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:

[Email: davidsonk1@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:

- Kristine Davidson
  Consultant
  Office of Education Improvement & Innovation
  OR
- Gloria Chapman
  Consultant
  Office of Education Improvement & Innovation

Telephone: (517) 335-4226
Email: davidsonk1@michigan.gov
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
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<tr>
<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**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.
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.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 0594266</td>
<td>Creative Synergy Consulting LLC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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</thead>
<tbody>
<tr>
<td>Creative Synergy Consulting LLC (CSC)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<tbody>
<tr>
<td>X For-profit</td>
<td>X Business</td>
</tr>
<tr>
<td>□ Non-profit</td>
<td>□ Community-Based Organization</td>
</tr>
<tr>
<td></td>
<td>□ Educational Service Agency (e.g., RESA or ISD)</td>
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<tr>
<td></td>
<td>□ Institution of Higher Education</td>
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<td></td>
<td>□ School District</td>
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<tr>
<td></td>
<td>□ Other (specify):</td>
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<table>
<thead>
<tr>
<th>6. Applicant Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Deb Clarke Ed.D</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>780 Trombley #2</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:debclarke351@hotmail.com">debclarke351@hotmail.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Local Contact Information (if different than information listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td></td>
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<tr>
<td>E-Mail</td>
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<table>
<thead>
<tr>
<th>8. Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>X Statewide</td>
</tr>
<tr>
<td>Intermediate School District(s):</td>
</tr>
<tr>
<td>ALL</td>
</tr>
</tbody>
</table>
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  X  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)

Urban school systems around the country are underachieving at an alarming rate. The traditional school model, which is extremely archaic, is no longer meeting the needs of today’s underprivileged and underserved students who continually lag behind their suburban counterparts in literacy, mathematics and reading. Creative Synergy Corporation (CSC) is dedicated to helping schools and districts bridge those gaps and transform them into highly effective and overachieving organizations. CSC specializes in providing Rapid Turnaround services to underachieving schools based on the Five Keys of Urban Success educational model established by Mr. Byrk and the Consortium on Chicago School Research. This successful and proven model is based on five tried-and-true components, when synergistically applied together, have changed overall school culture and stimulated sustainable academic success. The five turnaround components are: 1) Strong shared-leadership School Improvement Team; 2) Community connection and Involvement; 3) Developing Sustainable Professional Capacity through Job-embedded PD’s; 4) Data-Driven Decision Making and instruction; and 5) Improving Instructional Delivery and enhancing positive relationships.

Support Systems for Students and Teachers in Schools

Creative Synergy Corporation (CSC) employs evidence-based strategies that will assist all stakeholders to collaborate and participate in the school rapid turnaround process. These strategies include the following support services to students and teachers at the school:

1. Systematic School Diagnostic
   - Conduct School-Wide Comprehensive Needs Assessment.
   - Identify student strengths and weaknesses.
   - Categorize teacher strengths and weaknesses.
   - Recognize Leadership strengths and weaknesses.
   - Involve all stakeholders in the planning and developing of reform strategies.

2. Develop Instructional Leadership Capacity
   - Shared Leadership Training.
   - Facilitate School Improvement Team.
   - Job-embedded Professional Development on leadership and making informed evidence-based decisions.

3. Data-Driven Decision Making
   - Align Assessment to Student Learning Expectations.
   - Monitor Achievement Expectations.
   - Analyze and Interpret Assessment.
   - Coach Teachers and Instructional Leaders in the Use of Data.

4. Optimize Teacher Delivery of Instruction
   - Facilitate Professional Learning Communities (PLC's).
   - Enhance teacher-student engagement and relationships.

5. Formative and Summative Assessments
   - Align and design Assessments to Student Learning Expectations.
   - Monitor Achievement Expectations.
   - Analyze and Interpret Assessment.
   - Coach Teachers and Instructional Leaders in the Use of Data to inform instruction.
6. **Evaluate for Continuous Improvement**

- Provide continuous evidence-based feedback to stakeholders regarding progress.
- Evaluate reform components in a continuous and timely manner.
- Provide bi-weekly reports to all stakeholders documenting successes and challenges that continually drive the rapid turnaround process.

CSC will provide the following personnel to assist in implementation of the aforementioned components and services:

- **Executive Director** who will oversee all aspects of the turnaround strategies, maintain records, generate reports and provide leadership training to principal, and leadership team.
- **School Improvement Facilitator** who will meet bi-weekly with the school improvement team that is composed of administrators, teachers, parents, community members, and students. The facilitator will assist the team in utilizing data-driven decisions to continuously evaluate and make informed decisions on the effectiveness of all reform components and school improvement strategies.
- **Professional Development Coordinator** who will meet with all stakeholders and develop school pertinent continuous training in instructional delivery, utilizing data to drive decision making and instructional process, and facilitate professional learning communities across common subjects and grade levels. The coordinator will also train stakeholders to present and conduct future workshops.
- **Content Area Instructional Specialists** in the areas of science, math, English, social studies and literacy whose expertise lies in effective delivery of instruction, formative assessments, and alignment of curriculum to student outcome expectations.
- **Data Specialist** who is well versed in collecting, disaggregating, and summarizing all pertinent school data. The expert will also provide reports to all stakeholders on perception, demographic, and formative achievement data to enhance decision making.

**Content and Instructional Delivery Systems**

CSC is cognizant of the fact that improvement in student achievement will always hinge on the direct interactions between teachers and students in the classroom. CSC provides on-going training, mentoring, and support in evidence-based instructional strategies to improve delivery of instruction in the classroom. This framework will empower teachers to recognize and address student needs on a daily basis. CSC also recognizes that students arrive to school with a variety of backgrounds, interests and abilities. A cookie cutter approach to instruction is fragmented, ineffective and will prove counter-productive to student achievement. CSC will individualize training to complement the inherent strengths of each teacher and transform them into highly effective facilitators of instruction based upon the use of the strong effect strategies which improve student learning as detailed by in the research by educators such as Hattie, Feldman, Tovani, Tatum, Caukins, Reeves, Danielson, Saphier, Pickering and other highly regarded sources such as McRel.

Numerous research by renowned educators such as Marzano, Tucker, and Ward validate that the primary difference between effective and ineffective teachers does not lie in the amount of knowledge in the subject-matter, the type of certificate they hold, the highest degree they earned, or the years they have been in the teaching profession. The difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classrooms. CSC will assist teachers in designing and meeting the student outcome expectations that are based on state, college readiness and common core standards. Teachers will
be trained to modify their teaching techniques and classroom delivery instruction to successfully meet and address all student needs. CSC’s academic instructional coaches and content area specialists will provide an ongoing *Job-Embedded Instructional Model* whose dual purposes are to enhance teacher performances in classroom delivery and establish and nurture positive and lasting relationships with students. The training will provide teachers with efficacy and competencies in the following five evidence-based instructional delivery areas will ultimately lead to significant improvement in student achievement:

- **Differentiation** – Teachers will apply proven strategies that will aid in varying direct instruction and meeting the ever-changing academic needs of all students.
- **Variety** - Teachers will implement a variety of classroom techniques that will enhance student motivation and decrease discipline issues.
- **Data Driven** – Teachers will utilize formative assessments to continually measure each individual student academic progress and make informed data driven decisions individually or in professional learning communities to enhance the learning process and increase student achievement.
- **Questioning** – Teachers will utilizes depth of knowledge questions to stimulate student thinking and formatively monitor student learning.
- **Relevance** – Teachers will infuse real-life applications into the learning process and outcomes to enhance student interest and content relation.

**Building Leadership Capacity**

The second important factor in affecting change and increasing student achievement is building leadership skills and capacity in building principals and the school improvement team. CSC utilizes a leadership model that is based on The Marzano School Leader Evaluation Model which promotes the management of student learning rather than the management of buildings. Its premise is that effective school leaders support teachers with meaningful feedback and goals geared toward student achievement. School leaders must lead toward student achievement; that means supporting teachers. This deep understanding of the instructional framework ensures that school leaders function as instructional leaders, with the knowledge and insights necessary for identifying and developing lead teachers. This research is supported by Dr. Ken Ferguson (2009 et.al) from Harvard which documents, " How High Schools Become Exemplary: Ways that Leadership Raises Achievement & Narrows the Gap by Improving Instruction in 15 Public HS" at the Annual Conf. on the Achievement Gap. Leaders must know how to identify the required skills for teachers and utilize multiple types of school data to make informed decisions that inform and support school turnaround strategies. The instructional framework also provides guidelines for improvement teams to abide by. “Leaders are responsible for culture (the way we do) and climate (how our actions are perceived).” When the goal is to support teachers in support of students, leaders are responsible for providing professional development – not for mere compliance—but for the specific purpose of developing strategies needed to achieve desired student outcomes. Leaders support teachers by aligning resources, curriculum, and professional development to Common Core Standards, state assessments, and other high-stakes assessments required by the district and/or state” (Marzano, 2013).

**Job-Embedded Professional Development**

The third component that has a profound effect on student achievement is continuous and ongoing job-embedded professional development. The purpose of CSC’s job-embedded professional development is to facilitate personal and professional growth of teachers and administrators. Empowering all stakeholders’ capacity will improve their threshold expertise and
allow for continuous sustainability and implementation of the reform process. CSC professionals will provide individual or group assistance in implementation fidelity of the session strategies. Teachers and administrators will provide direct feedback on the effectiveness of the implemented strategy in subsequent professional development sessions, and collectively decide what needs to be amended, enhanced, or altered to improve the effectiveness of the best-practice instructional strategy. This collaboration between teachers and administrators will provide direction on what the next round of professional development will entail at the school. CSC will utilize the following five parameters which are based on state and national standards for effective professional development. Each PD session will be linked to knowledge accumulation, enhanced teaching skills, and increased student achievement:

1. PD sessions are focused on specific best-practice strategy and pedagogies needed to improve classroom instruction and delivery in all learner modalities.
2. PD sessions will be presented in an intensive, sustained, and continuous manner throughout the year.
3. PD sessions will be linked to teacher instructional delivery and student learning, including the use of data gathered from formative and summative assessments.
4. PD sessions will be supported by coaching, modeling, classroom observation, and direct feedback from teachers and administrators.
5. PD sessions will be connected to teachers’ collaborative work in school-based professional learning communities (PLC's) and learning teams.

**Comprehensive Short Cycle and Assessment Systems**

Making informed decisions in the school and classroom will be the ultimate judge of reform success at the school. The overarching goal of all reform is to improve student achievement and growth. Ensuring staff understand and use Data-driven instruction and decision making will be utilized in every learning modality; be it Student Centered Learning (SCL) or other forms of school/classroom organization. Ensuring teachers use and analyze data on a continuous basis to drive instruction and meet student academic needs is tantamount to improving student outcomes. Alignment of formative and summative assessments with the Common Core State Standards. Students will be pretested in math, reading, and literacy skills to determine the base-level data and identify academic deficiencies of students. Short term formative assessments based on curriculum alignment and student performance outcomes will test students on a bi-weekly basis, and the data will be utilized by teachers on an individual basis and in subject area professional learning communities to make informed decisions regarding the next stage of instruction. Teachers will utilize data from item analysis to re-teach, differentiate, or extend certain topics where students are having difficulty. Students will also be assessed in end of units and semester summative exams that will determine the overall academic growth of all students. Teachers will employ the data and item analysis to develop new teaching strategies and instruction that will enhance the educational process and ultimately improve student achievement.

Overall student progress in student achievement will be determined by student performances on standardized assessments such as ACT, MME, MEAP, PSAT, District Based Exams, and Teacher Generated end of the year assessments. The data collected from these assessments will shape the changes needed to modify and enhance the reform strategies for the upcoming school year. The data collected will provide the school improvement team with the evidence-based information to continually answer the following student achievement questions: Where are we now? What do we need to do to accomplish our reform goals? What resources and training do we need to conduct and ensure we create capacity and sustain systemic reform.
**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.
Creative Synergy Corporation (CSC) supports an educational model which is based of the Five Keys of Urban Success that has been utilized effectively to turnaround underachieving urban high schools throughout the United States. The five components of this model 1) Strong shared-leadership School Improvement Team; 2) Community connection and Involvement; 3) Developing Sustainable Professional Capacity through Job-embedded PD’s; 4) Data-Driven Decision Making and instruction; and 5) Improving Instructional Delivery and enhancing positive relationships work in tandem to turnaround underachieving schools and stimulate sustainable academic success in urban, underserved, and low SES communities.

The Consortium on Chicago School Research, which was founded 20 years ago at the University of Chicago by Mr. Bryk, with the assistance of Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu and John Q. Easton, was commissioned by the Department of Education to conduct independent research on Chicago’s 409,000-student school system and identify the major factors that impact the educational process. Based on a series of studies drawn from the database that the consortium has built up over the years, the five ingredients identified as the major catalysts for reform when applied to the school.

“Schools strong on three or more of the five essential supports in the presence of high trust were ten times more likely to improve in reading and math than those with weak supports. A significant and sustained weakness in any single support led almost always to little or no improvement. School leadership was found to be the “key catalyst” for school improvement” (Anthony Bryk, 2010).

I. Evidence-Based Leadership Capacity

Based on the research by Bryk and associates, CSC recognizes the importance of transforming the traditional role of a principal from one of building manager to becoming the instructional leader of the building. For this work, CSC utilizes components from the The Marzano School Leader Evaluation Model which is based on three decades of in-depth research and an extensive review of contemporary literature in administrative leadership by Marzano and associates. From this research, two specific school leader actions that have a positive relationship with student achievement were identified: A Data-Driven focus on student achievement, and dedication to continuous improvement of instruction and instructional delivery” (Marzano 2005).

| Percentage of Students Expected to Pass or Fail a Test in Effective Versus Ineffective Schools |
|--------------------------------------------------------------|--------------------------------------------------|
| Effective School (A)                                      | Expected Pass Rate | 72%                  |
| Ineffective School (B)                                   | Expected Fail Rate | 28%                  |
| Effective School (A)                                      | 28%                |
| Ineffective School (B)                                   | 72%                |

The results indicate a 44 point difference in student pass rates. The data clearly supports that how a school is run plays a critical role in student achievement. In fact, when comparing highly ineffective schools (bottom 1%) to highly effective schools (top 1%), Marzano found a staggering 70 point difference in student pass rates.

This systemic model was a catalyst for a systemic turnaround in Buena Vista in 2003 when the district employed a new superintendent for their district which was slated for slated for state takeover due to continuous failing MEAP scores. By successfully employing these turnaround strategies and making AYP in one year MEAP scores rose as follows K-8:

<table>
<thead>
<tr>
<th>Subject</th>
<th>2003/04..2004-05..% increase</th>
<th>2003/04..2004-05..% increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 4th</td>
<td>38.7</td>
<td>51.2</td>
</tr>
<tr>
<td>ELA</td>
<td>24.3</td>
<td>35.2</td>
</tr>
<tr>
<td>Math</td>
<td>18.9</td>
<td>33.3</td>
</tr>
</tbody>
</table>

At BVSD High School despite declining enrollment, 11th gd. MME scores rose in ELA from 17% of students who demonstrated proficiency in 2004 to 36% who demonstrated proficiency in 2006. Further, in the 6/19/06 Saginaw News, the district was lauded for continuous growth in the percentage of college enrollment rose from 49% in 2003 to 97% in 2006.

II. Evidence-Based Research on Efficient Delivery of Instruction

CSC is dedicated to improving delivery of high quality, data-driven classroom instruction knowing it has a significant impact on learning. Instructional delivery is a process in which teachers are able to successfully provide multiple forms of instruction. Forms vary from Student Centered Learning(SCL), to whole group instruction, to Project Based Learning (PBL) where each strategy causes there to be stronger relationships with students around academic content. and simultaneously increase student engagement as students take greater responsibility for their learning. CSC will empower teachers through the use of content area coaches and job-embedded professional development in the areas of effective classroom instruction and building lasting positive relationships with students. Effective instruction research continually shows that teachers are the most important variable in improving student achievement. Research by Nye and colleagues’ (2004) correlates the difference between a teacher at the 25th percentile and a teacher at the 75th percentile is 14 percentage points in students’ reading performance and 18 percentage points in mathematics. In an analysis of educational productivity in the United States and other countries, teacher classroom instruction was identified as one of the most significant variables with the greatest effect on student affective, behavioral, and cognitive outcomes (Wenglinsky, 2002). Sirin's (2005) meta-analysis on the negative effects/impact of poverty on children recognized effective programs such as Tennessee's Student Teacher Achievement Ratio (STAR) (1990) Word, E et.al as effective in closing the gap and increased the potential whereby both low and high SES district students demonstrated proficiency on the 4th gd. MEAP. (2007 Clarke Dissertation)

Meta-analysis research by Dunn, R., Honigsfeld, A., Shea Doolan, L., Bostrom, L., Russo, K., Schiering, M.S., et al. (2009) on the impact of learning-style instructional strategies on students’ achievement and attitudes “show that the instructional practice of reinforcement has a

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The magnitude of 1.17 standard deviations effect on educational outcomes. The effect of cues, engagement, and corrective feedback, is approximately one standard deviation each. Personalized and adaptive instruction, tutoring, and diagnostic-prescriptive methods also have strong effects on student learning, with effect sizes of .57 (i.e., 22 percentile gain), .45 (i.e., 17 percentile gain), .40 (i.e., 16 percentile gain), and .33 (i.e., 13 percentile gain), respectively. These findings are corroborated by significant achievement gains in MME and ACT scores in urban schools serviced throughout in Detroit and the State of Michigan.

III. Evidence-Based Research on Job-embedded Professional Development

CSC will establish, with the assistance of the administration and the school improvement team, high standards for teachers to increase student mastery of the rigorous standards for students (CCSS), as well as accept greater accountability for student learning. In this endeavor, professional development is a critical link among new policies, school reform, and improved educational practice (Knapp, 2003). “The increasing emphasis on teacher quality, including teacher preparation, mentoring, PD, and evaluation of classroom instruction, is at the heart of efforts to improve the academic performance of our public schools” (Darling-Hammond et al., 2008, 2009; Wei et al., 2009). CSC will conduct job-embedded PD that will typically involve modeling, practice teaching, classroom observation, feedback from peers and academic coaches, individually tailored instruction, and 3-5 year PD plans based on multiple forms of data.

The opportunity to observe skilled peers and coaches, practice teaching skills, and receive immediate feedback within the scope of a long-range PD plan leads to more effective teaching and student achievement than fragmented, single-session workshops that provide no follow-up or continuity in learning (Darling-Hammond et al., 2008, 2009).

Data-Driven Decision Making is the groundwork of CSC’s educational model. It is important that all reform strategies at the school are based on measurable, quantifiable, and evidence-based data. CSC recognizes the need to provide relevant and ongoing training to all stakeholders on how to utilize data to inform decisions that affect the instructional process. Recent evidence-based case studies verify that “data is much more than an accountability tool. It can also serve as a diagnostic tool that enables stakeholders to make decisions that meet student needs and facilitate student growth” (Doyle, 2003). Other corroborating research has also verified that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008).

No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect data on students’ achievement, attendance, behavior, and performance, as well as process and perceptual data from surveys. It's key to note, it’s not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

All stakeholders will be trained in how to collect data, disaggregate it, and summarize it to make informed decisions in the classroom to meet student outcome expectations. A well informed and trained staff will have the capacity to address student needs, provide continuous feedback, and in due course increase student achievement.
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
Implementation of systemic change in schools and classrooms is a long-term process that requires a significant commitment to professional development, technical assistance, and ongoing support. Steps taken to improve teacher skills, delivery of instruction, and curriculum knowledge will yield improved results in the classroom. Professional development will transform the outdated factory model of the school where teachers work in isolation, into one of collaboration and continuous professional growth. This is done by enhancing teacher’s skill set via external and internal supports with an emphasis on improving delivery of instruction, using data to drive instruction, and shared accountability for all. School-wide professional development plans will be relevant, intensive, ongoing, and address the needs of teachers and the school. Professional development facilitated by Creative Synergy Corporation (CSC) will meet the following National Staff Development Council (Learning Forward) recommendations and guidelines:

- Sustained and intensive professional development for teachers is related to student achievement gains.
- Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms.
- Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers.
- Provide teachers with 50 hours of substantial professional development in a given area to improve their delivery skills and knowledge to ensure that every teacher is able to address the needs of diverse learners within their classroom.

**Job-embedded Professional Development -- Instructional Staff**

Improving professional learning for instructional staff is a crucial step in transforming schools and improving academic achievement. Each teacher PD session will be linked to knowledge accumulation, enhanced teaching skills, and increased student achievement. CSC’s academic instructional coaches and professional development coordinator will provide an ongoing *Job-Embedded Instructional Model* whose dual purposes are to enhance teacher performances in classroom delivery and establish and nurture positive and lasting relationships with students. The training which will follow a variety of formats (group, individual, school-wide) will provide teachers with efficacy and competencies in the following five evidence-based instructional delivery areas will ultimately lead to significant improvement in student achievement: 1) Differentiation; 2) Variety; 3) Data-Driven; 4) Questioning; and 5) Relevance. (See exemplar 1 for more details on the instructional delivery strategies).

Teachers are expected to apply best-practice strategies learned in the PD sessions directly into classroom. CSC staff will assist and model implementation of the strategies in everyday instruction. Teachers will be allowed to provide feedback in professional learning communities and in subsequent PD sessions where they will share their findings individually or as a group. The direct feedback will provide the basis for future workshop sessions. Teachers are encouraged to present new findings and provide assistance to their peers as part of the process of building buy-in, and enhancing the capacity for sustainable professional growth and improvement. The PD training for teachers will begin in a series of boot-camps during the summer months and continue every two weeks during the academic school year. Special training for teachers will
take place in the field of data analysis, its collection, summary, and use the findings to make well informed decisions in the classroom. The data findings are shared with students and parents on a continuous basis to provide awareness and accountability.

**Job-Embedded Professional Development -- Principal**

CSC utilizes a leadership training model that is based on The Marzano School Leader Evaluation Model which promotes the management of student learning rather than the management of buildings. Its premise is that effective school principals support teachers with meaningful feedback and goals geared toward student achievement. CSC will empower building leaders in the following leadership capacity skills: 1) Effective shared-leadership skills; 2) Personal and professional growth; 3) How to analyze multiple sources of data to make informed decisions; 4) Strategies on becoming the instructional leader of the building; 5) Creating an academic goal and visions; 6) Enhancing levels of knowledge using research-based information; and How to provide support to teachers through proper observations and evaluation. Leadership PD which will be conducted on a continuous basis by CSC’s executive director will be applied in a variety of formats such as individual training, self-managed growth model, collaborative learning, principal institutes, leadership conferences, portfolio development and packaged external programs.

**Job-Embedded Professional Development -- School Leadership Teams**

The school leadership team which is composed of administrators, curriculum specialists, and selected lead teachers will be trained in school improvement skills that support the rapid turnaround reform strategies. When people are involved from the beginning in the change process, they have a deeper understanding and buy-in of what needs to change, why, and how change can best be accomplished. Team members will be trained to examine data, identify challenges, recognize the need to change and recommend actions. By participating in decision making, they engage and become committed as agents of the change process. Training will take place every two weeks and address a variety of topics such as: Developing evidence based & effective shared goals; Collaboration skills; Conducting Walk-Thrus & Instructional Rounds; Recognizing processes and norms for interactions; How to generate acceptance and buy-in by stakeholders; Data Driven Protocol or How to analyze multiple sources of data to make informed decisions; and How to address adversity and stay the course. Training will take place in a variety of formats (individual, group, leadership conferences) that will build capacity in the leadership team and “train-the-trainers” to sustain future reform strategies.

**Job-Embedded Professional Development -- Support Staff**

The support staff serves an integral part in the school rapid turnaround reform process. CSC is committed to the growth and development of all support staff and offers a range of staff training and development programs to assist employees in learning new job skills, improving work performance, and supporting student achievement. Support staff training will take place on a monthly basis and meet the following goals: 1) improve communication and build the professional image of the support staff; 2) Encourage professional growth and commitment of the council members; 3) Promote positive student learning through the delivery of education programs for all support staff; and 4) Link all services towards improving student academic achievement.

All PD sessions will be judged via qualitative and quantitative means that measure overall impact on the educational process at the school. Effectiveness of the PD’s will also be judged by personal and professional growth by all stakeholders. The ultimate litmus test of success lies in meeting all reform objectives, building sustainable capacity, involving all stakeholders in the reform process and most importantly increasing student engagement and achievement.

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

With over 100 years of combined educational services in the State of Michigan, Creative Synergy Corporation’s (CSC) staff, which is composed of former school teachers, administrators, curriculum coordinators, certified academic coaches, and superintendents, are at the forefront of urban academic reform. Our strength lies in the varied experiences of our staff. During the course of their educational career, our staff has gained first-hand experience in all aspects and implementation of school improvement strategies. CSC’s staff has been trained in evidence-based research and best-practice strategies in all reform components and have the aptitude to build sustainable capacity in all stakeholders and all aspects of CSC’s rapid turnaround model.

**Alignment of CSC’s Rapid Turnaround Model with the School Improvement Framework**

Continuous school improvement and turnaround strategies by CSC are aligned to the five strands of Michigan’s School Improvement Framework as follows:

**Strand I – Teaching for Learning**
- Professional Learning Communities.
- Job-embedded Professional Development training on best-practice instructional delivery

**Strand II – Leadership**
- Shared Leadership Training.
- Facilitate School Improvement Team.
- Job-embedded Professional Development on making informed evidence-based decisions.

**Strand III – Personnel and Professional Learning**
- Professional development and content area coaching
- Professional Learning Communities
- Academic conferences and workshops

**Strand IV – School and Community Relations**
- Family and community seminars
- Parent-Teacher conferences
- Open house and in-school activities

**Strand V – Data and Information Management**
- School-Wide data analysis and Comprehensive Needs Assessment
- Continuous evidence-based feedback to stakeholders regarding progress
- Provide bi-weekly reports to all stakeholders.

**Comprehensive Needs Assessment**

CSC’s data specialist will conduct a school-wide comprehensive needs assessment (CNA) which is gathered from a variety of sources. Quantitative data sources include ACT, MME, MEAP, ELPA, District or school Assessments, and other summative sources that summarize student progress and achievement, adequate yearly progress (AYP) status. Graduation rates, attendance rates, and other demographics will also be included. Qualitative data sources include focus groups, interviews, written surveys, classroom observations, and parent/community inputs and concerns. The data collected from the comprehensive needs will identify the needs and challenges that the school is facing. The data will also allow CSC to assist the school in identifying the components of the turnaround strategies and design professional development needs of core subject area teachers.

**Individual School Improvement Plan**

CSC will help create and facilitate the school’s school improvement team. The team will utilize the data collected from the CNA to amend the 12 components of Title I School
Improvement Plan (SIP) which synergistically combines many reports into “one common-voice – one plan”. The SIP which is a living document will drive all future reforms and turnaround strategies to improve school culture, climate, and student achievement. CSC will assist schools in meeting all requirements for the North Central Accreditation (NCA).

**Michigan Curriculum Framework and Michigan Merit Curriculum**
CSC will insure that all curricula in the school are aligned to HSCE’s, GLCE’s and meet the vision for K-12 education that is outlined in the Michigan Curriculum Framework and Michigan Merit Curriculum. The Merit Curriculum stipulates that all students meet the high school graduation requirement of four credits in mathematics and English; three credits in science and social studies; one credit in physical education/health and arts; and two credits in foreign language. All curriculum reforms must be within these parameters and provide opportunities for students to succeed and thrive in k-12 and beyond.

**Michigan Content Expectations (GLCE’s and HSCE’s)**
Core subject curriculum support at the school is aligned to performance standards outlined in the GLCE’s and HSCE’s. The Content Expectations provide educators with a guideline of what all students should know and be able to do as they progress from k-12 grades. CSC will assist teachers deliver instructions that will meet the high standards set forth in the content expectations and prepare students for the rigors of state assessments.

**State Assessments (MEAP, MME and ACT)**
Student achievement is the overarching focus of all turnaround strategies. Success of the reform strategies is directly correlated to student performance on state assessments. Intensive training during the job-embedded professional development will prepare teachers for addressing student academic needs and improve their academic stamina. Our instructional specialists will provide teachers with testing strategies as well as curriculum support to help improve student performances. Specialized training in college readiness strategies such as foundational math concepts, reading for information, data interpretation and other literacy skills will also be provided to students and teachers as strategies to build foundational skills and improve student test scores and meet Adequate Yearly Progress (AYP).

**Title I funding**
All CSC staff have specialized training and experience in Title I funding programs as stipulated by the Federal government and the No Child Left Behind Act (NCLB). While there are many similarities between school-wide (all students at the school are eligible to receive services) and targeted assistance (only identified students at the school receive services) Title I programs, there are also significant differences. CSC will assist the school in navigating the complexities of both programs and assist in implementing services and resources that will supplement instruction and facilitate student improvement.

**Section 504 of the Individuals with Disabilities Act (IDEA)**
CSC is cognizant of the fact that students with disabilities are more prevalent in urban and disadvantaged districts. These students will be provided with additional support and resources as stipulated by IDEA and ADA. Section 504 and Title II of the ADA are broad civil rights statutes designed to promote equal access to and participation in programs and services. The regulations implementing these laws require that students with disabilities receive benefits and services comparable to those given their nondisabled peers. CSC staff will provide training to teachers in tiered intervention strategies, accommodations, and differentiation of instructions. Special need services will also include pull-out and push-in serves as based on student IEP’s.
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.
Creative Synergy Corporation (CSC) is dedicated to providing training to all stakeholders from day one to build capacity and insure a successful transition for the school to sustain the reform process. An effective three year sustainability plan will involve all stakeholders and address all important reforms components. The sustainability plan will continue the reform process and help transform the school into a highly efficient learning institution where student achievement and engagement is paramount. CSC’s sustainability model which is based on national standards for effective turnaround involves a school-wide approach which includes students, teachers, administrators, parents and community members. CSC will build sustainability in each entity as follows:

**I. School leaders**

School Improvement Teams, which includes the principal, assistant principals, curriculum coordinators, lead teachers, students, parents, and community members can play an important role in supporting progress towards sustainability in their schools, from communicating the initial idea to supporting others with ongoing ideas and encouragement. CSC will foster continuous capacity in the school improvement team through building leadership capacity, and using data to make informed and sound decisions. Training will take place via job-embedded professional development on an individual or whole group basis. Members of the team will also be encouraged to attend leadership conferences and regular visitations to observe school improvement teams in neighboring successful schools. The shared leadership model will prepare the school improvement team to become experts in turnaround process and its successful implementation at the school. By the end of the second years school leaders will become independent and will be able to:

- Communicate the sustainable school actions and goals.
- Evaluate the success of school actions and initiate new action plans based on data collected from the school’s annual comprehensive needs assessment.
- Design professional development training for teachers and support staff based on the needs of the students, teachers and school.
- Oversee the implementation school sustainability goals.
- Involve all stakeholders in the turnaround process.
- Share progress reports with parents and the school community.
- Continually evaluate all components of the turnaround plan and amend as needed.
- Publicize and celebrate small and big victories

**II. Teachers and support staff**

School personnel play a vital role in helping the school learn about and become involved in continuous reform. They play an important role in the planning, development, implementation, monitoring and evaluation of sustainable school initiatives. Teachers and support staff will be continuously trained by CSC staff in the fields of instructional delivery, data collection, enhancing the academic process and improving student achievement. By the end of the second year, school personnel will be empowered to:

- Use effective delivery of instruction based on data-driven, feedback, futures thinking, values clarification, and critical and creative thinking.
- Ensure learning is continuous, ongoing and relevant to where the students live and work.
- Meet regularly in PLC’s and use data to make informed decisions to drive instruction.
- Build positive relationships with student and model positive attitudes and values.
- Provide input into current and future turnaround reform initiatives.
- Implement sustainability policies and practices in the classroom
- Effectively communicate and report on the sustainability of turnaround strategies.

III. Students

Students are an important component of a successful sustainability plan. It is vital for students to be meaningfully involved and given ownership of the process. CSC will empower students by involving them in sustainable school initiatives and be given opportunities to shape the way such initiatives are prioritized and developed. The use of student surveys and other data collection sources will be utilized by CSC to receive input and feedback from students regarding the direction of the reform strategies. CSC will also offer leadership and reform training to select students. The training will focus on teaching students how to set goals, engage others, publicize reform strategies, and celebrate successes along the way. Select students will be represented on the school improvement team and have an active voice in the direction and implementation of future turnaround reform strategies. Students will be empowered to do the following:
  - Become active participants in the education process.
  - Hold teachers and administrators accountable for academic reform at the school.
  - Provide input into current and future turnaround reform initiatives.
  - Effectively communicate and report on the sustainability of turnaround strategies.

IV. Parents and local community members

Involvement parents and local community members in all turnaround reform initiatives at the school is paramount to success. Their involvement is invaluable, because it is through their engagement that broader community changes towards sustainability can be achieved. The use of student surveys and other data collection sources will be utilized by CSC to receive input and feedback from parents and community members regarding the direction of the reform strategies. Some parents and community members will be represented on the school improvement team and have an active voice in the direction and implementation of future turnaround reform strategies. CSC will provide parent and community seminars to communicate the reform process and empower them to perform the following key steps to support reform at the school:
  - Form partnerships with the school to assist them to work towards sustainability.
  - Visit the school, volunteer, and be active participants in school reform.
  - Engage other parents and community members in the reform process.
  - Recognize and reward students and teachers publicly for sustainability achievements
  - Become active participants in school committees and services.
  - Encourage their children and reinforce school initiatives and reforms at home.
  - Provide input into current and future reform initiatives at the school.

The sustainability plan devised by the CSC model involves all stakeholders into the reform process. This whole school synergetic approach will yield continuous improvement and buy-in into the turnaround reform process. CSC will adopt a “train-the-trainers” mentality with all stakeholders to develop sustained capacity in all aspects of the rapid turnaround strategies. Autonomous and successful implementation of the sustainability plan at the school level is CSC’s optimal goal.
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)

- **Deborah Tenjeras Clarke Ed.D** - Executive Director having served in urban school districts as principal at every level. Doctorate in literacy and experience as assistant superintendent for curriculum & instruction and superintendent in multiple urban communities; many being recognized for the teams’ success in implementing systems design processes where quick turnarounds yielded increased educational outcomes. Strong experience implementing PLC’s and PD programs. Experienced in coaching as SIF.

- **T.C. Wallace PH.D** - Extensive experience in leadership development with experience as a superintendent nationally. Dr. Wallace has multiple forms of recognition for his development of highly effective teams in urban & minority programs which transformed educational outcomes for students.

- **James Sahlaney** - As math content coach, Mr. Sahlaney has multiple years of experience as a math teacher in Detroit Public Schools. He also teaches at the college level on teacher preparation programs. As a Coach he has provided guidance in PLC's on data based instruction and is often called upon to demonstrate the effective modeling of math strategies to staff on classroom practices which have been successful in school turnarounds. His work has been credited with having a strong impact which has transformed teachers' capacity to improve student achievement; thus his services are often in demand.

- **Delores Davis** - As an ELA Content Coach, Mrs. Davis has experience with ELL and minority populations in addition to her experience as an ELA teacher. Highly effective in her role on ELA, Mrs. Davis is effective in coaching staff in literacy development in all content areas.

- **Matilde Rodriguez** - Data Driven systems reports formatted in both aggregate and disaggregate formats which provide meaningful information in a timely manner to staff upon which decisions can be made are her specialty. Ms. Rodriguez experience as a data analyst demonstrates her effectiveness in school turnarounds at every level.

Criteria for Staff Selection:

I. Meets State Certification requirement for Content Coaches or currently enrolled

II. Successful experience with urban turnaround and differentiated strategies which close the achievement gap including brain focused instruction, Student Centered Learning, Project Based Learning and school programs and/or districts as documented by data and references.

III. Proven effectiveness in use of technology, systems development and data use.

IV. Effectiveness using interventions which increase achievement in all subgroups.

V. Evidence of the belief that ALL CHILDREN CAN & WILL LEARN.
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.