

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity			
XXXXXXXX		Berrien Regional Education Service Agency			
3. Name of Entity as you would like it to appear on the Approved List					
<i>Berrien RESA</i>					
4. Entity Type:		5. Check the category that best describes your entity:			
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> School District <input type="checkbox"/> Other <input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) (specify): _____			
6. Applicant Contact Information					
Name of Contact Becky Meier		Phone 269-471-7725 Ext. 1190		Fax 269-471-9731	
Street Address 711 St. Joseph Ave.		City Berrien Springs		State MI	Zip 49103
E-Mail becky.meier@berrienresa.org		Website www.berrienresa.org			
7. Local Contact Information (if different than information listed above)					
Name of Contact		Phone		Fax	
Street Address		City		State	Zip
E-Mail		Website			
8. Service Area					
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.					
<input type="checkbox"/> Statewide					
Intermediate School District(s): <i>Berrien RESA, Lewis Cass ISD, Van Buren ISD</i>			Name(s) of District(s): All schools and districts residing in Berrien, Cass & Van Buren counties of Michigan		

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

Yes

No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

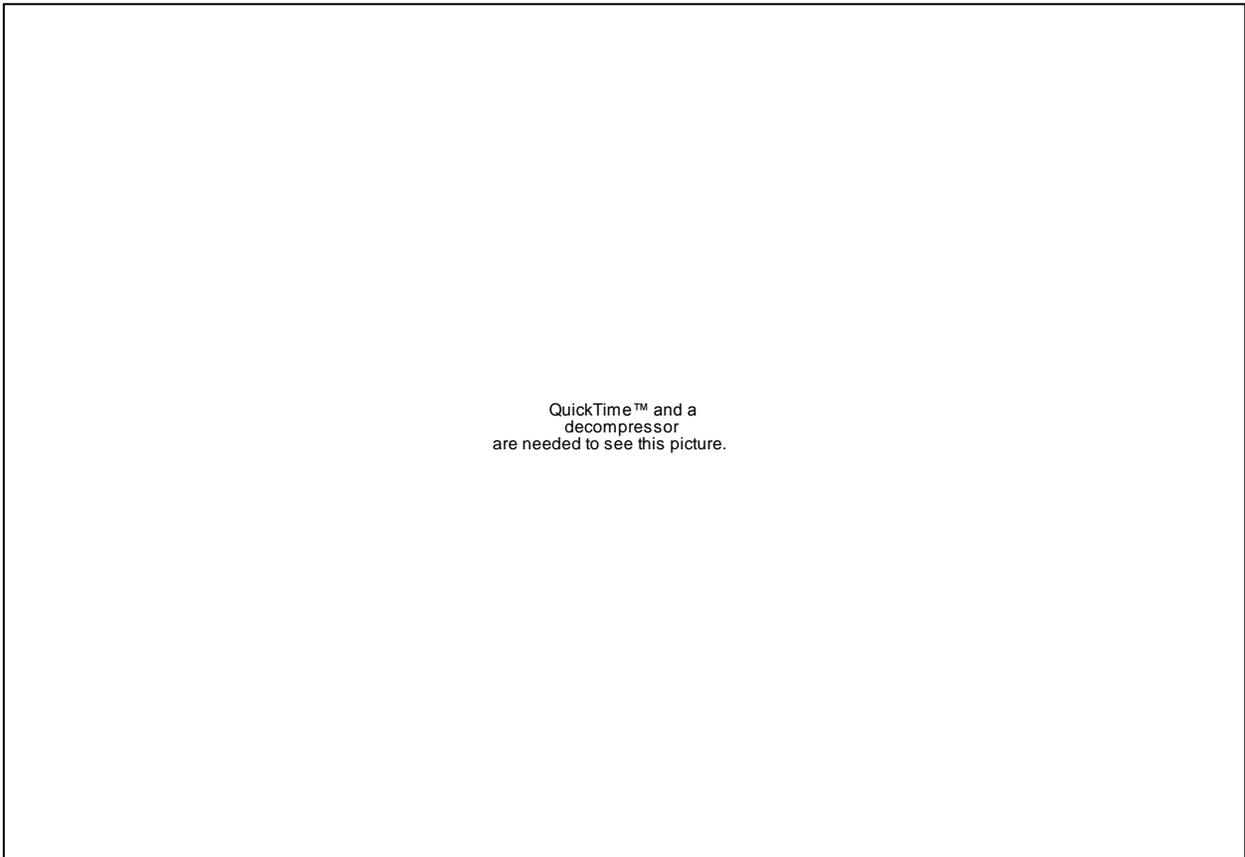
Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Transformational Model for Low-Performing Schools

Berrien RESA has developed a transformational model for low-performing schools based upon five research-based interventions. The graphic below illustrates the five components of the transformational model and is followed by a detailed narrative description of each of the interventions and their related comprehensive school improvement service offerings. We believe that the combination of these proven strategies and interventions when fully implemented will result in dramatic, documented and sustainable improvement in underperforming schools.



Renewed Emphasis on Principal Leadership

Support systems to ensure student and teacher success and sustain improvement are at the core of the principal as instructional leader concept. Much research exists to support the concept that leadership does in fact improve student learning (Wallace Foundation, 2010; IES, 2008; NAESP, 2001). This research embodies the following core principles for effective leadership at the principal level in disadvantaged schools:

- Creating a culture to support the success of every student in the school,
- Sharing responsibility for student learning with teams of staff,
- Using data to inform decision-making,
- And setting short-term and long-term goals for student learning (IES, 2008).

This renewed emphasis on the principal as the instructional leader of the school distributing the responsibility among staff for student learning is a cornerstone of the *Berrien RESA* transformative model for schools.

Professional Learning Communities

The Rick DuFour model of a “professional learning community” is also a well-documented and noted professional support systems to ensure student and teacher success and sustain improvement (DuFour 2007; DuFour 2004). The principles utilized by the DuFour PLC model emphasize:

- Ensuring that students learn,
- Creating a culture of collaboration among staff, and
- Focusing on student results through shared common assessments and instructional goals.

The transformative model for low-performing schools envisioned by *Berrien RESA* couples the principal as instructional leader concept with the DuFour PLC model, thus ensuring that responsibility for student learning is shared among the school staff. The PLC emphasis on goal-setting and using data to make informed decisions about teaching and student learning mirrors the renewed emphasis on instructional leadership in the school.

Best Practices in Curricula, Instruction & Assessment

Best practices in teaching and learning are the key to instructional change and the professional growth of teachers. The content and delivery systems and mechanisms promoted and recommended by the *Berrien RESA* intervention team reflect the documented curricular, instructional, and assessment strategies recommended by the U. S. Department of Education and cited as models of proven scientific research by the *National Center for Educational Research* (<http://ies.ed.gov/ncer/>), the *Institute of Education Sciences* (<http://ies.ed.gov>), and the *Doing What Works* website (<http://dww.ed.gov/>). The responsibility for transforming low-performing schools is too important not to utilize only the best practices that have been proven to result in dramatic and sustained improvement linked to student achievement. This emphasis on student learning also encompasses the effective use of instructional technology to extend the learning day of both students and teachers and to emphasize the real world applications of planned interventions.

Some of the best practices encouraged and supported through the *Berrien RESA* transformative model includes the use of:

- Power standards (i.e. ACT; Michigan Merit Curricula),
- Curricular alignment with state benchmarks (Michigan’s HSCEs and GLCEs),
- Common assessments,
- Team lesson planning and shared lesson plans,
- Instructional technology to facilitate teaching and learning,
- Data-driven student learning utilizing SMART goals, and
- Need driven staff development.

Job-Embedded Professional Development

Improving student learning is a complex endeavor that requires on-the-job practice

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and reflection (Croft et al, 2010). Job embedded professional development at leadership, teacher and support levels has the potential to increase internal capacity for improvement and sustainability linked to student achievement if teaching is regarded as a “learning profession” by school staffs and stakeholders (Darling-Hammond & Sykes, 1999).

The *Berrien RESA* model for transformation promotes job-embedded professional development by:

- Providing teacher opportunities for learning about their own students,
- Using the contextual problems and challenges of the school as the basis for professional development,
- Utilizing an extensive knowledge base of what we know to be effective learning and instruction, and by
- Facilitating this professional learning in a community of learners.

Data-Driven Decision-Making

Creating a culture of data within the school is an emphasis of both the PLC model as well as the renewed emphasis on the principal as instructional leader. The data-driven decision-making practices facilitated through implementation of the *Berrien RESA* transformative model for schools encompasses both comprehensive short cycle formative assessments for student learning and summative assessment systems to measure performance and goal attainment linked to the larger building school improvement plan.

To effectively utilize and implement a process of data-driven decision-making, there is a need to establish a unified action plan, including key questions, benchmarks, performance indicators and timelines. This effort requires leadership at the principal, superintendent, school board and school level for the continuous improvement model to be successful.

Data points included should be considered based on the contextual needs of the low-achieving school. Annual improvement targets are to be written as SMART goals (specific, measurable, attainable, realistic and time-bound). Also included in any data plan are the leading indicators recommended by U. S. Department of Education), such as:

- Instructional minutes,
- Students attendance & dropout rates,
- Student achievement on local and standardized assessments,
- Adequately yearly progress (AYP) of whole group and sub groups (aggregate & disaggregate),
- Student achievement and participation rates (trend data),
- Number and %’s of students completing advanced coursework,
- Discipline and truancy counts,
- Teacher performance per evaluation system, and
- Teacher attendance rate.

Professional development and the use of the school’s PLC will be helpful in readying school staff in establishing a culture of data-driven decision-making in the school. This will also require:

- Build the technological and professional capacity of staff,
- Emphasizing data that drives decision-making,
- Focusing on benchmarks & key indicators,
- Utilizing the action plans for school improvement,
- Use your "*data champions*" as internal facilitators,
- Keep track of what's important through a comprehensive data collection plan,
- Communicating with staff and stakeholders about school improvement data.

The data-driven decision-making component of the *Berrien RESA* model is a process and a tool for the improvement of teaching and learning. This component will provide the evidence to ensure that:

- 1). a renewed emphasis on instructional leadership at the principal level occurs,
- 2). professional learning communities are established and utilized,
- 3). best practice in curricula, instruction, and assessment result in improved student learning, and
- 4). job-embedded professional growth is contextually-based, timely and useful to the overall school improvement initiative.

References for Section 1

Please see Scientific Research section, page ## for a complete listing.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Berrien RESA staff utilizes the resources available from the various U. S. Department of Education websites to access proven and useable scientific educational research in their practice with school clients. These sites include the National Center for Educational Research (<http://ies.ed.gov/ncer/>), the Institute of Education Sciences (<http://ies.ed.gov>), and the *Doing What Works* website (<http://dww.ed.gov/>).

The *Berrien RESA Transformational Model for Low-Performing Schools* is based upon scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to school clients. The five components of the model are supported by research-based evidence referenced by the three U. S. Department of Education websites, as well as other noted corroborating studies:

- 1). Renewed emphasis on principal leadership (Borman et al, 2003; Darling-Hammond et al, 2007; IES; 2008; Fink & Resnick; 2001; NAESP; 2001; NCREL; 2004; Portin et al, 2009; Wallace Foundation; 2010; Weis & Paley, 2006) notes successful roles of principals in low-achieving schools,
- 2). Professional learning communities (DuFour, 2007; 2004; DuFour & Berkey, 1995; DuFour & Eaker, 1999) documents the positive impact of professional learning communities on school improvement processes,
- 3). Best practices in curricula, instruction, & assessment (IES; 2008, Slavin et al 2009; Slavin et al, 2008; National Math Panel, 2010; U. S. Department of Education, 2010) documents the successful mathematics and reading programs for middle and senior high struggling students while also noting how to organize instruction for learning,
- 4). Job-embedded professional development (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators, district administrators, board members, as well as teachers, and
- 5). Data-driven decision-making (Gemberling, Smith & Villani; 2000; Schmoker, 2006; 2001; 1999; U. S. Department of Education, 2010) addresses the need for credible evidence and verifiable results in both formative and summative school improvement planning as well as research-based program evaluations.

Thus verifiable data and credible evidence exists to indicate that the five practices encouraged and supported through the *Berrien RESA Transformational Model for Low-Performing Schools* have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

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References (continued from page 14)

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Exemplar 3: Job Embedded Professional Development
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Improving student learning is a complex endeavor that requires on-the-job practice and reflection (NSDC, 2010). Job embedded professional development at leadership, teacher and support levels has the potential to increase internal capacity for improvement and sustainability linked to student achievement if teaching is regarded as a “learning profession” by school staffs and stakeholders (Darling-Hammond et al, 2009). Job-embedded professional development (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators, district administrators, board members, as well as teachers.

The *Berrien RESA* model for transformation promotes job-embedded professional development by:

- Providing teacher opportunities for learning about their own students,
- Using the contextual problems and challenges of the school as the basis for professional development,
- Utilizing an extensive knowledge base of what we know to be effective learning and instruction, and by
- Facilitating this professional learning in a community of learners.

The job-embedded professional development plan put into place to support principals, school leadership teams, teachers, and support staff of low-performing schools will utilize the professional learning communities model and will be supported by a emphasis on instructional technology to extend the learning throughout and beyond the school day. This professional learning through instructional technology will utilize webinars, videoconferencing and applications on laptops, netbooks, hand-held devices, phones and iPads as appropriate and contextually aligned with the school personnel.

In order to assist the principals, school leadership teams, teachers, and support staff in utilizing all the facets of the transformational model, a planned program of professional development will be designed based on the identified contextual needs of the low-achieving school. Broad strands of professional development available to the learners include:

- 6). ***Renewed emphasis on principal leadership*** (Borman et al, 2003; Darling-Hammond et al, 2007; IES; 2008; Fink & Resnick; 2001; NAESP; 2001; NCREL; 2004; Portin et al, 2009; Wallace Foundation; 2010; Weis & Paley, 2006) notes successful roles of principals in low-achieving schools,
- 7). ***Professional learning communities*** (DuFour, 2007; 2004; DuFour & Berkey, 1995; DuFour & Eaker, 1999) documents the positive impact of professional learning communities on school improvement processes,
- 8). ***Best practices in curricula, instruction, & assessment*** (IES; 2008, Slavin et al 2009; Slavin et al, 2008; National Math Panel, 2010; U. S. Department of Education, 2010) documents the successful mathematics and reading programs for middle and senior high struggling students while also noting how to organize instruction for learning,
- 9). ***Job-embedded professional development*** (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators,

- district administrators, board members, as well as teachers, and
- 10). **Data-driven decision-making** (Gemberling, Smith & Villani; 2000; Shmoker, 2006; 2001; 1999; U. S. Department of Education, 2010) addresses the need for credible evidence and verifiable results in both formative and summative school improvement planning as well as research-based program evaluations.

Berrien RESA has a long history as an educational service agency addressing the professional development needs of the school staff and stakeholders in the tri-county region of Berrien, Cass and Van Buren counties of southwest Michigan. We are proud of the multiple resources we bring in providing comprehensive professional development including the design, planning, implementation and evaluation of:

- Site-based staff development based on the contextual needs of the professional learners,
- RESA-based trainings and course offerings on a variety of topics including implementing professional learning communities, data warehousing, use of instructional technology, school improvement planning workshops, and content-specific activities in curricular planning, instruction strategies and development of local assessments,
- Regional conferences on school leadership, school improvement and student achievement, as well as
- Opportunities for individual mentorship and leadership coaching.

Berrien RESA is a full service provider for professional development. We will tailor a plan that meets the needs of our school clients and allocate the human, time and financial resources necessary to support student achievement in all school settings. We also employ *MAISA*-certified *Instructional Leadership* and *Instruction* coaches to facilitate the continuous improvement process in schools.

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Berrien RESA has a long and established history of addressing the needs of students, staffs and schools within the Tri-County area through various state and federal programs. *Berrien RESA* is by many schools and school districts seen as the main resource and first line of intervention in the design and delivery of unique and focused programs in the areas of: 1) school improvement, 2) Title I services, and 3) curricula, instruction, and assessment.

School Improvement

Berrien RESA facilitates continuous improvement in schools and assist Michigan schools and districts with their school improvement and accreditation efforts by:

- Aligning model(s) to be implemented with the School Improvement Framework,
- Utilizing the Michigan Comprehensive Needs Assessment,
- Promoting individual School/District Improvement Plans, North Central Association (NCA), as "One Common Voice - One Plan",
- Providing professional development in *Tools for Continuous School Improvement* (i.e. School Improvement Framework, Comprehensive Needs Assessment, School Improvement Plan Template, AdvancED Website, Using the CNA Video), and
- Implementing the *Model of Process Cycle for School Improvement* provides the foundation to address school improvement and promote student achievement through a comprehensive and systemic approach consisting of the following main tasks of:
 - 1) gathering data,
 - 2) analyzing/studying the data within the context of the School Improvement Framework,
 - 3) developing a School Improvement Plan, and
 - 4) implementing, monitoring and evaluating this plan.

Title I

Berrien RESA staff helps schools in their understanding of Title 1 and in designing and implementing Title I delivery systems that meet the contextual needs of their learners. This includes the Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a school wide or a targeted assistance program. Just some of the Title I services available to schools from *Berrien RESA* include:

- Schoolwide programs for high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the entire educational program of the school,
- Targeted assistance programs that provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards, and
- School-based decision-making, professional development, and parent involvement as important components of each district's Title I, Part A program.

Curricula, Instruction & Assessment

Berrien RESA uses an integrated model of intervention that inherently links all Michigan Department of Education

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aspects of curricula, instruction, and student assessment. *Berrien RESA* has a proven track record in providing LEA's with the professional development training and guidance in implementing the:

- Michigan Grade Level Content Expectations (GLCEs),
- Michigan High School Content Expectations (HSCEs),
- Michigan Merit Curriculum, and
- Michigan Curriculum Framework.

The instructional staff of *Berrien RESA* has worked closely with their colleagues in special education to design and implement Section 504 plans of the Individuals with Disabilities Education Act (IDEA) aligned with the Michigan Curriculum Framework, GLCEs, and HSCEs.

Working with local and state assessments is a key part of linking curricula and instruction through job-embedded professional development. *Berrien RESA* also offers data warehousing opportunities for LEA's through Data Director of the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) state assessment data along with all other forms of local and/or standardized student assessment.

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Berrien RESA will increase the capacity of the principal, teachers, district administrators, and board of education members by building commitment, developing capacity, and aligning human time & financial resources (NCREL, 2004). The implementation of the *Berrien RESA* school transformational model over the 3-year time period, will enable what was once a low-performing school to become a self-sufficient learning organization. This will be accomplished through the continued use by the staff of the basic components of the transformational model:

- 1). *Renewed emphasis on principal leadership,*
- 2). *Professional learning communities,*
- 3). *Best practices in curricula, instruction, & assessment,*
- 4). *Job-embedded professional development, and*
- 5). *Data-driven decision-making.*

By the end of the intervention period, the school will have:

- Created a shared model of leadership and governance through principal leadership,
- Utilized professional learning communities to address the needs of students on a regular basis,
- Aligned curricula with the Michigan Merit Exam, power standards, and Michigan's High School Content Expectations to ensure that all students receive ample opportunities to learn,
- Experienced job-embedded professional development that has improved their use of instructional strategies and technologies to deepen their content knowledge, and to transform teaching and learning, and
- Become versed in the process of data-driven decision-making to make informed curricular and instructional decisions based on credible and reliable evidence.

The sustainability plan will allow school staffs to revise and construct annual improvement targets and benchmarks as SMART goals (specific, measurable, attainable, realistic and time-bound). The annual SIP will also include leading Indicators (U. S. Department of Education), such as:

- Instructional minutes,
- Students attendance & dropout rates,
- Student achievement on local and standardized assessments,
- Student achievement and participation rates (trend data),
- Number and %'s of students completing advanced coursework,
- Discipline and truancy counts,
- Teacher performance per evaluation system and
- Teacher attendance rates.

The schools staffs will design their sustainability plans utilizing the latest scientific educational research, thus reflecting the best practices of the **Michigan Model of Process Cycle for School Improvement**.

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Michigan Model of Process Cycle for School Improvement

- 1) gather data,
- 2) analyze and study the data within the context of the School Improvement Framework
- 3) revise the School Improvement Plan as needed, and
- 4) implement, monitor and evaluate this revised plan.

Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

The following Berrien RESA staff and consultants will have primary responsibility for serving LEA's through the five components of the transformational model of school improvement: 1) renewed emphasis on principal leadership, 2) professional learning communities, 3) best practices in curricula, instruction, & assessment, 4) job-embedded professional development, and 5) data-driven decision-making.

Sara Bates: Title I Services, School Improvement

Paul Bergan: Career Technical Education (CTE)

Kevin Bullard: Data Warehousing, Data Director

Buzz Calvert: Career Technical Education (CTE)

Kevin Clark: Instructional Technology

Bonnie Deja: Special Education (RTI), MI-Access

Eric Hoppstock: Special Education (RTI), MI-Access

Janine Lim: Videoconferencing

Kathleen McCumber: ELA (reading & writing)

Becky Meier: Curricula, Instruction, Assessment

Joyce Miller: Assessment and Accountability

Brian Pyles: Career Technical Education (CTE)

Elizabeth Pockrandt: Special Education (RTI), MI-Access

Dennis Rudy: Data-driven decision-making; continuous improvement, program evaluation; student assessment

Claudia Vescolani: Early Childhood

Additional information about the *Berrien RESA* program and services can be found at our website: <http://www.berrienresa.org/>

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.