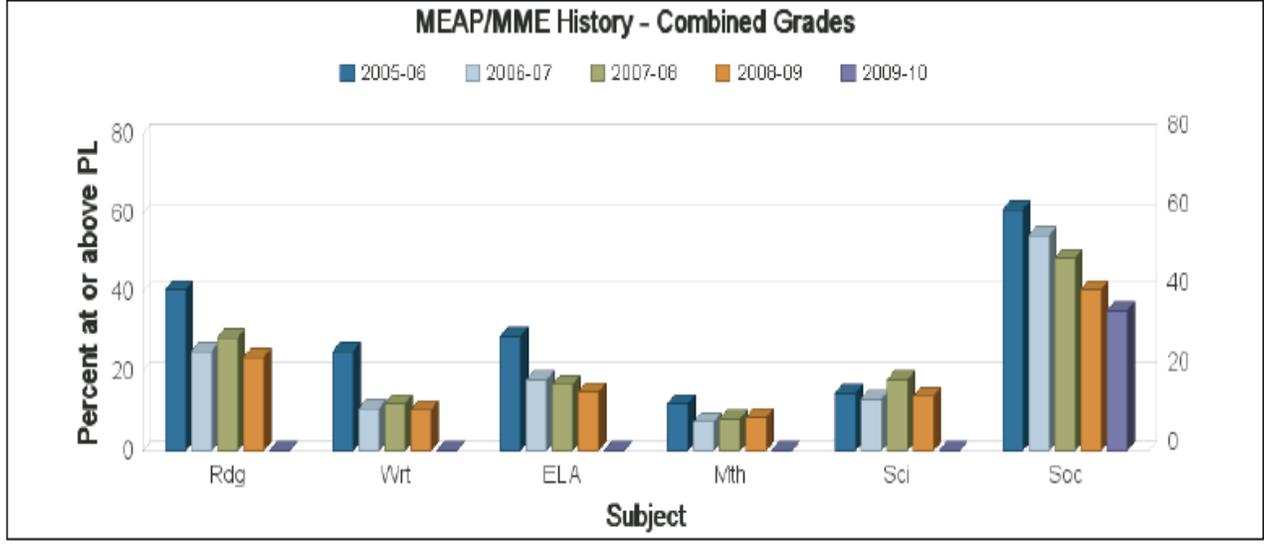
The chart to the right compares the percentage of students who tested in each subject and met or exceeded Michigan performance level standards versus the percentage of students who tested in each subject and did not meet Michigan performance level standards. The combined grade data shown in the above tables were used to create the chart. Level 1 and Level 2 are considered meeting or exceeding Michigan performance levels. Levels 3 and Level 4 are below Michigan performance level standards.

Note: In 2009-10 school year Writing and English Language Arts (ELA) were not scored by the Michigan Department of Education and were reported to schools as zero.

Performance Level Comparison - Combined Grades



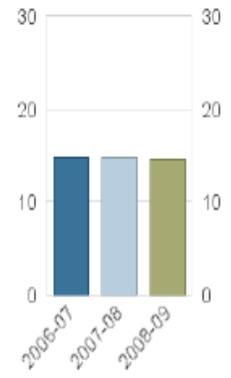
MEAP/MME History - Combined Grades																			
School Year	Reading			Writing			ELA			Mathematics			Science			Social Studies			
	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	
2005-06	422	40.8%	172	405	24.9%	101	390	28.7%	112	408	11.8%	48	418	14.4%	60	773	60.5%	468	
2006-07	397	25.2%	100	372	10.8%	40	361	18.0%	65	396	7.3%	29	380	12.9%	49	745	54.1%	403	
2007-08	396	28.3%	112	391	11.8%	46	383	16.7%	64	393	7.9%	31	391	17.9%	70	790	48.4%	382	
2008-09	410	23.4%	96	441	10.2%	45	409	14.9%	61	380	8.2%	31	392	13.5%	53	842	40.4%	340	
2009-10		0.0%									0.0%			0.0%		306	35.3%	108	



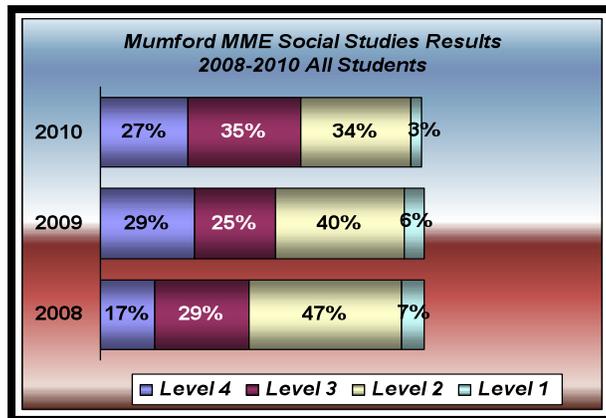
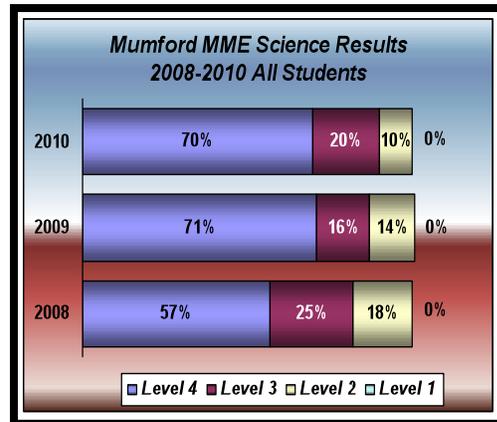
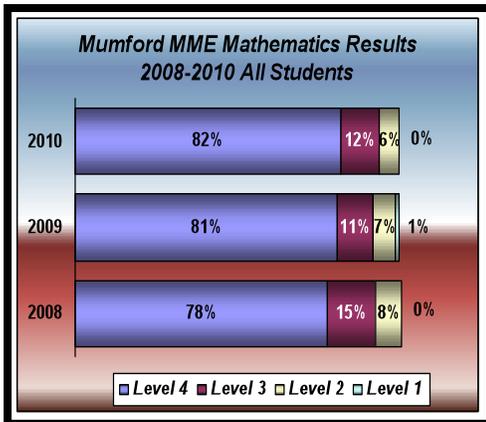
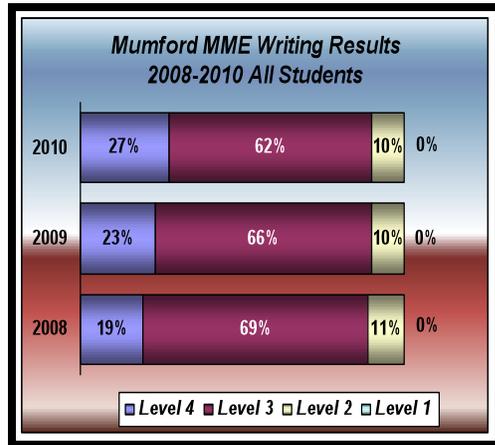
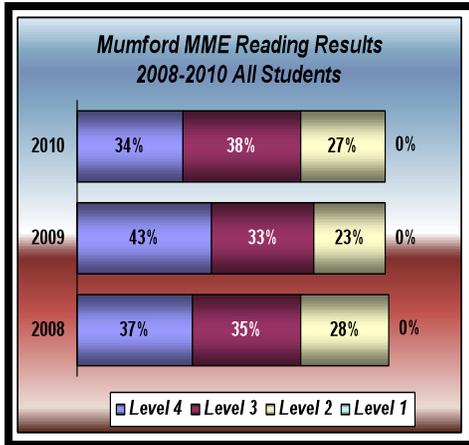
MME-ACT History

School Year	Grade	Number Tested	English	Math	Reading	Science	English Writing	Writing	Combined
2006-07	11	425	13.45	14.86	14.81	15.55	13.61	5.80	14.77
2007-08	11	415	13.16	15.57	14.35	15.77	13.84	6.20	14.83
2008-09	11	444	13.16	15.19	14.13	15.25	13.67	6.07	14.53

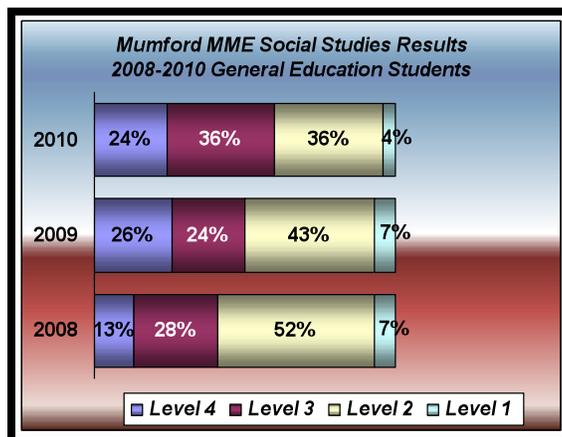
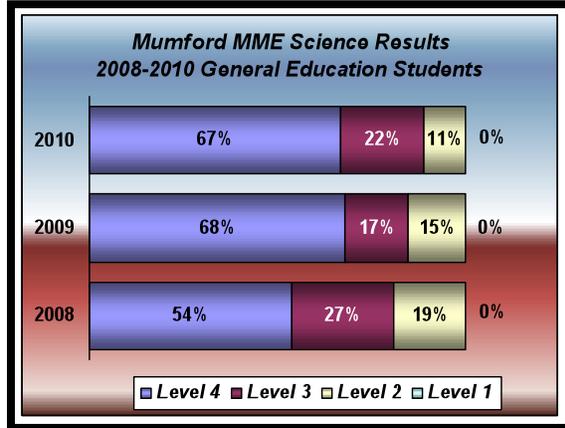
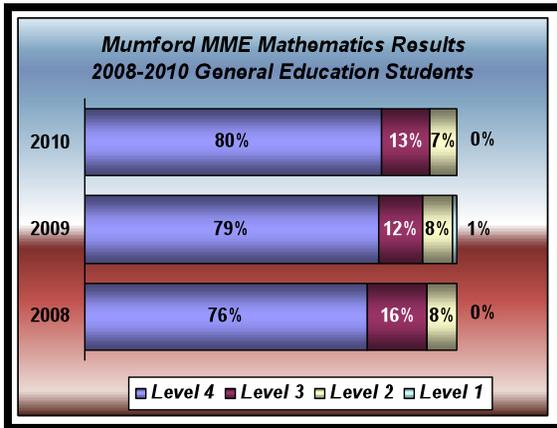
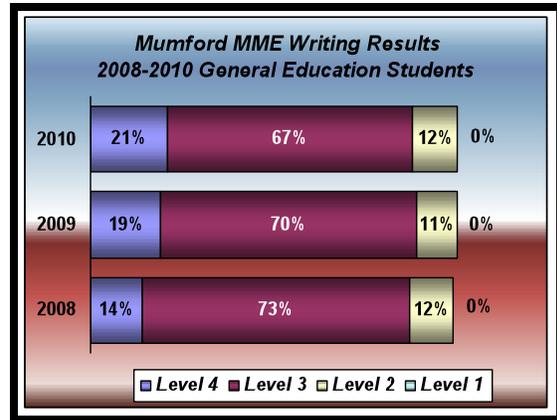
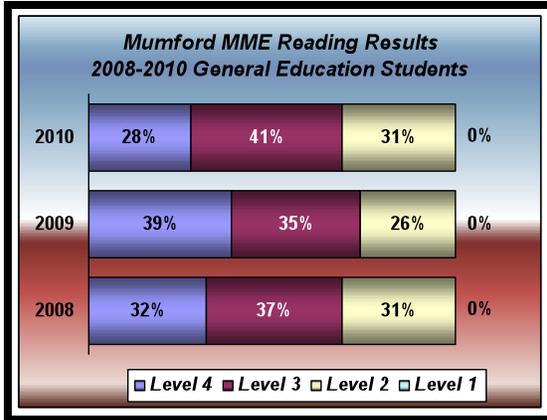
Average Combined ACT Score



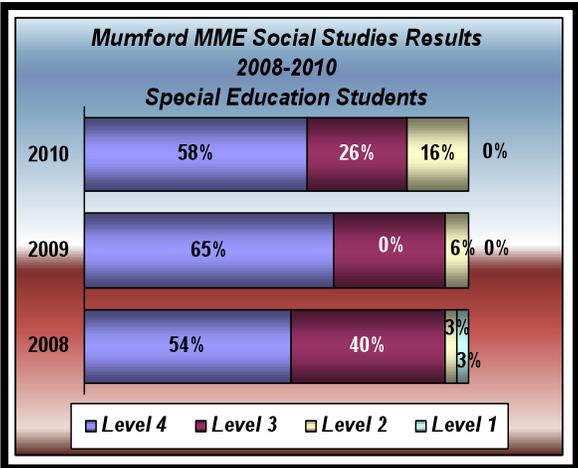
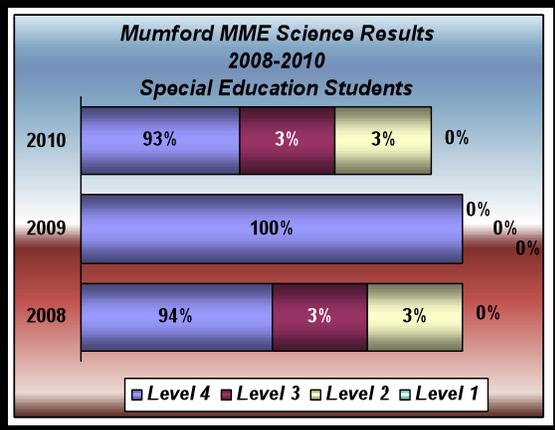
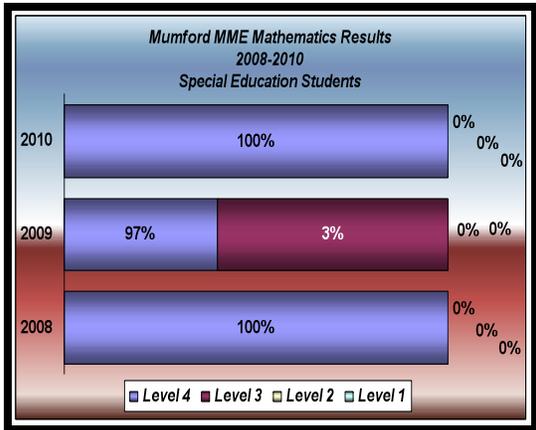
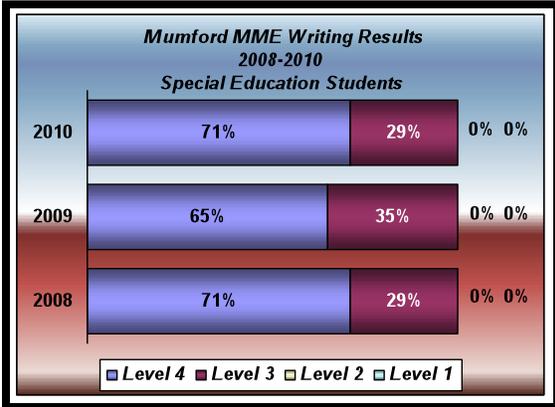
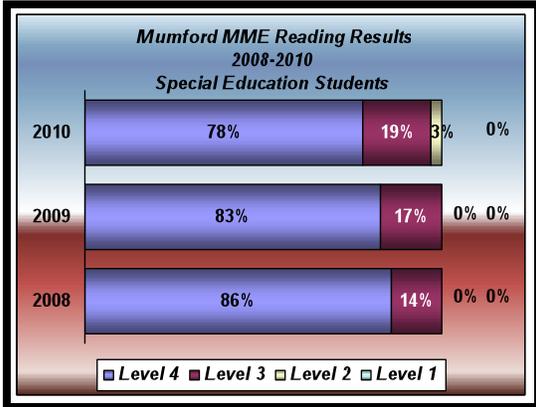
Mumford MME Level Results 2008-2010 for All Students



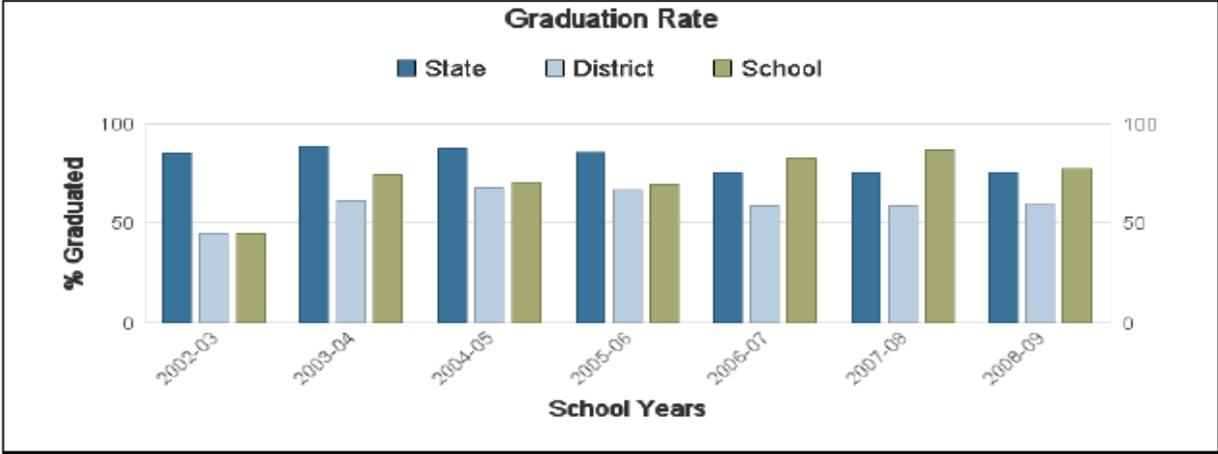
Mumford MME Level Results 2008-2010 for General Education Students

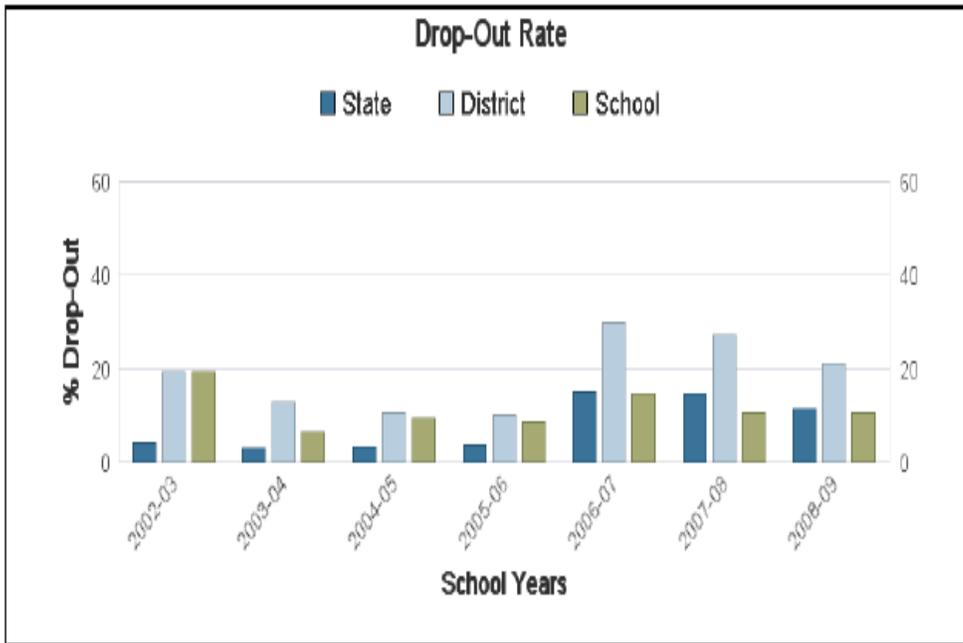


Mumford MME Level Results 2008-2010 for Special Education Students



Graduation and Drop-Out Rates						
School Year	Graduation Rate			Drop-Out Rate		
	State	District	School	State	District	School
2008-09	75.2%	59.7%	77.1%	11.3%	21.1%	10.6%
2007-08	75.5%	58.2%	86.9%	14.9%	27.1%	10.7%
2006-07	75.5%	58.4%	82.1%	15.1%	30.0%	14.5%
2005-06	85.8%	66.8%	69.1%	3.8%	10.0%	8.8%
2004-05	87.7%	67.9%	70.6%	3.3%	10.7%	9.3%
2003-04	88.7%	60.9%	74.1%	3.0%	12.7%	6.3%
2002-03	84.8%	44.5%	44.4%	4.1%	19.2%	19.1%





DEFINITIONS

AYP	Adequate Yearly Progress.	LVL	Level, There are 4 Performance Levels in MEAP
CEPI	Center for Educational Performance & Information		Level 1 - Advanced
DPS	Detroit Public Schools (District)		Level 2 - Proficient
ELA	English Language Arts.		Level 3 - Partially Proficient
LEA School	School associated with Local Education Agency (Public School District)		Level 4 - Not Proficient
MEAP	Michigan Educational Assessment Program (Grades 3 - 9)	PL	Performance Level - In Michigan those students who score in Lvl 1 or Lvl 2 are considered to have met or exceeded Michigan Standards.
MME	Michigan Merit Exam (Grade 11)	nPL	Number of Students who scored in Lvl 1 or Lvl 2
		%PL	Percentage of Student who scored in Lvl 1 or Lvl 2

NOTE: There may be slight differences in some of the numbers due to rounding.

AYP Status 2009-10
Mumford-Phase 6- Did not make AYP

AYP Status: Phase 6 - Did Not Make AYP

Comprehensive School Audit by External Team - Restructure Plan

School must continue choice, transportation, and supplemental services and implement restructuring plan; mandatory assignment of coach; Wayne-RESA technical assistance funding option.

Reason For Not Making AYP					
Category	Participation 95%		Proficiency		Graduation Target 80%
	ELA	Math	ELA Target 61%	Math Target 55%	
All Students	X	X	X		
Black	X	X	X		
Native American					
Asian					
Hispanic					
White					
Students with Disabilities	X	X	X	X	
Limited English Proficient					
Economically Disadvantaged	X	X	X		

No report on less than 30 students - "<30"

AYP History							
School Year	Ed Yes! Grade	Adequate Yearly Progress (AYP)			No Child Left Behind (NCLB)		
		ELA	Math	Overall	ELA	Math	Phase
2008-09	D	No	No	No	6	6	6
2007-08	D	No	No	No	5	5	5
2006-07	D	No	No	No	4	4	4
2005-06	D	No	No	No	3	3	3
2004-05	D	No	No	No	2	2	2
2003-04	C	No	No	No	1	1	1
2002-03	C	No	No	No	0	0	0
2001-02	-	-	-	-	0	0	0

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

1)

Mumford Sustainability

Mumford and its partner provider, EdisonLearning, understands the importance of developing clear plans for sustaining reform efforts at the end of the partnership so that the school will be self-sufficient. The Mumford leadership and EdisonLearning Alliance model will focus on building site-based capacity, transferring knowledge, and training staff so that academic achievement and school-based academic improvement will continue long past the conclusion of the partnership.

The emphasis during the partnership with EdisonLearning is on developing site capacity and the expertise of the principal Anthony Houston, other school administrators, and instructional leadership team members so they can support staff members and take on the responsibility of training and supporting future staff and driving school improvement efforts. The focus at Mumford is on distributed leadership and intensive professional development which supports the school's improvement goals. By building leadership capacity throughout the school, leadership team members will engage in shared decision-making and collaborative planning, as well as serve as resources through peer observations, model lessons, and reflective dialogue. In addition to focusing on creating a system of distributed leadership through leadership teams, Mumford and EdisonLearning will also focus, during the initial years of the partnership, on developing the school's internal capacity to successfully implement the EdisonLearning Alliance model and instructional strategies.

The Mumford on-site achievement team will collaboratively plan with the school's leadership to develop and deliver professional development and engage in other reform strategies, with the Alliance team, often directly providing professional development and modeling at the beginning of the partnership. At the same time, the principal Anthony Houston and leadership team members will receive regular coaching to support their professional growth and build capacity. Over time, by the end of the first year or the beginning of the second year of the partnership, the principal and leadership team members will facilitate more of the professional development and reflective dialogue with teachers and other staff while the EdisonLearning Alliance team will continue to work collaboratively with all parties, providing side-by-side support and modeling as needed. By the end of the contract, Mumford High School and EdisonLearning will ensure that there will be defined processes and protocols that consistently drive improvement planning, including for collaborative meetings, data

collection and analysis activities, and monitoring of instruction and progress toward goals; leadership and other school teams will be fully trained so that schools can carry forward their focus on data-driven decision making and professional development to effectively support improvement efforts.

A plan for Mumford sustaining efforts at the end of the funding period is being developed partnership and an outline as to what is needed to ensure that capacity is built at the school and the reform efforts will continue once the partnership concludes. Our key stakeholders, such as our principal Anthony Houston, leadership team, school improvement team, and teachers are included in the development of the sustainability plan. The plan will reflect expected change in the culture of the school and will tie into the school's improvement plan. Areas that may be addressed as a sustainability plan is developed include school improvement planning, curriculum support, formative assessments, professional development, leadership and teacher coaching, funding, and how support will be provided to continue necessary policies and practices.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Mumford Principal Leadership

New Principal Anthony Houston's major focus on building leadership capacity throughout the school, achieving student learning goals, and improving instruction. In order to accomplish this, the principal will:

- actively participate with the school's teams and will be the leader of the Administrative and Instructional Leadership Teams;
- attend individual Instructional Team (grade level or content area) meetings at least twice a month to help convey the focus on instructional improvement and student learning outcomes;
- provide academic feedback to teachers (formally and informally) each day;
- conduct at least two formal observations each morning and then several informal walk-throughs during the remainder of the day;
- provide formal and informal feedback to teachers within a prescribed period of time after each observation;
- review lesson plans by grade level on a schedule consistent with the contract with the Detroit Federation of Teachers;

- model the importance of challenging and monitoring the correction of unsound teaching practices;
- ensure that there is a data driven instructional program centered around collaborative work;
- ensure that operational data (student and teacher attendance, student discipline) is used to improve the instructional program;
- ensure that there is a culture of recognition and celebration regarding individual, team, and school successes, especially related to student learning outcomes; and
- offer frequent opportunities for staff, parents, and students to voice constructive critique of the school's progress and suggestions for improvement

Mumford Administrative Leadership

Principal Anthony Houston, assistant principals, Ricardo Martin, Christopher Lockhart, Marsha Keyes, and Trina Lee also serve as instructional coaches and regularly monitor curriculum and classroom instruction. The goal of the entire administrative team is to consistently spend at least 50% of their time working directly with teachers to improve classroom instruction, including classroom observations. The Administrative Leadership Team will actively support the principal in: a) observing and providing feedback to teachers; b) participating on and with teams; c) reviewing lesson plans; d) ensuring that there is a data-driven instructional program and that data is used to make decisions; e) ensuring that operational data is routinely reviewed and used to improve instruction; f) addressing unsound teaching practices; g) recognizing and celebrating successes related to student learning outcomes; and h) offering opportunities for stakeholders to voice constructive criticism and suggestions for improvement.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Mumford Administrator training, i.e. instructional rounds

- We want to create a Mumford Leadership Academy where the administrators receive training in various aspects of leadership, including instructional rounds. A part of this can include training in Power of Teaching, which helps administrators help teachers understand and learn about teaching behaviors that have the biggest impact on learning
- Our plan is to have a quarterly retreat for the administrative team so that uninterrupted time can be spent reviewing progress and planning for the next quarter
- We desire to invite people in, including the EdisonLearning team, to conduct instructional rounds with the administrative team; debrief and plan next steps after each round

- This would also be good to do with the Instructional Leadership Team (hold a quarterly retreat, conduct regular instructional rounds)
- We would also want to purchase professional books to assist with this, especially Richard DuFour's books on building professional learning communities and Joseph Wise's *Power of Teaching*

Research Findings To Support Mumford Schools SIG Administrator Training Applications

I. Administrative Training (i.e. instructional rounds/research by R. Elmore)

Abrashoff, Captain Michael. *It's Your Ship; Management techniques from the Best Damn Ship in the Navy*. New York: Business Plus, Hachette Book Group, USA, 2002.

Central Office Transformation for District Wide Teaching and Learning Improvement-Executive Summary. Center For study of Teaching and Policy, University of Washington, April 2010 (commissioned by The Wallace Foundation).

City, Elizabeth and Elmore, R, Fiarman, S, Lachman, A, Teitel, L. *Instructional Rounds*: Cambridge, Mass. Harvard University Press, 2009. GREAT BOOK!!

Engler, Carol. *The ISLLC Standards in Action. A Principal's Handbook*. Pouhngkeepsie, NY: Eye on Education, 2004.

Haberman, Martin. *Star Principals Serving Children in Poverty*. Kappa Delta Pi, International Honor Society in Education, 1999.

Public Education Leadership Project (PELP) joint HGSE/HBS initiative. *Managing School Districts for High Performace: Cases in Public Education Leadership*. Harvard University, PELP, Cambridge, Mass Nov. 2007.

4) Mumford Effective teacher evaluation tools for administrators

- We recommend using *Power of Teaching*, already mentioned above, and the *Teach Like a Champion* book.
- It would be good to get our substitute teachers in for Instructional Leadership Team members to be able to participate in training for these, maybe every six weeks or so.

Research Findings to Support Mumford SIG Effective Teacher Evaluation Tools for Administrators

David, Jane L. "Using Value-Added Measures to Evaluate Teachers". *Educational Leadership*. ASCD. May 2010: 81-82.

Donaldson, Morgaen. "No More Valentines: What Will It Take To Make teacher evaluation a useful tool for improving teaching and learning?" *Educational Leadership*. ASCD, May 2010: 54-58.

Lawrence, Edward et al. *The Marginal Teacher*. Thousand Oaks, Ca: Corwin Press: 2005.

3. Screen all existing staff and rehire no more than 50 per cent.

As a Priority School we have screened all existing staff and rehired no more than 50%, terms conducive with this model. During hiring in the summer of 2010 a selection panel was formed consisting of the Principal, Assistant Principal(s), Detroit Federation of Teachers representative, and other designee deemed experienced in the subject matter/job duties for which the requirement entails. We do this as well for the purpose of interviewing the best candidates for teaching positions. Teachers expressing an interest in Mumford and who have actively taught at Mumford are given first priority for the available positions. However, if vacancies remain after active staff has been interviewed, laid off teachers and external candidates may be interviewed. Mumford clerical staff expressing interest in our Priority School will participate in an interview but only with the Principal. Staff in our school who was previously assigned as a Teacher, Clerical, or SSA will be assigned to an interview slot unless they indicate their preference not to be assigned at our school.

4. Select new staff.

See previously mentioned criteria.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

If possible we would like to implement financial incentives to lead teacher staff who perform well based upon leadership pay that effectuates student high academic achievement, school climate, rigor and learning environment to include 100% attendance (perfect attendance bonuses), 1-2 absences bonuses, and 3 absences bonuses for entire school year. Perfect attendance Professional Development bonus: make it to all PD's and you get a bonus. (Exclusion: is if you show up late tardy to work or 15 minute late to PD's). Lead Teacher in Core Subjects - pay \$1000 for the year. Duties to include but not limited to: creation of agendas at every meeting, sign-in sheets to be turned in at end of meeting and no later than the end of 7th hour of the day of the meeting and for small learning community planning by houses, agree bi-monthly administrative meetings on the second and fourth Tuesday each month. No more than four lead teachers can receive this pay: English (1), Math (1), Science (1), and Social Studies (1).

Mumford Financial incentives for teachers and bonus (i.e. perfect attendance incentive, others)

- The best way to find out what is actually an incentive to teachers is to ask them. At Mumford our goal is to put together a Teacher Incentive Team or work group that can advise the administrative team on this. Maybe outline such a

team in your application and ask for a lump sum that will be used to support recommendations from the team.

- Our SIG grant committee is not sure if the SIG funds can be used for food -- if so, it would be nice to host a monthly recognition breakfast or something like this for teachers just as a general thank you. I find that little recognitions on a regular basis go a long way...
- We would include stipends for teachers who serve on the Instructional Leadership Team
- Six Lead teachers who make the team will receive \$3000 if all requirements are met (see budget)

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Mumford Professional Development

The professional development provided at Mumford is:

- An outgrowth of Mumford school data from a variety of student assessments, including MEAP or MME, NAEP, Q4 Assessments, interim assessments, and unit tests as well as from informal and formal observations of teachers.
- Consistent with district initiatives and documented needs of instructional staff
- Consistent with the prescription that is outlined in our Mumford school's improvement plan (September to June)
- Inclusive of all instructional staff for all initiatives, including Special Area and Elective teachers

Mumford Common planning periods and times as well as staff meetings will be used to implement professional development activities. In addition, Mumford staff development days will be used to provide professional development in conjunction with common planning time and staff meetings. Note that all Mumford staff used to cover classes during professional development will be highly qualified and trained in all district initiatives being used in our school.

Our staff at Mumford will determine the desired outcomes of professional development and monitor the effectiveness of all professional development activities. Data on the extent to which the professional development was meaningful to those involved will be collected. In addition, the extent to which our professional development changes instructional practice will be collected and used to make future decisions about the professional development offered. Mumford administration will provide regular, detailed feedback to teachers to help them continually grow and improve their professional practice.

Our partner provider will support us with intense professional development. The Alliance Achievement Team will provide principals and teachers with ongoing, job embedded, on-site professional development including local training sessions and one-on-one coaching, modeling, and mentoring. The strength of the on-site Alliance Achievement Team is that it can customize the support and training it provides to specific individual needs at Mumford. The Alliance Achievement Team will provide training and follow-up, reinforcing the lessons learned and ensuring that the training makes its way back into the classroom and school. This key difference ensures that positive change takes place and that capacity is built within Mumford.

Personalized professional development for Mumford teachers: Mumford teachers have different strengths and weaknesses, which is why they need personalized training and a support program that meets their individual needs. The on-site Alliance Achievement Team will work with administrators to develop personal growth plans for teachers based on research-based frameworks, either those from the school or EdisonLearning's framework, for highly effective teaching. The Team will then provide focused coaching, mentoring, and lesson modeling for teachers that target their identified growth areas.

Team and school-wide professional development at Mumford: In addition to focused one-on-one support, Mumford teachers will also receive training on implementing the Alliance program and on school-wide areas of need. These site-based professional development sessions will provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly. A wide range of professional development is provided by Edison, including training on use of data, including the eEvaluate™ Assessment System, Reading and Writing Across the Curriculum, rigor and relevance, creating a positive learning environment, student management, differentiating instruction, co-teaching/inclusion, and curriculum alignment and pacing.

The Alliance program will provide our Mumford teachers with the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end. In addition, the on-site Alliance Achievement Team will work with Mumford leaders and lead teachers to determine appropriate training for support staff. Instructional support staff at Mumford will routinely participate in the professional development provided for teachers. Other support staff will participate in training as relevant to their needs, and will often participate in the learning environment and student management training.

7. Adopt a new governance structure.

Hire Turnaround Assistant Principal to oversee process leader. (see budget)

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

4. MUMFORD COMMITMENT TO USING DATA AND RESEARCH

Mumford staff is committed to systematically collecting and analyzing various types of data, including demographic, operational, process, perceptual, and achievement, to guide the decisions we make to help improve the academic success of our students and each school's learning environment. We will begin this endeavor by organizing each school's team structure for collaborative effort. Our collective focus will be on data-driven instruction and decision making. We will begin by administering assessments to all students and by identifying all data that we will collect during the year and determine efficient systems and processes for doing so. Then we will develop an early warning system to identify which students are at risk for difficulties with certain subjects and provide more intensive and comprehensive support to students identified as at risk; in addition, we will track student attendance and behavior to determine interventions needed, as these are directly related to student achievement.

Mumford has reviewed scientifically based research to guide our school improvement planning and to select activities and strategies to meet the needs of all of our students so they can learn effectively. We used, and will continue to use, scientifically based research and resources from a variety of sources to guide our school improvement planning, including:

- Alliance for Excellent Education (<http://www.all4ed.org/>)
- Assessment and Accountability Comprehensive Center (<http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm>)
- Center on Innovation & Improvement (<http://www.centerii.org>)
- Center on Instruction (<http://www.centeroninstruction.org/>)
- EdisonLearning (<http://www.edisonlearning.com/>)
- MDRC (<http://www.mdrc.org/>)
- Michigan Department of Education (<http://www.michigan.gov/mde>)
- National Comprehensive Center for Teacher Quality (<http://www.tqsource.org/>)
- National High School Center (<http://www.betterhighschools.org/>)
- National Staff Development Council (<http://www.nsd.org/>)
- U.S. Department of Education (<http://www.ed.gov/>)

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

Mumford Uses Student Data to Drive Instruction

Data is being used across four areas. Students will be able to recite their benchmark scores in reading and mathematics on a quarterly basis. Hallways will be full of data for consumption by our student learning. During the third year and included in budget three Benchmark banners will be purchased to ensure a data conscious environment.

10. Establish schedules and implement strategies that provide increased learning time.

Mumford provides increased learning time. As mentioned previous a secondary component to our Early Warning System is provided those students who need it increased learning time during Extended Day and Tutoring to complete work that was missed as a preliminary backup to prevent course failures.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

MUMFORD'S COMMUNITY COLLABORATION

Mumford will create a structure for collaborative teaming inclusive of stakeholders from the community as well as instructional staff. The principal and/or designee will build a specified meeting times into the master calendar. A weekly agenda, SMART goals, and minutes will be generated and discussed so as to regularly organize for effort and establish clear expectations and measurable goals and objectives.

The new Mumford turnaround model has both time and electronic provisions built in to ensure teachers, administrators, counselors, and other support staff meets face to face and online to best ensure collaboration which is timely and active among all Mumford staff members. One desktop computer will be in every teacher's classroom in addition to the library-media center access. Common planning times are a scheduling feature that allow staff to meet to plan and discuss. Staff can meet in the classroom or lounge areas. Meeting notes will be archived

and shared via email and staff mail boxes. This will enable staff to practice teamwork and experience the need for timely communications.

Another goal of Mumford's active collaboration is to discuss how we can better use data to evaluate and monitor weekly and monthly professional development to see where and if it is making an impact in the classroom. And if it is not making an impact we will want to what is preventing success of causing real and meaningful change to take place. We will establish a culture and learning environment where high expectations is the watchword and modeling behavior we expect our students to exhibit is modeled by adults. The goal of Mumford collaboration is to continuously create an environment where staff experiences support and learns from each other.

MUMFORD COLLABORATIVE EFFORTS, PARENT AND COMMUNITY

Mumford faculty and community input were sought in the initial planning stages. We will seek continued support and involvement of all stakeholders to ensure continuity of our reform efforts. As we interview and hire new staff, we will explain our school improvement reform measures, which include high levels of accountability, a large amount of professional development, flexible and extended schedules, collaborative work, and emphasis on use of data to meet the individual needs of students.

A critical dimension to effective schooling at Mumford is parent and community involvement. Research has shown conclusively that parent involvement improves student achievement. To understand the collaborative efforts of Mumford, it is vital to understand demographics that make the school important. Mumford is located in one of the most stable areas of Detroit. Although our district is boundary free the majority of our students live in subdivision that while effected by foreclosure and the economy still provides a safe and clean and orderly business district. Our students live in the University District, Green Arces, Palmer Woods, and Sherwood Forest subs. In order to build an effective home-to-school partnership Mumford provides annual orientation meetings where parents meet with their child's teacher to be assured of their rights and responsibilities of active parenting.

This Mumford parental strategy includes written communications in the form of take home letters that foster understanding and effective communication between parents and school. Mumford parental involvement program is has designed schedules that a flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement requirements, as well as local academic assessments. Meetings also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.

Mumford programs implementation schedules a varied number of meetings and conferences in order to accommodate the needs of the parents. We schedule a minimum of four (4) Parent-Teacher Conferences, where the progress of the student will be discussed as well as the expectation that the teacher or parent may have.

Mumford will further have continuous communication to assist parents in understanding the school curriculum and student achievement through newsletters, notes, report cards, progress reports, handouts and mailings. As a result one of the most important evaluation tools for the upcoming school year (and what will enable us to move our parental focus forward) is using surveys to gather data at the end of each parent meeting so that we can best monitor how we are performing as a school from parental perspectives.

Additional information

Anthony Houston uses educational research to inform his decision making. Under Mr. Houston's leadership the implementation of a writing across curriculum area was begun. Mr. Houston actively engages in conversations about student data. He has developed a culture of collaborative inquiry by developing grade level teams and an effective Ninth Grade Academy team and Distributive Leadership team. The ninth grade leadership team meets regularly and helps the administration implement various program designs. When you enter Mumford now students and guest can see the physical evidence of a college driven culture. In October 9th, 10th and 11th grade students participated in the PSAT, the first time in the history of Mumford High School that three grade levels participated. Under Mr. Houston's leadership all of our 9th graders took benchmark assessments during the second week of school. Data from these benchmark assessments disaggregated and teachers began to shape their instruction around student reading and math deficiencies. Mr. Houston's goal is to increase the school's academic program including Literature full of rigor, honors Algebra 1 and 2, and AP Pre Calculus.

Our school has several tenured teachers that serve in a leadership capacity. While we take advice from our partner EdisonLearning, we also request of them to spend time providing us with Professional Development that will overcome our status of being labeled a low-performing school. This is why we believe that Principal Anthony Houston is the most vital piece in creating the systemic change that our school needs. Our Principal and Assistant Principal Ricardo Martin spend a great deal of time planning everything around instructional leadership and promoting instructional leadership initiatives that include: a) scheduling two formal observations each am and several informal walkthroughs during the remainder of the day. Administrators review lesson plans by grade on a schedule consistent with the DFT contract. Principal and Assistant Principal designee(s) will further provide formal and informal feedback given to teachers within a prescribed period of time after each observation. Principal and Assistant Principal Mr. Martin will provides academic feedback to teachers (formally and informally) each day and during off-schedule times no later than the end of the week. Mr. Houston and Mr. Martin schedule two blocks of time each week prepare the agenda Leadership Team and blocks of time to meet with Literacy and Math Coaches in addition to Team Meetings.

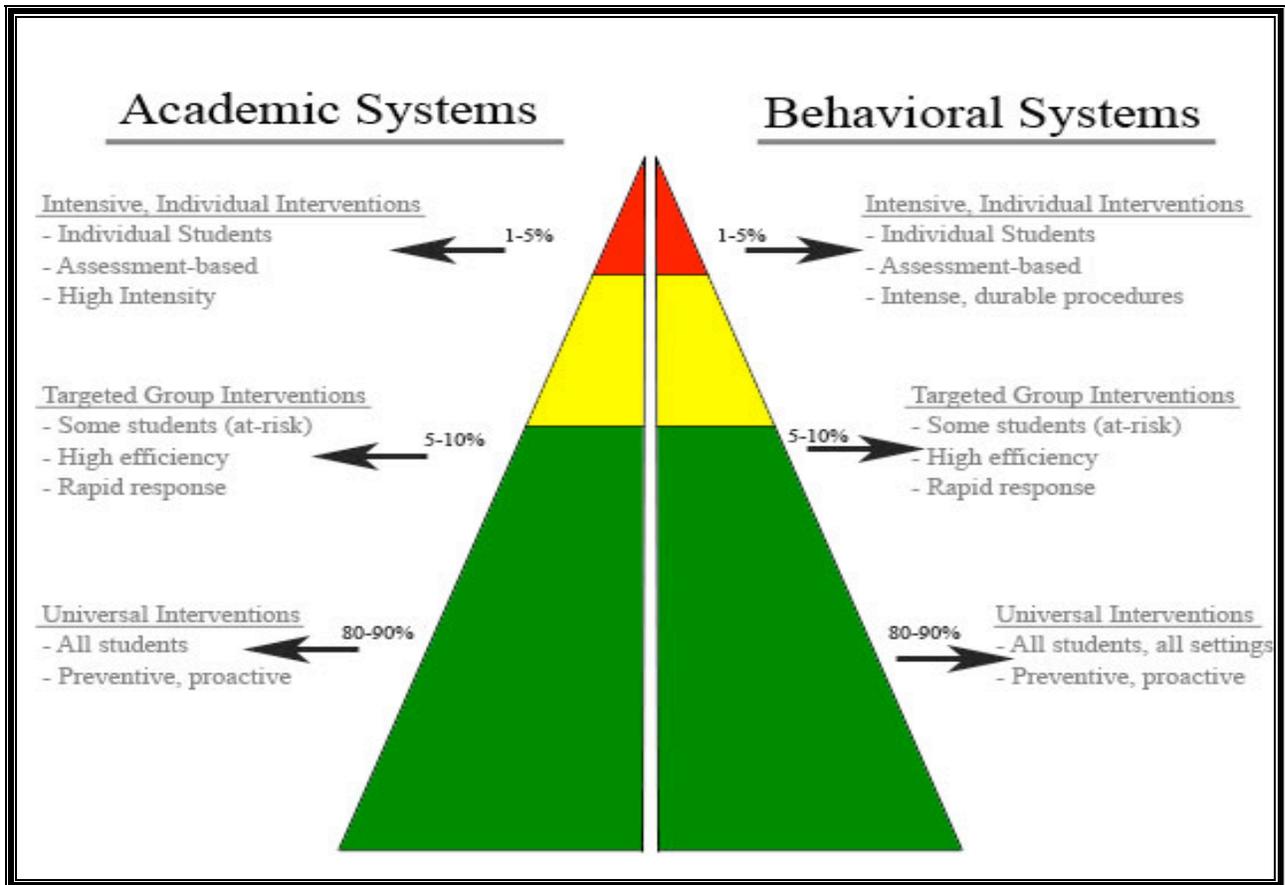
We also provide our staff with monthly Professional Development on an ongoing, high quality, job embedded PD aligned with instructional program and designed with school staff: Professional Development at Mumford will occur three Wednesdays per month at staff meetings. And one after school 3-4 hours paid staff professional development. The following additional types PD are upcoming for Mumford: Using Data to Drive Instruction - Learning Village Training, Data4ss, Quarterly Benchmark Training uses (Motivating students to use Benchmarks to drive their own assessment), Learning Environment Training.

At Mumford we have also adopted a new governance structure to include administrative team, DFT representative, new instructional staff (2), a Central Office person, added additional parents(2), and student leaders (2).

At Mumford our Professional Development needs operate as a collaboration between Edison Learning and Wayne RESA, Intermediate School District (ISD), to support and communicate instructional data that identifies and implements research-based and vertically aligned curriculum from 9th grade through 12th grade so that we can target needs of our students to meet Michigan state standards. What will make Mumford promising in the critical areas of data is when we can have the financial needs to support: a) On site support data team (Data Specialist, Ed Technicians) b) Leadership and teacher development to build capacity c) Learning environment and school organization implementation (Dean of Students) d) Curriculum and instruction tools and e) School-based achievement planning and monitoring.

Mumford's goal is to promote continuous use of student data to inform and differentiate instruction to meet student needs. We want to do this by having the ability to expand our leadership teams to discuss and develop strategies to be shared with not only lead teachers but all teachers as their common planning sessions are increased. As a result the leadership team weekly functions will be: 7a) provide Quartile Analysis of Student Data 7b) Development and review of Instructional Implications for students by class 7c) Group decisions regarding next steps for each student with Literacy and Math coaches through ISD Wayne Resa as well as a school wide instructional specialist: 7d) Principal Anthony Houston and/or designee Assistant Principal Ricardo Martin will meet with Attendance Team (including Attendance Agent) bi-weekly to discuss student attendance as this affects the ability of student achievement 7e) Principal Anthony Houston and/or designee Assistant Principal Ricardo Martin will meet with Edison Learning to develop and grow a plan to use job embedded professional development, data driven lesson planning. While we have instituted this now, we would want to be more creative with this process. 7f) Principal Anthony Houston and Assistant Principal Ricardo Martin will serve as the voice and presenter of the school's plan for change 7g) Staff will be trained to use data to guide instruction and make data driven decisions.

- 1) Another strategy Mumford desires to establish is a fully implemented schedule and implemented strategies that provide increase learning time through creation of extended day activities designed to pay teachers for an extra hour of teaching Tuesday-Thursday and Monday-Wednesday. Teachers have agreed to teach at Mumford under our high priority school model. However, we do need to pay them for the one hour extra pay per day teachers after school. We have gotten creative this year so that we don't violate union issues. Common preps on Mondays have been arranged as mini-Professional Developments per teachers prep hours. In this way teachers receive PD during the week without having to stay after school without pay. Another area Principal Anthony Houston has implemented is our Second Chance program for our overage and under credit student population. A program that needs financial support is our recommended Mustang Edge program designed for students with a 2.5 cumulative grade point average or higher who need an elite edge in addition to advanced placement and honors course offerings. Mustang Edge will be an online component designed to pay and train staff to teach online instruction to qualified students. Once teachers (preferably four in main content areas: English, mathematics, science and social studies) have been trained during semester one in use of Blackboard our online component will be scheduled to begin by fall 2011.
- 2) Our plan Mumford includes social-emotional and community services and supports for students. The goal is to set aside funds for mentoring speakers from reputable entities, guest speakers currently include representatives Prosecutor Kim Worthy's office, conflict resolution specialists, and motivational speakers. A hope we have is to address our student Mumford Leadership Academy. We want to dress code our students in reusable blazers for three years for each student. Estimate costs at \$30.00 each. Order 1500 uniforms where parents will pick up half of cost at our school will pick up the other half. Total is \$50,000 paid in Year 1. Students will turn blazers back into the school upon transferring from school, exclusions from school, and all students will turn in April 2011 or receive a fine and graduation record hold.
- 3) At Mumford we conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement. These reviews include teacher commitment to walk thrus, commitment to delivering rigorous instruction, relevant instruction, and building rapport with the students we serve and a duty to holding each other accountable.
- 4) At Mumford was also implement a school wide Response to Intervention (RTI) model. The Integration of Academic and Social Behavior model is a three tier approach and the system our staff will has Professional Development and Small Learning Community training in to ensure our Counseling Department, a Dean of Students, Assistant Principals, Instructional Staff, are led by our Principal Anthony Houston understand how interventions work.



Integration of Academic and Social Behavior Three-Tiered Continuum of Behavior Support
SOURCE: Sugai, G. (June 23, 2001). School climate and discipline: School-wide positive behavior support. Keynote presentation to and paper for the National Summit on Shared Implementation of IDEA. Washington, DC. Reprinted with permission.

- 5) Mumford High School needs the resources so that every class whether AP or not will have an increased focus and delivery of instruction to introduce differentiated instruction and challenging pieces designed to force students to think critically and on higher levels.
- 6) We offer summer transition programs or freshman academies. Summer Bridge Program begins at Mumford the week of August 23-27. This orientation program is held from 8 a.m. until 12 noon and designed to expose our ninth graders to the demands of high school, school policy and procedure, support systems, incentives, how testing works – Benchmarks Data Systems, scheduling, and introduction to our College Next component.

- 7) Mumford establishes early warning systems to identify students who may be at risk of failure. Those students who risk failure will be referred to our Dean Of Students who will develop a plan of action in collaboration with the parents ensure success. The Dean of Students with the assistance of Teachers will monitor progress reports and Benchmark scores and generate a list of potential failures by the eighth week of school. Teachers will utilize their phone logs to ensure that follow up communication is made with parents for any students receiving a "D Grade" or below. These students will be referred to on a log as Early Warning System (potential failure of courses) as referred to Dean for extra tutoring as an extended learning opportunity to increase grades and focus on item analysis weaknesses on Benchmarking test scores as made available. Teachers will identify students who score below standards on each benchmark and students will be referred to Early Warning Systems and Dean Of Students and Small Learning Communities for support and immediate intervention measures.

- 8) Mumford also provides ongoing mechanisms for family and community engagement. Parent Forums, Local School and Community Organization meetings, and the use of our new Big Mouth System is designed to keep parents and community engaged in student learning and success. The Big Mouth System is a communication tool whereby every week an activity, events, and calendar formatted voice message is communicated to parents by telephone. This message goes out to every single student at Mumford and is designed to alert the parents of critical dates and activities that effect/affect their children. Our systems of tracking all telephone numbers that are updated and working makes the Big Mouth systems our most effective and immediate communication tool to our parent and community volunteers.

- 9) As we partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs. Each quarter a Parent Forum will be held in response to the high need of partnering and maintaining communication that is relevant to every child's success. Our partnerships with stakeholders include communications about every aspect of a students life which includes: College Night, Curriculum Night, Parent Data Night, Preparing for Homecoming and Proms, Safety Communications, Clean Environment, Balancing Academics and Athletics, Health Center, College Deadlines, Dates, Tours, and Trips by grade level, Parent Resource Center, Volunteering, Parent Teacher Conferences, Testing, Creating a Learning Environment at Home, and more...

Mumford's instructional staff of leaders is further committed to continuous use of data which coordinates our school improvement plans and RTi based on the data driven needs of students.

- 1) Administrators and teachers who are committed to the school improvement process meet once a week to discuss and plan how to achieve the ELA, mathematics, science and social studies goals we have set.
- 2) With the addition of our Action Portfolio these meetings will become even more specific and productive because we can look for elements within the framework that will enable us to become an effective school. Under our new model members of our instructional team will be divided up into groups to meet weekly to report out on and discuss sections of how to best use data from SIP templates, Rubrics, CNA, Title I Comprehensive Needs Assessments and data formative data from MEAP, MI ACCESS, ACT/MME, NAEP, DPS Quarterly Benchmarks, Content Literacy Continuum (CLC), Kaplan Pre and Post Tests to increase test scores and environments so that our students can have success.
- 3) Our commitment to a 3-tiered instructional framework that groups students in instructional settings where they can best become successful. Some new staff has been trained while others will be trained in strategies to increase rigor in all classes through the use of Reading Across the Content Areas and Edison Learning strategies. Additionally, more rigorous courses have been added including Pre-AP and AP classes.
- 4) Our RTi includes goals we have set for each grade level. We use Cornell Notes and Frayer Models and a listing of weekly and monthly Edison Learning scientifically research based professional developments which were received well by staff last spring and will continue into the fall for new staff members. Continuous professional development workshops presented by Wayne Resa and Edison Learning are not only committed to best practices but aligned to maintenance and implement those target areas students have been found to be most weak in.

Our Mumford Distributive Leadership Team (DLT) meets once a week on Mondays during 7th hour. The goal of the group is to address various RTi approaches and come up with ways which we can close the achievement gaps. Our main goal is to close the gap in achievement with expectations that The team develops an instructional agenda based on interim, standardized and other student generated data. The master schedule for the year will include common planning periods whereby teachers who agree to teach at Mumford will meet once a week within an extended school day function which may be before or after school and/or during uniform preparation periods. The Common Planning period agendas will be generated from the Principal's Leadership Team Meetings which will address current instruction, interim assessment, and other documented concerns for the school as it applies to each grade and to the effective movement of the entire school. In concert with our Provider Edison Learning we are developing a calendar for: formal and informal observations of all teachers; calendar of observation dates and times for all teachers with pre and post conferences.

SECTION III: PROPOSED ACTIVITIES AT MUMFORD HIGH SCHOOL

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.

Mumford Opening Statement

Research at Mumford shows that sustainability in educational change includes improvement that sustains learning and is not merely change that alters schooling. True reform at Mumford cannot be sustained unless implementation is done with teachers, rather than to teachers. Reform includes school improvement that endures over time and is shared responsibility (Blankstein, 2010). Organizing the work of instructional improvement around a process that has specific, manageable steps helps educators build confidence and skill in using data. Unless school leaders are willing to champion the cause of analyzing data regularly and using the results to make decisions for the school, data work will not become a meaningful part of school wide reform (Bondett, City, & Murnane, 2008). Given this, and other well-known research about best practice related to effective school improvement, we have planned the following activities and strategies for the improvement of our school.

Early Warning System at Mumford

Mumford desires to develop an early warning system based on evidence-based indicators and will assign staff to create a plan to monitor indicators of student risk over the course of the year and identify those at risk of dropping out. A system will be developed to regularly and systematically collect student achievement and operational data, and it will be reviewed as a part of the early warning system. (see previous section for specifics)

Curriculum and Instruction at Mumford

The following activities will be implemented in the area of curriculum and instruction at Mumford. In all cases, appropriate professional development will be provided to support initial and ongoing implementation. All professional development will be and is being designed as ongoing and job-embedded.

Response to Intervention (RtI) – MHS Model

At Mumford RtI is a multi-level framework designed to support students who are at-risk for poor learning and behavior outcomes. The school with the support of the EdisonLearning team will focus on the essential elements of RtI: high-quality, research-based instruction for all students and interventions for struggling students, universal screening, progress monitoring, fidelity, and evaluation. (see RtI plan for Mumford above)

Mumford Effective Teacher Behaviors – Applying Research-Based Principles of Learning

Mumford has already begun the process of applying research-based Principles of Learning in all lessons (i.e. organizing for effort, clear expectations, academic rigor, accountable talk, apprentice learning, etc), we will use research process tools and models such as EdisonLearning's Power of Teaching, discuss our systems for peer to peer training and observations, planning for how teachers will play an active roles in the design of the program and implementation, if/how mentors will play a role, co-teaching roles, how administrative support will be differentiated for teachers based on experience level and individual needs

Differentiated Instruction at Mumford

All differentiation of instruction at Mumford begins with student formative and summative assessments. Students take pre and post diagnostic test in all content areas during the first two weeks of school and a determining of learning styles assessment will continue to be assessed. Among some of the techniques used at Mumford are: Scaffolding, Direct Instruction, Inquiry-Based Instruction, Grouping students by interests, Tiered Assignments, Flexible Grouping, Acceleration/Deceleration, student interest surveys, and peer reading.

Mumford Rigor

At Mumford rigorous academic preparation is a must for all students. Mumford data tells us that 1 out of every four students in special needs. We begin full inclusion in just a few weeks. One of our strategies for Rigor is to help our struggling readers and writers. We are creating classroom conditions for underrepresented students can do advanced work (i.e. pre-AP, AP, honors). Rigor will also be increased through questioning strategies (Socratic Seminar methods), laboratory experiments using, the use of language of a standard, cooperative grouping classroom settings, use of graphic organizers, designing projects, problem based learning, increase writing in science classrooms, and collaboration with teachers in our building and District.

Mumford Accelerating Instruction in Reading and Mathematics

Mumford's Advanced Placement, Honors program, Mustang Edge Online Courses (2nd Semester Year 1)

Literacy Strategies at Mumford

Staff has been trained in Content Literacy Continuum (assistant principal Ricardo Martin and English teacher Kathy Seaborn), Reading Strategies Across Content Areas

(all staff), Fusion Reading, Reading to Lead, D.E.A.R., and Writing Across the Curriculum

Mumford management and priority of high leverage activities and strategies to close achievement gap

Expectations and strategies that move Mumford in the most strategic and immediate manner towards closing the achievement gap are of the most important priorities at Mumford. Our administrative core values are listed below in priority order and based upon the premise that “No one rises to low expectations”. Our Mumford “We Expectations” are listed below and are posted on each floor of the school.

- 1) We Create a Culture of high achievement: all students have an opportunity to success
- 2) We set measureable goals for student achievement: as a staff we focus on increasing student achievement by tracking data within our subgroups and examining data to track individual student progress.
- 3) We establish expectations for all staff, parents and community to assist in the shaping of our learning environments
- 4) We hold students accountable for their academic performance: Students are aware of their academic progress and must maintain a 2.0 grade point average or better to participate in school activities including dances and pep rallies.

Aligning Instruction to Standards at Mumford

Accelerating Math and Reading Instruction at Mumford

For our MHS students accelerating math and reading instruction is critical to provide foundational skills necessary for mastery in other content areas (Portz & Gaudet, 2001). Double blocked schedules for ninth grade math and English will be implemented in an effort to accelerate instruction for students in those courses who read two or more grades below grade level. Note: All entering ninth grade students will be screened during the summer bridge program to determine their reading achievement level so that appropriate interventions and individualized learning plans developed. We also use EdisonLearning’s evaluate assessment system to determine students’ math and reading proficiency levels and to inform school data team

discussions and to develop tiered interventions for students identified as needing intensive support.

Mumford teacher financial incentives based on student performance

Consistently the goal of Mumford High School is to make AYP. As such teacher whose students meet participation targets and achieve 20% increases per quarter and on the following test can be eligible to be a part of the bonus structure based upon student performance increases. Participation targets include 95% percent attendance rates for their classrooms and subgroups (ethnicity/race, ELL, students with disabilities who have IEP's, and economically disadvantaged). Additionally 20% increases must be met on: District Quarterly Benchmark Assessments, PSAT scores, and Pre and Post Test Diagnostics using Cambridge, retired ACT tests and Princeton Review Test Preparation examinations.

Mumford Culture of Engagement and Aspiration (includes College NEXT!)

At Mumford exists a nurturing learning environment that is conducive to achievement and is a vital part of all great schools. That means we are setting high expectations, engaging and motivating students, and providing them with strong support. Our school culture promotes student achievement and is not something that just happens—it is the product of how we go about carefully crafting a well-planned organization and embedded support systems that reflects our school's values and goals. The Alliance organizational model creates closely knit, effective learning communities within the school, supports us by a schedule and implementation plan that complements and reinforces our school's curriculum and school improvement goals. This partnership structure emphasizes small groups and individual student attention, and also helps our teachers improve their effectiveness by setting aside time for collaborative planning and professional development.

Student behavioral management at Mumford is also important to creating and maintaining the school's culture. Through our relationship with Edison our school, our school leaders and teachers have the tools and support we need to create and are creating an atmosphere of high expectations where student data is monitored to ensure that issues are addressed before they develop into problems and responsible behavior is promoted and recognized. At Mumford we now provide training in student management and the creation of a positive learning environment, supported by a Learning Environment Handbook that serves as a roadmap for the development of behavioral management practices and policies that fit our schools' needs. Where we lack in test scores we make up in shaping our school cultural environment.

Edison Learning's College NEXT! Program includes strategies to engage Mumford school students early in the concept that higher education is a desirable—and achievable—option for each. We have noticed that since Edison has consulted with us our college readiness plan for grades 9-12 have escalated. Their Program itself includes professional development, research materials, resources, and training for all high school administrators and teachers. College NEXT! also provides us and our

students and our parents the supports needed for a student to qualify for and be successful at a four-year college of his or her choice. Through emphasis on increasing rigor, relevance and personalization, our program assists our students in creating a college-going culture and the goals for us is to launch a cohesive college awareness and preparation effort by partnering with neighboring University of Detroit and Marygrove College. Each college is located within a two mile radius from our school. The key components we have gained from Edison's college structure include the use of the College Readiness Standards (ACT and College Board) as well as The College Board's PSAT Early Testing Program to inform AP (Advanced Placement) potential; we believe the use of these components we lead to a significant increase in our high school student enrollment in AP programs. To ensure that every student at Mumford is prepared for college, a college-bound culture must permeate every aspect of our school's learning environment. A key first step includes our schools leadership teams working to create a vision, mission and learning environment that reflect the belief that all students at Mumford can attend college and will be effectively prepared for success in college upon graduation. In addition, our Mumford school teams will make sure that a program is in place to establish a college-bound culture for all students starting with 5th graders and up.

Mumford Demanding Content and Customized Instruction: One of the biggest challenges faced by our school is a need to radically improve academic performance. In the past at Mumford we have a disconnect between expected results and the instruction provided. Often our Mumford curriculum does not cover all of the mandated state standards and/or students are not brought to the level of proficiency needed to pass high-stakes tests. The tools, training, and professional development that we need (Data Specialists, Education Technicians, Dean of Academic Instruction, Attendance Agents) would provide and enable us to design and help us ensure that the students at Mumford will meet—or exceed—state expectations, both in breadth of knowledge and level of proficiency. That is why we need Companion Guides in reading and math to align existing classroom curriculum materials to applicable Michigan standards, enable our teachers and our administrators to understand what proficiency under a particular standard looks like, and provide tools and strategies to help meet each applicable standard.

We desire to regularly-track our student performance data and enable our teachers to customize instruction to meet individual needs and maximize achievement results. The EdisonLearning approach of continuous improvement will helps teachers as well, by assisting them in taking what they learn in the classroom and—through ongoing coaching, mentoring, and development— improve their ability to teach the curriculum. But after Edison is gone from our school, it is more important to understand that our teachers will have been trained to carry on the most sophisticated scientifically research based standards to drive our curriculum and students to the next level. We need our teachers to apply their content area knowledge to reinforce literacy standards and improve student comprehension in all curricular areas. But more importantly we need the resources to realize these goals at Mumford.

Mumford Achievement-Driven Support:

An approach we believe has worked for us here at Mumford is Edison's fourth cornerstone which is critically important to the viability of our school because it underlies the other three previously mentioned. The purpose of this Alliance framework component with Edison, we have found, is to keep our school's focus firmly on achievement. We want to continue to establish a systematic process of continuous improvement that uses assessment data, regular monitoring, and planning to stay on track. EdisonLearning has engaged us by working with administration and teacher teams to carefully examine each of our strengths and weaknesses. The Diagnostic, created for us by Edison varies in its depth according to our needs, but also provided us with the insight necessary to guide us towards works together with school leaders to plan a course of action that blends our school's improvement plan with the Alliance model's best practices, tools, and systems.

Another feature we would like to use is EdisonLearning's eEvaluate™ Assessment System of monthly online assessments which is aligned to state standards (and the ACT). For us this is an important part of our partner relationship. At Mumford we would use this instructional tool to make sure that the instructional program is proceeding properly and the expected results are being achieved. These assessments would provide vitally needed input to the ongoing improvement process; the plan of action would become a living document, continuously refined using Mumford achievement performance data. The regular reporting at Mumford would help us to validate our assessments, helping to ensure that we all are accountable to standards are that they are being met. The eEvaluate™ Assessment System would deliver monthly data to monitor progress towards achievement goals in the classrooms and to drive decision-making for our administration to enable us to make academic improvement decisions. The on-site partnership with Edisonlearning has helped administration to collect, disaggregate, and regularly analyze the data and to adjust the school improvement plans accordingly. For example, Mumford school administrators and the Alliance Achievement Team examine school data and create instructional pacing calendars. The Alliance team had on-site training in state standards and eEvaluate™ assessment data, and now our teachers vertically align instruction across grades and schools adjust our professional development plans. The on-site Alliance Achievement Team works with us to review and assess the quality of materials, programs, and assessments that are currently in use by us and to provide suggestions for our adoption of standards-based materials and assessments.

In addition to using the various assessment data, offered by Edison, the team also works with the us to monitor progress towards school improvement plan goals by conducting side-by-side school and classroom walkthroughs as well as through periodic one-on-one and small group meetings with leadership.

However, we have found that the Alliance with Edison is not a one-size-fits-all solution. We have different needs, so we tell Edison to prescribe us solutions based on our needs. We request that Edison design PD that is flexible and responsiveness to our teachers needs. As such the Edison team has been dedicated and has been working daily within Mumford, and has been diligent to implement a site-adaptable reform model conducive to Mumford. We both share the unifying goals of: academic

growth for all our Mumford students and growth for Mumford High School that leads towards dramatic change that is demonstrable and sustainable.

In sum, we have requested that Edison Learning customize their program to meet the needs of each partnership, and prepare a comprehensive Mumford model that includes the following general components that work hand-in-hand with Mumford High School's improvement plan. Here's what we continue to expect from EdisonLearning:

- Intensive, customized on-site and national Professional Development for our administrators and teachers, including Leadership Development Systems for Anthony Houston, principal and leadership teams
- Mumford School Organization and Scheduling support to create a professional work environment that provides sufficient teacher and team collaborative planning and professional development, and creates a culture singularly focused on achievement
- Mumford Learning Environment and Mumford Student Management tools and supports that promote a school culture in which teachers can teach and students can learn
- Mumford Curriculum management tools and supports that break down Michigan standards, pace instruction, and connect and align curriculum materials to Michigan standards and sample assessment items
- A Mumford eEvaluate™ Assessment System that allows our teachers and administrators to track student progress towards achievement goals and to ensure that instruction is focused on state standards, learning to use data is a systematic way
- Mumford Achievement and Quality Management Systems that monitor implementation of the Alliance model, track progress toward school improvement and achievement goals, identify and manage quality needs as they arise, and ensure integration of all model elements
- Mumford College NEXT! Program to engage our students and their families early in the concept that higher education is a desirable—and achievable—option for each; and to increase rigor through increased access to Honors and AP Programs
- Mumford Comprehensive diagnostic visit for each school

Mumford Teacher Development

There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning will help us to develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow Mumford teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that Mumford teachers need to meet the goals of the program. The Alliance Achievement Team will further provide hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term.

Mumford Social-Emotional and Community Oriented Services

Activities designed to initiate, increase, and improve parent participation at the Mumford will include:

- 2) Parent Forums – Presented by Parents, Teachers, Community, Student Assistants on monthly topics such as: How to raise Academic Kids, Creating Home Learning Environments, Communicating and Dealing w/Teenage Children
- 3) Mumford Parent Data Night – explanations on how to read test scores from formative and summative assessments
- 4) Mumford Curriculum Night –explanation of Mumford Curriculum Model
- 5) How to Communicate with School and to Your Child
- 6) Local School and Community Organization (LSCO) meetings every third Thursday of month
- 7) Parent Teacher Conferences at MHS

8) 1) Mumford College environment settings

- Mumford would like to have a College Specialist, someone whose function is to focus on creating a college bound culture at Mumford. We request this for two-three years, and the person hired must know that their job would be to build capacity within the staff within a certain time period.
- Job duties include scheduling trips to colleges for students - and to some places that they don't traditionally visit. Make sure that every student in the school gets to participate in at least one trip each year, and we want to ramp it up as the students move up in grades
- The College Specialist will develop a speakers series related to college for all grade levels 9-12
- We need the book Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov for every instructional staff member (required reading for Mumford staff members). This can be used by the administrative and instructional leadership teams, plus EdisonLearning, to support and work with teachers.

5) Mumford Credit recovery programs in high school to map out strategies for continuous school improvement. Provide Online instruction for Mustang Edge kids.

- Ideally we request to hire a Credit Recovery Intervention Specialists who can develop a strong credit recovery program and focus on overage/under credit students, which will include counseling them, supporting them, encouraging them, making sure students have mastered material before being awarded credit, helping institute an early warning system, etc. Similar to the College Specialist, this person would set up a strong program over a 2-3 year period and build internal capacity. They would review data to help inform instructional decisions that will, over time, reduce the number of students needing credit-recovery options. As teaching becomes more effective throughout the school and the needs of students are being met by all teachers, there should be less need for credit recovery.
- We want to up a separate a program for overage/under credit students to offer them smaller classes to double up on requirements (no electives) so they "catch up" in a year. At Mumford this would be a self-contained program where the teachers get to know the students well and can stay focused on making sure the students are caught up.
- To target students who are advanced we recommend Online Instruction using Blackboard system. We want to train two-three teachers in Blackboard through courses offered at Wayne Resa/or other off-side location to assist kids who may be on the road to graduating and attending college early. Requirement of a 2.5 cumulative grade point average is in effect for the Mustang Edge Program. Mustang is the name of our school mascot. We are called the Mumford Mustangs.

The following are additional strategies designed to support the implementation of and develop a Mumford technology-centered environment with education technicians who will provide technical assistance to staff and students.

a) Teach skills to help teachers differentiate instruction for students with special needs. Feature sample assessment questions that are frequently tested on high-stakes exams.

b) Our Mumford students will face intense competition for college admission. They will also encounter a job market that is more challenging than ever before. We as a staff, parent and community will provide the efforts to effect change that helps our students reach the highest levels of achievement. By doing this we will provide them with a key that opens up life options and prepares them for what they will face in the future.

c) Develop personal growth plans for teachers based on EL's research-based frameworks for highly effective teaching

d) Develop EDP (Educational Development Plans) for each student at Mumford

e) Help our teachers embed end-of-year standards and skills into reading and math instruction throughout the year

f) Promote school culture by hiring a Dean of Students (DOS) who will direct and coordinate school programs at Mumford to prepare students for college. (see attached job description)

g) Promote learning environment with instructional specialists (i.e. math coach) and teacher incentives.

h) Utilize the services of an Attendance Agent to ensure attendance patterns, tardy issues, and data is tracked for mobility which includes reduction of suspensions, expulsions, etc.

Mumford Proposed Activities

1. How Mumford would use data to inform instruction – Developing, Refining, Planning, Improving, Building, Setting Goals

- a) Our Mumford goal is to integrate technology-based interventions. In order to implement technology that is data supported throughout the building we will create an environment that fosters data driven initiatives and activities.
- b) Mumford test scores from last year's ACT/MME, NAEP Tests, Quarterly Benchmark scores, PSAT, MEAP, Content Literacy Continuum scores in Reading, and Kaplan Pre and Post Tests data will be placed inside of the students ELP (Education Learning Portfolio). Use retired ACT test with juniors to develop a comprehensive plan to help all students to excel on MME and to help Mumford make Annual Yearly Progress.
- c) Mumford Education Learning Portfolios are designed to give students and parents an outlook on how data is used and how it is collected and distributed. Target areas of weakness and strengths will be noted so that every student know how to use data.

2. Mumford's Collection, Analyzing, and Data Share with External Stakeholders.

- a) During our Mumford Parent Data Night each grade level of students will be given the opportunity to understand how data works and its impact on the college admittance process.

- b) In order to implement this data plan Mumford needs qualified Media Specialists, Technology Coordinator, and Education Technician who will work to provide oversight in order to generate data and arrange it in order to be distributed to parents. This is but one of our technology-related interventions at Mumford High School. Others include The use of clicker systems in classroom, Smart Boards, over-heads, computer generated progress reports, lap tops in our media center, use of the District managed Learning Village and Data Director for quarterly benchmarks are designed to expose students to a high degree of technology functions and ensure students know how to care for and respect technology in every capacity.
- c) Over the summer more than 20 Mumford teachers were trained how to use the Districts Learning Village and Data Director website portals. More professional development training is forthcoming. Teachers will print data before from the Learning Village and Data Director websites in preparation for Parent Data Night (will be added to our School Calendar during October 2010). During this night (to be held in the auditorium and gymnasium Parents will enter the building based upon the following schedule.9th grade – 3:00 – 4:00 p.m.; 10th grade 4:00 p.m. to 5:00 p.m.; 11th grade 5:00 p.m. to 6:00 p.m.; 12th grade 7:00 p.m. The purpose of this Night is to distribute and collect data under the four data types for our Mumford Needs Assessment and the collection areas (by use of surveys and forms): performance, achievement, perception, program, and demographic. Although all types of data will be collected parents will attend a Data Talk in the auditorium then proceed to their child’s classrooms based upon a scheduled time increment where data will be distributed. The goals here are to teach students and parents about the importance, relevance, and newfound commitment we all have to make towards data. Students will be given EDP during this time.

Mumford’s plan to adjust instruction based on progress monitoring and data results collected.

The primary educational goal of our Mumford Benchmark System and EdisonLearning support is to measure progress that can be communicated by each and every student and teacher. The benchmark system is an assessment supported quarterly by the District and can be retrieve in real-time through the Learning Village and Data Director. Quarterly Benchmarks for each student can be retrieved and uploaded for printing purposes for reading and math. This is but one formative assessment tool we use to collect data. As previously mentioned we have other methods of data collection to across all four data performance levels. We also utilize CLC and our students were assessed in the National Assessment for Educational Progress as well. Measurements for each assessment are generated, and results circulated to teachers

and students. The goal of each assessment is for teachers to shape their instructional around areas of student deficiency. This data is baseline and designed to ensure we are delivering the most appropriate instruction for our students.

Mumford's Writing Plan

A detailed professional development plan, aligned with National Staff Development Council standards, will be developed collaboratively by the Administrative and Instructional Leadership Teams. The plan is focused on improving the learning of all students through our collaborative team structure where adults function as learning communities. The work of all teams will be aligned with the goals of the school and district. Professional development planned will be ongoing for the purpose of continuous instructional improvement. Our professional development plan will be developed based on disaggregated student data, using multiple sources of information, and using appropriate and collaborative adult learning strategies. Our plan will also assist staff in holding high expectations for the academic achievement of all students, help create an orderly learning environment, and provide staff with research-based instructional strategies to assist students in meeting rigorous academic standards. The plan will also outline professional development to assist staff in using various types of classroom assessments appropriately. Finally, we will provide professional development to provide staff with knowledge and skills to involve families and other stakeholders appropriately.

Professional development will be provided this school year for instructional staff in order to effectively implement our school improvement plan and the activities outlined in this application:

Attached is a Profession Development calendar that addresses each area aforementioned.

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.

At the central office level Tracey Martin, Chief of Staff, Office of Chief of Staff Accountability Auditor will be the in charge of oversight of the School Improvement Grant. Anthony Houston, Principal and Assistant Principals will oversee implementation of all school level functions and activities of the grant.

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

5) How technical assistance works at Mumford - RTI, Learning Village, Balanced Literacy, Data4ss.com, Data Director

- The key for our staff is to truly have time to use RTI, Learning Village, Balanced Literacy, Data4ss.com, these is to truly have time to work with teachers and provide enough ongoing PD. Teachers are being asked to absorb and apply a lot of information in a short period of time, and they need it broken down in small steps so they can learn and master pieces before adding the next piece. Plenty of PD needs to be allowed for during the year and money needs to be allocated to compensate teachers for extra time on this.
- We recommend purchasing the book *Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning* for every instructional staff member (including administrators) to support use of data for the technical assistance you've outlined above and to improve and adjust instruction. With a new Technology Coordinator and Education Technician we can realize our goals.

Research Findings To Support Mumford SIG Application How Technical Assistance/Technology Work in Schools

Ash, Katie. "K-12 Mobile Leaders: School administrators turn to smartphones to stay in regular contact with employees and parents". *Digital Directions, Education Week, Spring/Summer 2010*: 32=37.

Bushweller, Kevin. "Powering Up Change: The use of mobile devices for learning is sparking a shift in the ed-tech landscape, but its impact on student achievement is unclear". *Technology Counts, Education Week, 18, March 2010*: 10-11.

Huber, Katherine. "Professional Learning 2.0". *Educational Leadership, ASCD, May 2010*: 41-46.

Empowering The 21st Century Superintendent; "5 themes and action steps for technology leadership". Washington, DC: Consortium for School Networking, 2010.

Note: RTI can be used rather effectively in conjunction with EdisonLearning's eEvaluate system. Edison Learning has done extensive research on RTI and has developed various RTI professional development pieces, as school leaders have to choose develop an RTI configuration that best meets the needs of its students and the certain structures (i.e. master schedule) may have to be changed/modified to accommodated tier intervention services such as RTI.

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>

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Mumford High School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Cost of (2) LONG TERM SUBSTITUTE TEACHERS to assist at-risk students in the core academic area of ELA, Math, Science and Social Studies @ \$144.96 each per day x 190 days x 2 = Total Salary \$54,810 + benefits \$43,470.	2	\$54,810	\$43,470					\$98,280
125 - Added Needs – Compensatory Education	Cost of TECHNOLOGY needed for classroom to aide with instructions in ELA, Math, Science and Social Studies - Smart boards @ \$1,500 x 5 and Overhead Projectors @ \$1,400 x 4 = \$10,000.					\$10,000			\$10,000
125 - Added Needs – Compensatory Education	Cost of SUPPLEMENTAL SUPPLIES for Science laboratory Experiments - in standards-based classroom. Students will engage in active learning through the use of science materials and lab based activities see the relevance of what they are learning and extend what they previously learned - gallons of water, microscopes, rocks, salt, jugs, etc.					\$5,000			\$5,000
125 - Added Needs – Compensatory Education	Cost of TEACHERS for extended Day program to provide services to identified students in the areas of ELA, Math, Science and Social Studies for 40 teachers x \$23.82 hour x 2 hours per week for 22 weeks = \$41,923 + Salary \$24,994.	1760h	\$41,923	\$24,994					\$66,917
125 - Added Needs – Compensatory Education	Cost of (3) TEACHERS to provide oversight for the Credit Recovery/Elite Edge Program - Blackboard Instructional Staff Training and student support - @ \$23.62 hour x 130 hours (2 to 4 teachers) = salary \$3,117 + benefits \$883.	130h	\$3,117	\$883					\$4,000
125 - Added Needs – Compensatory Education	Cost of PURCHASED SERVICES - Mentoring Workshops for students given on a quarterly basis by grade level - includes speaker fees, speaker supplies and materials to be distributed to attendees - 4 x year @ \$2,500 each = Total \$10,000.				\$10,000				\$10,000
125 - Added Needs – Compensatory Education	Cost of MAINTENANCE AGREEMENT - Purchased Service - to clear/purchase Uniform Blazers w/Crest for students - \$1,000.				\$1,000				\$1,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Mumford High School

125 - Added Needs – Compensatory Education	Cost of (2) EDUCATION TECHNICIANS – to provide technical assistance w/computers/laptops, hardware, software, printers, clickers, inventory of all PC, security of equipment throughout building; Complete build-out of computer laboratory and security of desktop/laptop, site licenses, set up. Retrievals from Data Director/Learning Village full supportive of maintenance of building technology functions and use @ \$32,017 each per year x benefits of \$20,480 each.	2	\$64,034	\$40,959	\$104,993
125 - Added Needs – Compensatory Education	Cost of Supplemental SUPPLIES - Books on CD/Online Novels for Literacy Enrichment – books, supplemental materials, ongoing during school year - \$10,000			\$10,000	\$10,000
125 - Added Needs – Compensatory Education	Cost of FIELD TRIPS for Autistic Students to attend Camp Fowler in the Spring of 2011 (fee includes buses, camp fees, food and snacks) - \$15,000.			\$15,000	\$15,000
125 - Added Needs – Compensatory Education	Cost of Small Learning Communities Incentive Investment (by grade level) – to fully implement sustainable support for SLC of our quarterly benchmarking system incentives, teacher preparation materials, college environment support training (including school environment decorating etc.). Monthly academic achievement celebrations for Quarterly Award Assemblies, training of students, including award certificates, trophies, plaques - \$20,000.			\$20,000	\$20,000
125 - Added Needs – Compensatory Education	Cost of Lead Teacher Stipends. Six Lead Teachers - One in ea. content area will receive \$3,000 ea. For leadership, planning, Professional Development, and building of Small Learning Communities development and planning across subject, grade and content areas. Assistance with assemblies, ELP, DLT, CDT, Academic Test Team required, Signed Agreement required - \$18,000 (No fringes required).	750h	\$18,000	\$1	\$18,001
125 - Added Needs – Compensatory Education	Cost of (2) FTE Teachers – one to work with College Specialist/Credit Recovery intervention specialist and one to work as a Test Coordinator/Data Intervention Specialist – Salary \$138,000 (for two) and benefits \$62,337 (for two).	2	\$138,000	\$62,337	\$200,337

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Mumford High School

125 - Added Needs – Compensatory Education	Cost of TEACHER Attendance Bonuses/Incentives - Perfect Attendance and no more than two absences (i.e. no more than two uses of sick days, pers. Business, or any other call-in for any purpose in given school year). Any teacher who meets Attendance Bonus Requirement will receive \$1,000.00. Incentives are based upon teachers who show leadership during awards and used to promote effectiveness in classroom instructional practices. Incentives include breakfast, awards- \$50,000 (No fringes required)	180h	\$50,000	\$1						\$50,001
	Sub-Total	6/2820h	\$369,884	\$172,645	\$11,000	\$60,000				\$613,529

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
127 - Added Needs – Career and Technical Education	Cost of PURCHASED SERVICE for Year 3 - Maintain Dual Enrollment Partnership with Neighbor College (w/Marygrove College, and/or University of Detroit and/or WCC District) - \$20,000 per year for Marygrove College/University of Detroit Professors to teach entry level college courses to students (10th, 11th, 12th grade and provide college introductory college course offerings/ technical assistance training; college environment - \$5,000.				\$5,000				\$5,000
	Sub-Total				\$5,000				\$5,000

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of (2) ATTENDANCE AGENTS to provide intervention of truancy and absenteeism, data collection of added/dropped students. Agent will also assist with strategies to improve student attendance – Salary \$61,600 each + benefits \$29,166 each	2	\$123,200	\$58,332					\$181,532
	Sub-Total	2	\$123,200	\$58,332					\$181,532

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Mumford High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	Cost of (1) SOCIAL WORKER to provide services to Special Needs Students - assist with anger management and conflict resolution counseling to identified students - Salary \$73,000 + Benefits \$32,251.	1	\$73,000	\$32,251					\$105,251
	Sub-Total	1	\$73,000	\$32,251					\$105,251

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost of (4) INSTRUCTIONAL SPECIALISTS (teacher coaches) to aid staff in providing supplemental instructional services in core academic subject (1) for Mathematics; (2) to as Data Specialists and (1) Inclusion Specialist @ \$74,300 salary each + \$32,603 benefits each.	4	\$297,200	\$130,410					\$427,610
221 - Improvement of Instruction	Cost of PURCHASED SERVICE for Professional Development - for Year 3 maintenance - Virtual Lab Build-out/Blackboard training for three staff members - \$2,500				\$2,500				\$2,500
221 - Improvement of Instruction	Cost of Supplies for PROFESSIONAL DEVELOPMENT – teachers to use for the Virtual Lab Build out/Blackboard training - Purchase of Desktop/Laptop Computers, Software, Site Licenses for two new computer labs and tech set up - \$2,500				\$2,500				\$2,500
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT travel for (4) instructional staff to attending – Edison Schools in Chicago (Longwood City) and/or trip to Dayton, Ohio location. Fee includes bus and per diem - @ \$500 each = \$2,000				\$2,000				\$2,000
221 - Improvement of Instruction	Cost of PROFESSIONAL DEVELOPMENT supplies - Books for teachers – Topics: Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov for every instructional staff member. Richard DuFour's books on building professional learning communities and Joseph Wise's Power of Teaching; Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning - \$8,000					\$8,000			\$8,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Mumford High School

Sub-Total \$1,000 \$4,000 \$5,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
266 - Security Services	Cost of (4) SECURITY GUARDS for After-School Extended Day and Professional Development Activities @ \$12.52 hour x 5 to 10 hours per week x 22 weeks = salary \$8,587 + benefits \$2,431.	660h	\$8,587	\$2,431					\$11,018
	Sub-Total	660h	\$8,587	\$2,431					\$11,018

270 - Pupil Transportation Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
271 - Pupil Transportation Services	Cost of FIELD TRIPS for students to attend college campuses by grade level – grades 9-12 @ \$5,000 each level =\$20,000				\$20,000				\$20,000
	Sub-Total				\$20,000				\$20,000

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Cost of Community Involvement in Learning Service Project. A project designed for school beautification and learning initiatives - \$800					\$800			\$800
331 - Community Activities	Cost of PARENTAL INVOLVEMENT workshops for Instructing Parents on Using Student Data to Drive Instruction to pay for handouts, pamphlets, brochures, form committees, t-shirts with MHS theme technology and leadership for parents and community members - \$3,000					\$3,000			\$3,000
331 - Community Activities	Cost of PARENTAL INVOLVEMENT Workshops and meetings, parent data night, parent involvement services – materials, supplies and handouts - \$4,000					\$4,000			\$4,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Mumford High School

331 - Community Activities	Cost of PARENTAL INVOLVEMENT Workshops and meetings refreshments – TOPICS: parent data night, parent involvement services – for approximately 100 – 150 parents - \$6,000	\$6,000		\$6,000
	Sub-Total	\$6,000	\$7,800	\$13,800

Sub Total	14/7212h	\$1,036,419	\$453,943	\$51,000	\$84,900	\$1,626,262
Indirect Cost (Max Allowed: 4.45%)						\$0
Grand Total						\$1,626,262
Allocation						\$0

MUMFORD HIGH SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM - YEAR TWO

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Two Long Term Substitute Teachers - assist in every capacity \$144.96 daily rate	\$54,810.00
		BENEFITS		\$43,470.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Smart Boards, Overheads, LCD lamps, etc.	\$30,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Year two updates. Early Warning System software and design. The school will develop an early warning system based on evidence-based indicators and will assign staff to create a plan to monitor indicators of student risk over the course of the year and identify those at risk of dropping out and failing courses. A system will be developed to regularly and systematically collect student achievement and operational data, and it will be reviewed as a part of the early warning system. Purchase Teacher Progress Report Log Folders, Stationary, Postage by U.S. Mail to Parents and Letters, Envelopes	\$2,000.00
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Two Attendance Agents - intervention of truancy, absenteeism, data collection of added/dropped students. Keep rolls clean and free of students who left and new to Mumford.	\$123,200.00
		BENEFITS		\$58,331.62
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Four Security Guards for After School Extended Day and Professional Development \$12.52 hr.@5 hrs. week @22weeks	\$11,017.60
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

		OTHER EXPENDITURES	Year 2 Maintenance fees Electronic Development Portfolios for Counseling Department– Portfolio for every child at Mumford to track their own student attendance, mobility, adds, drops, achievement, college readiness, resume, cover letter, and employability status.	\$1,000.00
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	Social Worker w/exp. In Special Needs students. Assist w/Anger Management/Conflict resolution counseling.	\$73,000.00
		BENEFITS		\$32,250.65
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES	Four On site Instructional Specialists - the first will serve as a Math Coach, two Data Specialist, Inclusion Instructional Specialist	297,200.00
		BENEFITS	Fringes	\$130,409.72
		PURCHASED SERVICES	Online Credit Recovery/Elite Edge Program - \$15,000 Year 1 to pay teacher(s)/one administrator to provide over site for program use of Blackboard instructional staff training and student support. Begins Semester Two	\$15,000.00
		SUPPLIES & MATERIALS	Science Laboratory Experiments - In standards-based classrooms teachers utilize inquiry practices within their instruction. Students who engage in active learning through the use of science materials and lab-based activities see the relevance of what they are learning and extend what they have previously learned – this amount includes the purchase of one gallon jugs of water because some of our faucets are dysfunctional. Supplies for one year	\$5,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Teacher Extended Day Pay (Workshop rate \$23.82@2 hours per week Tu/Th.) for 40 teachers/22 pays	\$41,923.20
		BENEFITS	Fringes	\$24,993.70
		PURCHASED SERVICES	Mentoring Workshops quarterly by grade level. Speaker fees, supplies, materials	\$10,000.00

		SUPPLIES & MATERIALS	Year 2 - Test Preparation Services - enhance testing taking skills and methods of students across content areas. 1) Testing Software – Invest in network for students to enable them to take test online for preparation with ACT/MME, SAT, etc. Software to better help Special Needs students perform on formative and summative tests. Year one only \$17,000. Purchase Site License for three years.	\$5,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Year 2 - Maintenance/new Uniform Blazers w/Crest for Students -\$60,000 one time investment into school culture = Year One. Blazers are property of Mumford Leadership Academy transfers, and new students must adhere to policy regarding issuance	\$10,000.00
225	Instruction Related Technology	SALARIES	Two Education Technicians - technical assistance w/computers/laptops, hardware, software, printers, clickers, inventory of all PC, security of equipment throughout building; Complete build-out of computer laboratory and security of desktop/laptop, site licenses, set up. Retrievals from Data Director/Learning Village full supportive of maintenance of building technology functions and use	\$59,000.00
		BENEFITS		\$40,959.10
		PURCHASED SERVICES	Year 2 - Dual Enrollment Partnership with Neighbor College (w/Marygrove College, and/or University of Detroit and/or WCC District) - \$20,000 per year for Marygrove College/University of Detroit Professors to teach entry level college courses to students (10th, 11th, 12th grade and provide college introductory college course offerings/ technical assistance training; college environment.	\$10,000.00
		SUPPLIES & MATERIALS	Year 2 - Books on CD/Online Novels for Literacy Enrichment – books, supplemental materials, ongoing training during school year	\$5,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Year 2 Upgrades and Service Fees to Virtual Lab Build-out/Blackboard training for three staff members. Desktop/Laptop Computers, Software	\$30,000.00
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Fowler Camp Trip for Autism Students. To support and assist students in AI program to attend Camp Fowler in Spring 2011. Buses, camp fees, food, snacks	\$15,000.00
		SUPPLIES & MATERIALS	Small Learning Communities Incentive Investment (by grade level) – to fully implement sustainable support for SLC of our quarterly benchmarking system incentives, teacher preparation materials, college environment support training (including school environment decorating etc.). Monthly academic achievement celebrations for Quarterly Award Assemblies, training of students, including award certificates, trophies, plaques	\$20,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	College campus travel for students by grade level (\$5,000 per grade @4 levels). Bus rentals	\$20,000.00
230	General Administration	SALARIES	Turnaround Assistant Principal to provide oversight of school improvement grant implementation	\$80,000.00
		BENEFITS		\$34,144.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Administration Professional Development for books, materials, supplies	\$1,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Administration Retreat Training - travel, air fare, conference fees, supplies, materials. To attend Leadership Training Conferences locally, nationally. Minimum of two conferences completed with entire administration team.	\$3,000.00
250	Support Services Business	SALARIES	Professional Development for Instructional Staff and Administrators on Bi-Monthly basis - 40 teachers@\$23.82 plus fringe 2 administrators @41.88	\$83,846.40
		BENEFITS		\$49,987.40
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Advanced Placement Supplemental Materials, supplies, trips, busses	20,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Lead Teacher Stipends. Eight Lead Teachers - One in ea. content area will receive \$3,000 ea. For leadership, planning, Professional Development, and building of Small Learning Communities development and planning across subject, grade and content areas. Assistance with assemblies, ELP, DLT, CDT, Academic Test Team required, Signed Agreement required.	\$24,000.00
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Fund two staff for test preparation training in Princeton Review/Amsco. Pay for airfare, hotel, conference/workshop registration materials, food stipend	5,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Security Doors for five doors New Computer Labs– Year Two purchase two more doors	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Instructional Staff and two administrators to charter bus travel to visit: Trip 1 Edison Schools in Chicago (Longwood City) and/or Trip 2: Dayton, Ohio or other locations. Bus fees for two trips, includes food	\$3,000.00
		SUPPLIES & MATERIALS	Professional Development Books – for teachers and administrators - We need the book Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov for every instructional staff member (required reading for entire Mumford staff members). This can be used by the administrative and instructional leadership teams, plus EdisonLearning, to support and work with teachers. Richard DuFour's books on building professional learning communities and Joseph Wise's Power of Teaching (see administration training). We recommend purchasing the book Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning for every instructional staff member (including administrators) to support use of data for the technical assistance you've outlined above and to improve and adjust instruction.	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES	Two Teachers - First teacher will work as College Specialists/Credit Recovery Intervention Specialists and Second Teacher will work as Test Coordinator/Data Intervention Specialists	\$138,000.00
		BENEFITS		\$62,336.50
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Teacher Attendance Bonuses/Incentives- \$50,000. Perfect Attendance and no more than two absences (i.e. no more than two uses of sick days, pers. Business, or any other call-in for any purpose in given school year). Any teacher who meets Attendance Bonus Requirement will receive \$1,000.00. Incentives are based upon teachers who show leadership during awards and used to promote effectiveness in classroom instructional practices. Incentives include breakfast, awards	\$50,000.00
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES	Community Involvement in Learning Service Project. A project designed for school beautification and learning initiatives.	\$800.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Professional Development for Instructional Staff, Parents, Community, Administrators on Using Student Data to Drive Instruction to pay for handouts, pamphlets, brochures, form committees, t-shirts with MHS theme technology and leadership for parents and community members	5000

School: _____

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Parent/Community Forums/Data Nights/Parent Compact/Involvement - parent workshops, parent data night, parent involvement services. Includes materials, supplies, booklets, handouts; food	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,758,679.89

MUMFORD HIGH SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM - YEAR THREE

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Two Long Term Substitute Teachers - assist in every capacity \$144.96 daily rate	\$54,810.00
		BENEFITS		\$43,470.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Smart Boards, Overheads, LCD maintenance fees	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		\$0.00
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Two Attendance Agents - intervention of truancy, absenteeism, data collection of added/dropped students. Keep rolls clean and free of students who left and new to Mumford.	\$123,200.00
		BENEFITS		\$58,331.62
		PURCHASED SERVICES		

School: _____

		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Four Security Guards for After School Extended Day and Professional Development \$12.52 hr.@5 hrs. week @22weeks	\$11,017.60
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		\$0.00
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	Social Worker w/exp. In Special Needs students. Assist w/Anger Management/Conflict resolution counseling.	\$73,000.00
		BENEFITS		\$32,250.65
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES	Four On site Instructional Specialists - the first will serve as a Math Coach, two Data Specialist, Inclusion Instructional Specialist	297,200.00
		BENEFITS	Fringes	\$130,409.72
		PURCHASED SERVICES	Year 3 Maintenance - Online Credit Recovery/Elite Edge Program - \$15,000 Year 1 to pay teacher(s)/one administrator to provide over site for program use of Blackboard instructional staff training and student support. Begins Semester Two	\$5,000.00
		SUPPLIES & MATERIALS	Science Laboratory Experiments - In standards-based classrooms teachers utilize inquiry practices within their instruction. Students who engage in active learning through the use of science materials and lab-based activities see the relevance of what they are learning and extend what they have previously learned – this amount includes the purchase of one gallon jugs of water because some of our faucets are dysfunctional. Supplies for one year	\$5,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Teacher Extended Day Pay (Workshop rate \$23.82@2 hours per week Tu/Th.) for 40 teachers/22 pays	\$41,923.20

		BENEFITS	Fringes	\$24,993.70
		PURCHASED SERVICES	Mentoring Workshops quarterly by grade level. Speaker fees, supplies, materials	\$10,000.00
		SUPPLIES & MATERIALS	Maintenance fee Year 3 Test Preparation Services - enhance testing taking skills and methods of students across content areas. 1) Testing Software – Invest in network for students to enable them to take test online for preparation with ACT/MME, SAT, etc. Software to better help Special Needs students perform on formative and summative tests. Year one only \$17,000. Purchase Site License for three years.	\$1,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Uniform Blazers w/Crest for Students - Year 3 maintenance	\$1,000.00
225	Instruction Related Technology	SALARIES	Two Education Technicians - technical assistance w/computers/laptops, hardware, software, printers, clickers, inventory of all PC, security of equipment throughout building; Complete build-out of computer laboratory and security of desktop/laptop, site licenses, set up. Retrievals from Data Director/Learning Village full supportive of maintenance of building technology functions and use	\$59,000.00
		BENEFITS		\$40,959.10
		PURCHASED SERVICES	Year 3 - Maintenance Dual Enrollment Partnership with Neighbor College (w/Marygrove College, and/or University of Detroit and/or WCC District) - \$20,000 per year for Marygrove College/University of Detroit Professors to teach entry level college courses to students (10th, 11th, 12th grade and provide college introductory college course offerings/ technical assistance training; college environment.	\$5,000.00
		SUPPLIES & MATERIALS	Books on CD/Online Novels for Literacy Enrichment – books, supplemental materials, ongoing training during school year	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Year 3 maintenance - Virtual Lab Build-out/Blackboard training for three staff members. Purchase of Desktop/Laptop Computers, Software, Site Licenses for two new computer labs and tech set up	\$5,000.00
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Fowler Camp Trip for Autism Students. To support and assist students in AI program to attend Camp Fowler in Spring 2011. Buses, camp fees, food, snacks	\$15,000.00
		SUPPLIES & MATERIALS	Small Learning Communities Incentive Investment (by grade level) – to fully implement sustainable support for SLC of our quarterly benchmarking system incentives, teacher preparation materials, college environment support training (including school environment decorating etc.). Monthly academic achievement celebrations for Quarterly Award Assemblies, training of students, including award certificates, trophies, plaques	\$20,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	College campus travel for students by grade level (\$5,000 per grade @4 levels). Bus rentals	\$20,000.00
230	General Administration	SALARIES	Turnaround Assistant Principal to provide oversight of school improvement grant implementation	\$80,000.00
		BENEFITS		\$34,144.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Administration Professional Development for books, materials, supplies	\$100.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		\$0.00
250	Support Services Business	SALARIES	Professional Development for Instructional Staff and Administrators on Bi-Monthly basis - 40 teachers@\$23.82 plus fringe 2 administrators @41.88	\$83,846.40
		BENEFITS		\$49,987.40
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		0
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Lead Teacher Stipends. Six Lead Teachers - One in ea. content area will receive \$3,000 ea. For leadership, planning, Professional Development, and building of Small Learning Communities development and planning across subject, grade and content areas. Assistance with assemblies, ELP, DLT, CDT, Academic Test Team required, Signed Agreement required.	\$18,000.00
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		0.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Security Doors for Two New Computer Labs– Year three	\$4,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		

		PURCHASED SERVICES	Instructional Staff and two administrators to charter bus travel to visit: Trip 1 Edison Schools in Chicago (Longwood City) and/or Trip 2: Dayton, Ohio or other locations. Bus fees for two trips, includes food	\$3,000.00
		SUPPLIES & MATERIALS	Professional Development Books – for teachers and administrators - We need the book Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov for every instructional staff member (required reading for entire Mumford staff members). This can be used by the administrative and instructional leadership teams, plus EdisonLearning, to support and work with teachers. Richard DuFour's books on building professional learning communities and Joseph Wise's Power of Teaching (see administration training). We recommend purchasing the book Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning for every instructional staff member (including administrators) to support use of data for the technical assistance you've outlined above and to improve and adjust instruction.	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES	Two Teachers - First teacher will work as College Specialists/Credit Recovery Intervention Specialists and Second Teacher will work as Test Coordinator/Data Intervention Specialists	\$138,000.00
		BENEFITS		\$62,336.50
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Teacher Attendance Bonuses/Incentives- \$50,000. Perfect Attendance and no more than two absences (i.e. no more than two uses of sick days, pers. Business, or any other call-in for any purpose in given school year). Any teacher who meets Attendance Bonus Requirement will receive \$1,000.00. Incentives are based upon teachers who show leadership during awards and used to promote effectiveness in classroom instructional practices. Incentives include breakfast, awards	\$50,000.00
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES	Community Involvement in Learning Service Project. A project designed for school beautification and learning initiatives.	\$800.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Professional Development for Instructional Staff, Parents, Community, Administrators on Using Student Data to Drive Instruction to pay for handouts, pamphlets, brochures, form committees, t-shirts with MHS theme technology and leadership for parents and community members	5000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Parent/Community Forums/Data Nights/Parent Compact/Involvement - parent workshops, parent data night, parent involvement services. Includes materials, supplies, bookets, handouts; food	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,646,779.89

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Mumford High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. BOBB Emergency Financial
Manager

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title

SCHOOL IMPROVEMENT GRANT

LEA APPLICATION

APPLICATION COVER SHEET

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: Mumford High School	District Name: Detroit Public Schools
DPS Code 550	Schools Code - 02644

Model for change to be implemented: SIG Turnaround Model

School Mailing Address: Mumford High School 17525 Wyoming Avenue Detroit, Michigan 48221	
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Contact for the School Improvement Grant: Anthony Houston (P), Ricardo Martin(AP), Barbara Brooks (SITC)

Positions: Principal (P), Assistant Principal (AP), School Improvement Team Chairperson (SITC)

Contact's Mailing Address: 17525 Wyoming Avenue

Telephone: (313) 416-7064

Fax: (313) 651-0836

Email address: anthony.houston02@detroitk12.org, ricardo.martin@detroitk12.org, billbarb1951@gmail.com

Principal (Printed Name): Anthony Houston	Telephone: (313) 416-7064
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Signature of Principal: X _____	Date: February 16, 2011
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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.