Electronic Application Process

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

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
<table>
<thead>
<tr>
<th>Exemplar</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>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**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.
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**
   - 46-3689206

2. **Legal Name of Entity**
   - INQUIRY BRIDGE LLC

3. **Name of Entity as you would like it to appear on the Approved List**
   - INQUIRY BRIDGE LLC

4. **Entity Type:**
   - ✓ For-profit
   - □ Non-profit

5. **Check the category that best describes your entity:**
   - ✓ Business
   - □ Community-Based Organization
   - □ Educational Service Agency (e.g., RESA or ISD)
   - □ Institution of Higher Education
   - □ School District
   - □ Other
   - (specify): ______

6. **Applicant Contact Information**
   - **Name of Contact:** Flavian J. Prince
   - **Phone:** 800-390-3339
   - **Fax:** 561-477-6232
   - **Street Address:** 8177 Glades Road, Ste 217
   - **City:** Boca Raton
   - **State:** FL
   - **Zip:** 33434
   - **E-Mail:** fprince@inquirybridge.com
   - **Website:** www.inquirybridge.com

7. **Local Contact Information** (if different than information listed above)
   - **Name of Contact:** Flavian J. Prince
   - **Phone:** 217-714-9786
   - **Fax:** 561-477-6232
   - **Street Address:** 10866 Pardee Road, #55
   - **City:** Taylor
   - **State:** MI
   - **Zip:** 48180
   - **E-Mail:** fprince@inquirybridge.com
   - **Website:** www.inquirybridge.com

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.

- ✓ Statewide

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
</tr>
</thead>
<tbody>
<tr>
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</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  ✔ 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.
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:

A. Support systems to ensure student and teacher success and sustain improvement.

System: The INQUIRY BRIDGE approach currently is being used in public, charter, alternative and therapeutic day schools (middle and high schools) in Chicago, Metro Detroit, and Milwaukee. Its documented success is based on an unconventional reform model. The overriding goal of INQUIRY BRIDGE is to strengthen students’ fundamental skills which can be applied to a range of subject matters and perhaps, most importantly, to have students come to know not only what they have learned, but also how they have learned it. This metacognitive transition from student to life-long learner provides them with the potential for living a productive life as they move into post-secondary education, trade school, military service or the workplace. Students are taught the metacognitive steps behind mastering skills and, as a result, are expected to become confident self learners who have the ability to continue learning and solving problems in the post-secondary world. INQUIRY BRIDGE provides students with the skills and support needed to sustain academic improvement. The master schedule, staffing, and curriculum are designed with district and school personnel, to ensure that students master skills aligned with the Common Core Standards and State of Michigan Standards.

Sustainable System: The INQUIRY BRIDGE reform model is a complex and thorough approach to whole school reform.

- The theory of metacognition with a constructivist approach.
- Bite sized skill practice at an independent level.
- Synthesized skills from independent level to 2 to 3 year gap acceleration.
- Create flip culture curriculum through in-house monitoring of skill procedures.
- Place skill and flip culture into leveled, blended learning pods and pace at one skill per week.
- Divide reading and math core subjects into two core morning blocks.
- Create higher order thinking taxonomy schedule for students to monitor their own progress of learning.
- Utilize two-tiered blended learning system to monitor reform, student progress and student achievement, and reward students for uploading mastery work.
- Identify social emotional and academic gaps and address through blended learning modules.
- Utilize multi-level step prep stations for small group instruction and differentiated learning.
- Monitor student progress through placement of higher order thinking materials on specified wall space (HOT WALLS).
- Identify sub and cluster skills to be practiced in blended learning lab with home accessible web-based software.
- Create smaller pods of remediation to catch students not on pace to master given skills through appointments to improve mastery (AIM).
- Develop curriculum training around the idea of project-based essential question driven assessments focused on breaking the cycle of dependency.
- Utilize science courses to help solve the issues involving the questions proposed by enduring questions.
- Focus the school schedule to guarantee non-core employees can flood classrooms until every student has mastered the apply portion of the Step Prep process.
- Slow down instruction during Week 4 to guarantee that every student has the ability to master interim skill-based unit exams with specific skill gap identification, tutoring, and retesting.
- Monitor and provide positive feedback for every student who masters exams during Week 4.
B. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement

4 Different Zones of Learning
12 Hour Accessible Stations
4 Pods of Learning from k-14
Success Board LMS and APP

3 Tiered Placement Test
Electronic Testing

- Blended Learning Pods Placement on independent level regardless of grades.
  - BLP
- Blended Learning Modules to fit the needs of every individual student
  - BLM
- Traditional Schooling Categories
  - Enrichment
  - Athletics
  - E-S.T.E.A.M.

- Synthesized Skills From Remediation to Instructional Level focus on acceleration and align to grade specific credits.
- Available from 8 Am to 8 Pm for students to work on Sub, Cluster, or Credit Recovery Skills aligned to Game Board
- Office hours to help skills aligned with game boards: Teachers, tutors, volunteers, ACT Prep.
- Every four weeks students return to stations to get rewarded off of their game piece mastery and enrichment projects.
- Access sports at traditional schools or offer low budget sports programs.
- Traditional STEM curriculum but hands on with a business twist, Community Driven
- All other Art programs should be built off of core mornings or students are given vouchers to take private lessons.

- Core Morning
- Blended Lab
- A.I.M.
- Step Prep
- Flooding
- Guided Strategies across curriculum
  - Mend and Blend

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
**A Different Approach:** INQUIRY BRIDGE is an innovative approach to transforming the instructional delivery and culture of student learning within any given climate. The design of the curriculum is a metacognitive constructivist approach focusing on skill-based inquiry. It combines backwards design with institutional differentiation from the multiple faceted core scheduling to the daily higher order thinking schedule. Every skill-based unit is mapped out prior to the school year, and placed within eight learning units per grade level. Each grade level has both the remediation and the acceleration variables built into the scheduling for the diversity of cognitive levels upon enrollment.

The basis for the program is a skill-based system built around a Success Board and CareerTreks designed for the students to know exactly what they need to accomplish, and to map their mastery as they proceed. All stakeholders are connected with the holistic approach to education as well as the impact of both the Success Boards and CareerTreks. The Success Boards are designed to house both the common core skills for the students as well as the CareerTreks and community involvement.

There are three levels of Success Boards, one for students functioning far below grade level, one for students near level, and another for students performing at or above level. The Success Boards play a critical role in the BlendMyClass™ Educational Model. They become the most effective and satisfying communication vehicle between students and teachers. The Success Board allows students to track their progress, tells teachers what they have completed, and determine what skills students need to master. It also shows them how close they are to passing post-secondary tests and what projects they are completing to better prepare their futures. The reform design utilizes 24 Game Pieces with skills built in. It eliminates grade levels and earning grades, and shifts the focus to skill mastery and pacing. The success board is a metacognitive, inquiry-based feedback look and is constructed as such:

- 1 game board per year
- 24 specific units or game pieces
- 8 units per blended learning pod
- 3 skills per game piece.
- 4th Week Monitoring and Feedback Loop.
- 80% mastery of assessments.
- Social Emotional progress monitoring through biblo-therapy curriculum.
- Project based learning performances based off of skill mastery.

The rationale is simple. Our target population is significantly behind so the number of sub and cluster skills needs to be filled before we can release a student to catch up on lost coursework independently.

**C. Job Embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement**

System: Continuous and thorough professional development is the cornerstone of the INQUIRY BRIDGE instructional model. Using student achievement data and Common Core/Michigan State Standards, INQUIRY BRIDGE collaborates with district and school administrators, faculty and staff to develop a professional development plan that is aligned with district and school improvement plan. The professional development plan drives instruction and resources are allocated to support efforts that will help students achieve maximum academic success. In addition, the plan supports the school’s educational philosophy and academic goals.

**Professional Learning Community (PLC) Indicators:** (1) The number of students achieving mastery of skills per unit; (2) the growth of STAR Reading and Math data by the end of the year; (3) the growth in attendance; (4) the growth in tested dual enrollment programs; and (5) at least 1.5 point growth in ACT scores/year.

INQUIRY BRIDGE delivers a unique approach to school reform through our fifteen course, three-year training modules titled *The Unlocked Student* (see below).
Through our custom built, reform-based learning management system, INQUIRY BRIDGE LMS and BlendMyClass™ tracking center, we ensure that the in-class training coupled with reinforced online learning ensures that our reform system is run with fidelity.

Content In-School Reformers (CISRs) – In addition to the comprehensive and mandatory three-week training prior to school starting, the CISRs will continue to monitor progress through our weekly PLCs, daily classroom monitoring, and video taping of instruction. The CISRs will be monitoring interim assessments according to INQUIRY BRIDGE’s unique metacognitive skill-based inquiry system.

Common Prep: Common Prep is scheduled once per week (generally Wednesdays) for two hours. This time is built into the master schedule to facilitate professional development focused on using data to inform instruction. Staff modify instructional strategies and programs as a result of analyzing the following data: (1) Interim Assessments (Integrated English, math, science and social studies); (2) COMPASS Test; (3) MEAP item analysis; (4) MME item analysis; (5) Pass/Fail Rate; (6) Graduation Rate; (7) Attendance; and (8) IEP Compliance.

What are the outcomes of schools that utilize the intervention? (1) INQUIRY BRIDGE aims to help all students master their critical thinking processes through literacy, logic, and life development. (2) INQUIRY BRIDGE learning communities grow as every stakeholder consistently trains to fill the skill gaps necessary to aid one another to excel at the next level. (3) INQUIRY BRIDGE will accomplish these goals through skill-based inquiry, constructivist methodology, and metacognitive development.

D. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan

The INQUIRY BRIDGE model asks two essential questions to deliver precise skill-based instruction for any given student. How many times does a leveled student need to practice a skill until mastery is achieved? Are the higher order thinking procedures allowing every student to receive individualized attention in order to master these goals? We monitor our students through eight unit skill-based interim assessments bracketed by a placement and exit exam. This data is tracked by our BlendMyClass™ LMS and is directly correlated to the Michigan Assessment Schedule.

We utilize three procedures: (1) Skill Gap Identification; (2) Skill Level Placement; and (3) Skill Acquisition. We monitor these procedures through: (1) Essential 9 Blended Learning Pods; (2) Skill-Based Tracker; (3) AIM; and (4) 8 Interim Unit Exams linked to skill-based game board. We intervene through: (1) Unit Diagnostics; (2) DL Skill Intervention; and (3) Lit and Logic Lab.
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.
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.

A. 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.

The following data supports successful utilization of INQUIRY BRIDGE's research and evidence-based practices in the delivery of systems and services in secondary school settings. Specifically, the INQUIRY BRIDGE system was utilized at four Banner Academy programs in Chicago during the 2012-2013 school year. Prior to that year, the Banner programs had been utilizing the school district delivery system. The Pass/Fail Rate for the programs changed as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALOP at Banner Academy South</td>
<td>55%</td>
<td>83%</td>
</tr>
<tr>
<td>ALOP at Banner Academy West</td>
<td>76%</td>
<td>91%</td>
</tr>
<tr>
<td>ALOP Transition at Banner Academy South</td>
<td>57%</td>
<td>97%</td>
</tr>
<tr>
<td>ALOP Transition at Banner Academy West</td>
<td>70%</td>
<td>89%</td>
</tr>
</tbody>
</table>

In addition to Pass/Fail rates, programs utilizing the INQUIRY BRIDGE model have seen substantial growth in attendance, retention rates, and standardized test scores.

The INQUIRY BRIDGE delivery system is detailed in the table below, which lays out the areas of reform, the scientific-based research, and school district data.

B. 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.

<table>
<thead>
<tr>
<th>Reform Focus 14 Areas</th>
<th>Scientific Based Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Week Teacher Training and Curriculum Mapping Around Skill Based Instruction</td>
<td>Teachers are given an intensive summer training that focuses on the ins and outs of effectively enacting the reform framework in their building. The teachers build their curriculum with the guidance of reformers, justifying their selections with the skills necessary to complete the state educational standards. “In the literature, it is said that there is a link between teacher contributions to curriculum development process and their degree of professional development (Macpherson, Brooker, Aspland, &amp; Elliott, 1999). The professional development is also prerequisite to effectively put into practice the teacher autonomy (Steh &amp; Pozarnik, 2005). The findings of the study have revealed that there are some differences among the teachers in terms of the level of participation in the planning and improvement of the instructional practices. It has been observed that the contributions of teachers, with sufficient knowledge, skills and motivation, to the effective use of the new teaching methods and materials are at a higher level.” Ozturk, I. H. (2012). Teacher's role and autonomy in instructional planning: The case of secondary school history teachers with regard to the preparation and implementation of annual instructional plans. Educational Sciences: Theory &amp; Practice, 12(Winter), 295-299. Retrieved from <a href="http://web.ebscohost.com.cucproxy.cuchicago.edu/ehost/pdfviewer/pdfviewer?vid=13&amp;sid=0e7e5086-09ec-f41e-9c4e-d466f61e4161@sessionmgr115&amp;hid=127">http://web.ebscohost.com.cucproxy.cuchicago.edu/ehost/pdfviewer/pdfviewer?vid=13&amp;sid=0e7e5086-09ec-f41e-9c4e-d466f61e4161@sessionmgr115&amp;hid=127</a></td>
</tr>
<tr>
<td>Developing a Flip Curriculum of Procedures and Steps around Common Core and State Standards Skills</td>
<td>The process of creating the flip curriculum takes teachers through all materials that need to be available for students to understand and apply a given skill set, as outlined in the previously developed curriculum. “Freed from delivering whole-class instruction during that hour or so, the teacher can deliver targeted instruction to students one-on-one or in small groups, help those who struggle, and challenge those who have mastered the content…. courses that are more didactic, that consist of large quantities of content on the low end of Bloom’s taxonomy—in the categories of remembering or understanding—will likely undergo a greater transformation in the flipped classroom model” Sams, A., &amp; Bergmann, J. (2013). Flip your students' learning. Educational Leadership, 70(6), 16-20.</td>
</tr>
<tr>
<td>Leveling Students and</td>
<td>Students are placed into learning communities with students who need similar skill development. These students will work in small groups and with the same group of teachers to help support their growth to the Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application 13</td>
</tr>
<tr>
<td>Skill-Based Instruction Including Leveled Texts</td>
<td>Students are given more autonomy in their learning process through the weekly HOT procedures. The students have to remember, understand, apply, analyze, create, and evaluate in order to show mastery of the weekly skill. “When teachers give students an opportunity to Explore the concepts prior to an Explanation, no matter whether the teacher or the students provide the Explanation, the students think more deeply about the content. If reasoning and critical thinking are instructional goals, then these results suggest that teachers should consciously provide opportunities for students to develop the ideas for themselves. In our observations, this did not equate to free discovery time, but rather to guide Exploration time in which students were given parameters by which to explore the concepts.” Noble, T. (2004). Integrating the revised bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. Teachers College Record, 106(1), 193-211.</td>
</tr>
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<tr>
<td>Inquiry-Based Application from Understanding to Creation Projects of Skills Learned</td>
<td>Students are given more autonomy in their learning process through the weekly HOT procedures. The students have to remember, understand, apply, analyze, create, and evaluate in order to show mastery of the weekly skill. “When teachers give students an opportunity to Explore the concepts prior to an Explanation, no matter whether the teacher or the students provide the Explanation, the students think more deeply about the content. If reasoning and critical thinking are instructional goals, then these results suggest that teachers should consciously provide opportunities for students to develop the ideas for themselves. In our observations, this did not equate to free discovery time, but rather to guide Exploration time in which students were given parameters by which to explore the concepts.” Noble, T. (2004). Integrating the revised bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. Teachers College Record, 106(1), 193-211.</td>
</tr>
<tr>
<td>Small Group Differentiation around Higher Order Thinking Procedures</td>
<td>By introducing small group differentiation, students are able to focus on the steps to the skills that are the hardest for them to grasp as individuals. They can then work through stations that help them to develop their skill competency while simultaneously building their higher order thinking skills. “The study recommends that the teachers should apply active inquiry-based learning in the classroom to transit from teacher-centered style of teaching to student-centered learning.” Wulandari, S. (2013). Inquiry-based active learning: The enhancement of attitude and understanding of the concept of experimental design in biostatics course. Asian Social Science, 9(12), 2013.</td>
</tr>
<tr>
<td>Higher Order Thinking Taxonomy and Daily Schedule</td>
<td>All students need the opportunity to demonstrate the best of their abilities. Therefore, no matter the level of the student, there are procedures occurring across the board that challenge all students to use higher level thinking throughout their school day. “These teachers’ comments indicate that Bloom’s taxonomy created opportunities for them to cognitively challenge all their students, not only the children perceived as academically gifted.” Noble, T. (2004). Integrating the revised bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. Teachers College Record, 106(1), 193-211.</td>
</tr>
<tr>
<td>Linking Essential and Enduring Questions to Helping Students Develop Self and Community</td>
<td>Students need to be able to transfer the knowledge garnered at school and apply it to the world at large. By ensuring the link between the essential questions and enduring understandings provided in the content area and the community, we are helping the students to bridge that gap. With this bridge, purpose is created. “Consequently, changing the frame of reference requires an innovation, which makes it difficult to accomplish. Hence, some social support is crucial in a change of a frame of reference. This support comes in two forms: an individual may join an existing group with the desired frame of reference, or—if such a group is lacking—a group may develop as individuals with the same problems come together and search for a solution to their problems (Cohen 1955).” Houette, M. V. (2006). School type and academic culture: Evidence for the differentiation-polarization theory. J. Curriculum Studies, 38(3), 273-292.</td>
</tr>
<tr>
<td>Weekly and Unit Interim Assessments Based off of Skill Mastery @ 80%</td>
<td>Students are given weekly skill quizzes to test their mastery of the introduced concept for the week. At the end of the unit the student are deemed prepared, meaning that they have shown proficiency through their weekly work and quizzes, are invited to take the unit assessment. Students must receive 80% or higher to show skill mastery. “Dewey (1958) emphasizes that people learn best when they are confronted with real-life problems to solve and that schooling should provide genuine learning situations. Pinar (1975) champions a reconceptualist approach to curriculum development, whereby teachers design tasks based on envisioning the kinds of worlds that students will live in, contribute to, and help build. Vygotskian theory stresses the importance of the teacher as professional that can lead, mentor, and motivate students in the development and use of technologies (Vygotsky, 1978). Freire (1973) sets forth the concept of problem posing and problem solving as a way to teach students to act upon their worlds. He also reiterates that curriculum, too, is disconnected from real life, should be relevant to the immediate worlds of the students. Sizer (1987,1992,1994) proposes that schools narrow the curriculum and teach subjects in greater depth by means of intellectually rich tasks to achieve greater levels of understanding and demonstrations of mastery.” Beattie, D. K. (2006). The rich task: A unit of instruction and a unit of assessment. Art Education, 59(6), 12-16. Retrieved from <a href="http://www.naa-reston.org/index.html">http://www.naa-reston.org/index.html</a></td>
</tr>
<tr>
<td>Pre Reading and Grammar Skill</td>
<td>Students are given grammar support through contextual grammar lessons related to the text that is currently being covered. There is also a remediation technological component that teachers may use to help students. “If we persist in seeing complexity in terms of an attribute of grammar, we are committed to a search for a</td>
</tr>
</tbody>
</table>
### Development through guided reading strategies

A definitive list of grammatical items deemed to be complex. Because of the number of factors involved in complexity and the inevitable subjectivity in evaluating them, even with much larger and more representative datasets than reported here, such an approach will almost certainly fail. A more promising direction is to view complexity as the interaction of grammar and context. In this understanding, grammatical complexity is the manipulation of grammatical options to fit the linguistic environment. It is ultimately context bound and sensitive to a multitude of factors like topic, register and audience.”


### Blended learning modules and classes based off of sub and cluster skill remediation

Students who are far behind in their foundational skills may need more individualized support and practice to learn new skills. By having a blended model, students are able to learn, practice, and apply the skills that are the cracks in their foundation of learning. Students attend blended learning labs that have assignments tailored to their specific needs and allow them this opportunity for growth.

“PHS administrators accomplished their goal of improving the passing rate on the 10th grade Math MCAS test. The combination of using a CBI-supported targeted curriculum and other instructional strategies was effective, improving the passing rate from 62% in 1999–2000 to 84% in 2000–2001. The improvement among at-risk students was particularly encouraging.”


### Bibilio-therapy based off of life development and executive skills

Students need the opportunity to see how their selections are currently impacting their academic endeavors. It is important that they recognize their own abilities and the way to ensure that any social issues arise do not have to determine their academic success.

“Research studies have suggested that bibliotherapy can be used to influence both students’ behaviors and attitudes. For instance, researchers using structured bibliotherapy sessions have helped students decrease obsessive-compulsive behaviors (Tolin 2001) and develop coping skills (Ableser 2008; Haeseler 2009). Teachers also have reported that bibliotherapy can be used to change students’ perceptions of and behavior toward students with disabilities in their classroom and school (Shechtman and Or 1996; Prater 2003; Dyches, Prater, and Leininger 2009).”


### Career track development based off of skill tracking in core subjects

Students should have a clear understanding of how their specific skill sets will aid them in the future. By looking at their strengths and developing a career profile, students can look into careers that would be well suited to their likes and abilities. Students can then explore these career paths and make plans for the future.

“The kinds of exploration that schools can offer (e.g., individual guidance, career courses, job shadowing, career fairs) typically take place in middle school and the early years of high school and are limited inherently. For young people to internalize the information from these experiences, they need to make initial choices and be given opportunities to encounter occupations in-depth. To truly test the fit between what they like to do and what occupations require, students must learn to perform the tasks required by the occupations that interest them.”


### Data based Professional Learning Communities led by Instructors – Focusing on HOT mastery throughout the week and classroom management.

All decisions made for student learning should directly correlate to student data. As such, it is imperative that educators share their collected data to look for trends, biases, and areas in need of improvement. Curriculum development is an on-going process and teachers need to understand that changes that are made need to be data driven. This data includes assessment information, weekly assignment data, as well as anecdotal data.

“Professional learning communities (PLCs) have been a part of the Byron culture for several years. But the weekly PLCs really came to life when teachers began to devote this time for developing and revising lessons for the flipped curriculum, creating common assessments and class notes, and sharing frustrations and successes. As they analyze student work, noting whose students are successful in which areas, they review each other’s videos to see how their colleagues taught the concepts, offering a window into each others’ teaching.”


### Ongoing identification of skill gaps and generative practices regarding placing students in additional test prep courses.

Teachers need to continuously monitor student progress and adjust if students are not making gains. Students should be tested three times per year, at which time their skill group may be switched to ensure that they are getting instruction at their appropriate skill level.

“Inquiry about how learning communities produced the improvement in student learning is important to the continued and future work of educators. When analyzing these eight studies there seemed to be a common feature that facilitated success. This feature was a persistent focus on student learning and achievement by the teachers in the learning communities.”

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

A. Job-Embedded Professional Development Plan

1. What Did I Not Know That I Knew?   2. What Do I Know That I Know?

Teacher Questions:
1. How many times does a leveled student need to practice a skill until mastery is achieved?  
2. Are the higher order thinking procedures allowing every student to receive individualized attention in order to master these goals?

These two questions inform us of the one thing that we need to know of all of our students regardless of their ability coming in the front door.

What do I need to do in order to know what I need to know? = An Unlocked Student

Our PLC questions for students, instructors (and support staff), and administrators are as follows:

**Instructional Data Analysis:**
In order to intervene in dropout recidivism, we will look at 5 pieces of data impacted by instruction.
1. Attendance: At what point is a given student choosing to exit the school?  
2. Retention: Which Blended Learning Module is most effective per level?  
3. Mastery: How often is a given leveled student mastering a skill and how much practice does it take?  
4. Intervention: When does an instructor get involved in aiding a student?  
5. Matriculation: What are the outcomes of post-secondary placement?

**Administrative Data Analysis**
In order to intervene and further prevent dropout recidivism, administration will monitor 5 areas of the overall blended learning program.
A. How long does a student remain at the school?  
B. How many skills does the student body master during their time at the school?  
C. How many times a teacher interacts with a staff member to improve their learning experience?  
D. How many blended learning modules does a student participate in and/or create and how are they performing?  
E. What support systems do I need to put in place to ensure exiting the game board equals post-secondary success?

**Student Data Analysis**
In order for a student to think about their own learning, these five areas must clearly be articulated.
I. Attendance: How long will it take me to earn enough skills in order to graduate?  
II. Retention: Which schedule best suits my immediate needs?  
III. Intervention: How often do I need to see my teacher before I master this skill?  
IV. Mastery: How often do I have to complete my work before I master this skill?  
V. Matriculation: How will mastering these skills help me after I graduate?

Therefore, instructors, the data analyst, and the IT department are all monitoring crucial aspects of the data:
This level of intervention is necessary for every student in the school regardless of Tier 1, 2, or 3 status. Progress monitoring is completed on five different levels within STEP PREP and FLIP SLIPS, HOT Walls, BLPs and BLMs, and the types of instructional pieces that we need. Our Unlocked Rubric has proven that when teachers are facilitating the program at 80%, students are achieving at 80%/skill/week. It is the job of the principal and the CISRs to ensure that the data is consistent with student achievement. Once we get the staff performing at 80% in the approach in the subscribes approach, student achievement increases exponentially. In five of the most challenging school situations for adjudicated youth to expelled students, teachers implementing even a portion of the training saw 10% growth in student achievement.

B. Principals

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application
INQUIRY BRIDGE works closely with the principal and the Instructional Leadership Team (ILT) (i.e. appointed administrators, department chairpersons, teachers and support staff) to create a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership. Leaders use Common Core and State of Michigan Standards to plan instruction. In addition, INQUIRY BRIDGE aids the principal in clarifying the vision for instructional best practices, works with each staff member to determine goals and benchmarks, monitors quality, and drives continuous improvement.

C. School Leadership Teams (ILTs)
The ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT, working in collaboration with INQUIRY BRIDGE, leads the work of improving teaching and learning school-wide and supports all INQUIRY BRIDGE training. The ILT engages in regular reflection on its own team processes and effectiveness and takes actions to improve its functioning and progression towards school-wide goals. INQUIRY BRIDGE regularly works with the ILT to analyze qualitative and quantitative data to monitor the implementation of the school’s professional development plan and make adjustments accordingly.

Leadership Results: INQUIRY BRIDGE’s work with Chicago and Milwaukee principals and ILTs has fostered the following:
- Increased administrative and ILT knowledge of data analysis to drive instructional decisions.
- Improved student achievement data on COMPASS and STAR assessments.
- Increased dual enrollment.
- Improved attendance, credit attainment, graduation, and passing rates.

D. Teachers
INQUIRY BRIDGE specialists spend most of their time coaching and assisting teachers to develop and implement the INQUIRY BRIDGE curriculum and instructional model. The thoroughness of the reform effort lends to dramatic results in monitoring student skill mastery. This is a time consuming yet necessary aspect to watching students grow from week to week. It allows administrators, teachers, and support staff to make daily adjustments based of the feedback provided in our four hour weekly PLC meetings. Because of the consistent monitoring and feedback loop the INQUIRY BRIDGE system creates, looking at data on simply an interim exam is not enough. INQUIRY BRIDGE’s monitoring is based off of higher order thinking development on a daily basis leading to mastery of a skill at 80% each week. INQUIRY BRIDGE provides teachers with a systematic approach to analyzing data relative to the school improvement plan on an ongoing basis – at the school level, department/grade level and classroom level – in order to make adjustments to their focus and to target support for particular teachers and students.

Teacher Results: INQUIRY BRIDGE’s work with teachers in Chicago and Milwaukee has yielded:
- Increased knowledge of Common Core and Illinois/Wisconsin State Standards.
- Improved instructional practice.
- Increased instructional confidence.
- Increased passing rate.
- Increased credit attainment.
- Improved COMPASS and STAR Assessment scores.

E. Support Staff
Every adult member of the school must fully embrace, support, implement and monitor the INQUIRY BRIDGE instructional model. As a result, a paradigm shift occurs with utilization of support staff. With INQUIRY BRIDGE, support staff will become trained instructional leaders. Teachers Assistants (TAs) provide students with instructional support within classrooms. They no longer serve as hall monitors and security personnel. INQUIRY BRIDGE provides support staff with skills to help students with math, reading, and writing. Guidance Counselors and support staff are also taught how teachers use data to make instructional decisions that impact the entire school.

Support Staff Results: INQUIRY BRIDGE’s work with support staff in Chicago and Milwaukee manifested in the following ways: (1) improved quality of support staff (all TAs must pass the KEY Exam/basic skills test); (2) increased instructional assistance in classrooms (TAs help with instruction); (3) increase in student engagement (with additional classroom support, inappropriate student behavior decreases while active student engagement increases).

Ultimately, INQUIRY BRIDGE recognizes that every member of the school is vital to the success of students.
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)
Describe your experience with State and Federal Requirements, especially as it relates to the following:

A. Alignment with School Improvement Framework

INQUIRY BRIDGE works with state agencies across the Midwest to comply with district and state school improvement frameworks. INQUIRY BRIDGE is currently working with the River Rouge School District in their third year of their SIG cycle. This year, INQUIRY BRIDGE has worked with the district and school to align its model with the Framework. INQUIRY BRIDGE staff, in collaboration with River Rouge District staff, is working diligently to ensure alignment with the Framework.

IB also has experience working with the Illinois State Board of Education, Chicago Public Schools and Wisconsin Board of Education and Milwaukee Public Schools to ensure INQUIRY BRIDGE’s alignment with each jurisdiction’s School Improvement Framework and procedures. INQUIRY BRIDGE recognizes that each agency has its own requirements and procedures. INQUIRY BRIDGE works with state and local personnel to assist with alignment.

B. The Michigan Comprehensive Needs Assessment (MCNA)

INQUIRY BRIDGE works with MSBE and River Rouge district staff to remain abreast of the MCNA. INQUIRY BRIDGE uses the student and system data for the district and school to inform the INQUIRY BRIDGE model and align with the district and school improvement plan. INQUIRY BRIDGE uses the district and school planning form that is aligned with the comprehensive needs assessment to guide its reform effort and to address state and federal requirements related to school/district improvement plans.

C. Individual School/District Improvement Plans, North Central Association (NCA)

INQUIRY BRIDGE is very familiar with the school improvement process of NCA/AdvancED and the importance of alignment with individual school and district improvement plans. INQUIRY BRIDGE is working River Rouge to develop and implement one school improvement plan that encompasses the tenets of Standard Five: Using Results for Continuous Improvement. INQUIRY BRIDGE works with the district and school to implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. All schools in Chicago and Milwaukee with whom INQUIRY BRIDGE has worked are accredited by NCA/AdvancED. In fact, several INQUIRY BRIDGE employees serve as Lead Evaluators for district and school accreditation. INQUIRY BRIDGE’s Vice President was recently named Illinois NCA/AdvancED Educator of the Year.

D. Title I Funding

INQUIRY BRIDGE is familiar with Title I funding, programming, and the differences between Targeted Assistance and School-wide components. Title I Targeted Assistance is employed to support programs to improve teaching and learning for disadvantaged students from low socioeconomic backgrounds. As a Title I district and school, River Rouge operates as a Targeted Assistance provider. INQUIRY BRIDGE works intimately with River Rouge district and school personnel to ensure that Title I funding and programming is used to supplement the general program. Title I school-wide funding and programming would supplant the general funding and programming.

E. State Assessments

INQUIRY BRIDGE works with district and school personnel to align the INQUIRY BRIDGE model with Common Core and Michigan Standards to ensure that students are adequately prepared for MEAP and MME. The MEAP is administered in grade 9 and assesses students based on Michigan Curriculum Framework. The MME is administered in grade 11 and assessment is based on Michigan high school core content expectations. INQUIRY BRIDGE works with teachers to develop instructional models support
curriculum alignment and instructional support. INQUIRY BRIDGE also has experience working with Illinois and Wisconsin state assessments. All participating INQUIRY BRIDGE schools have demonstrated improvements in all assessed areas.

F. **Michigan Grade Level Content Expectations (GLCEs)**
INQUIRY BRIDGE is an inquiry-based skill mastery system that aligns with CCSS as well as Michigan Content and State Standards from K through 12. INQUIRY BRIDGE works with River Rouge district and school personnel to ensure that the middle school is preparing future high school students with GLCE exposure and expectations. In the spring, INQUIRY BRIDGE will begin working with middle school teachers to help them plan and implement a strategic plan to cover all GLCEs.

G. **Michigan High School Content Expectations (HSCEs)**
INQUIRY BRIDGE works with district and school personnel to ensure INQUIRY BRIDGE curriculum alignment with HSCEs. Again, as an inquiry-based skill mastery system, INQUIRY BRIDGE aligns well with HSCEs as well as CCSS and Michigan Standards. INQUIRY BRIDGE is particularly adept at helping teachers plan and implement instruction that helps students to master HSCEs which leads to success on the MME.

H. **Michigan Merit Curriculum (MMC)**
INQUIRY BRIDGE is very familiar with the MMC. INQUIRY BRIDGE’s model supports these high school graduation requirements designed to prepare students for the 21st century. INQUIRY BRIDGE also believes in the MMC philosophy of all students needing extended learning opportunities for extended learning beyond high school. As a result, INQUIRY BRIDGE’s model is geared to couple with MMC and help students pursue dual enrollment while in high school. MMC and INQUIRY BRIDGE know that the MMC will prepare students with the skills and knowledge needed to be successful in the global economy and workplace.

I. **Michigan Curriculum Framework**
The Michigan Curriculum Framework serves as a resource to help schools and school districts design, implement, and assess their core content area curricula. It provides schools with high expectations for student performance and describes the knowledge and abilities needed to be successful in today’s global economy and workplace. INQUIRY BRIDGE works with district and school staff to develop unit and lesson plans that align with the Framework and prepare students for success.

J. **Section 504 of the Individuals with Disabilities Education Act (IDEA)**
INQUIRY BRIDGE has extensive experience working students with IEPs and students with 504 Plans. INQUIRY BRIDGE has expertise to assist schools and staff to implement best practices and to implement procedures to help all students excel academically and behaviorally.
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)

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.

INQUIRY BRIDGE creates a sustainability report that begins with the financial aspect of the reform process. Currently, INQUIRY BRIDGE is working in River Rouge High School, and has come in during the third and final year of the SIG process. INQUIRY BRIDGE's position had to be to create a sustainable program for less than a one-year impact, regardless of outcomes due to the SIG funding termination.

**Products:** 90% of the products that we utilize in the school to supplement the academic and cultural transformation are site-based licenses or purchased to belong to the school and to the students after year one, greatly reducing the need to continue to ensure that the school has the supplies and materials to implement instruction.

**People:** INQUIRY BRIDGE places two full-time CISRs within the building and has two additional reformers that we train to help in the transformation process. The goal is to raise two individuals from within the school who show a high proficiency in utilizing the model and, consequently, show significant academic growth with their students. It is imperative during the three-year period to be able to grow indigenous CISRs within the established learning community in all core subject areas, but primarily in Reading and Math.

**Plan:** Because of our unique metacognitive inquiry-based system, the continual growth in pacing and skill-centered mastery depends on significant planning time during the summer as well as the school year. Instead of the system becoming less dependent upon these trainings, they become an essential portion of complete academic and social cultural change that will take up to five years. The goal is to turn the school around not to simply have a bump in academic performance. This means that teachers will need to be replaced and new teachers trained. The bulk of the money for years two and three are relegated to the intensified training. Through our intentional data driven professional learning communities, the instructional leaders will be able to continue the in-depth process of monitoring skill gaps and accelerating the students. By year three, they should be able to complete the in-school PLC training with the principal completely on their own.

**Progress:** As the school emerges from a dysfunctional environment to a culture of high expectations and intentional accountability, funding will need to be allocated for more rigorous activities that supplement the growing cognitive demands of the students. As the school professes a higher degree of rigor, it will attract a different demographic with an expectation for certain institutional norms to be in place. In order to sustain the program, the school will be relying on the growth of this population in order to sustain the positions covered by the SIG funds.

<table>
<thead>
<tr>
<th>Area of Reform</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Financial Increase-Same-Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment and initial training schedule.</td>
<td>We compile a heavy needs assessment before we begin to ensure that we can sustain a reform effort with our model. The main concern is how many CISRs we need to move to the school and how long does the initial training need to be? The initial training is no less than 4 weeks.</td>
<td>The training is actually longer the 2nd and 3rd year due to the amount of data the schools have collected from the previous years. The depth of curriculum and awareness of student cognitive trends increases the need to train during the summer, but lessens the remediation during the school year.</td>
<td>Expect to train new teachers yet this could be done in house as the CISRs have raised indigenous leadership. Administrative training is the largest obstacle in regards to sustaining the program. This portion has to be controlled by the superintendent for continuity as long as they see value in what is produced.</td>
<td>Same</td>
</tr>
<tr>
<td>Products ($)</td>
<td>Avg. 100-160k in school supplies/500 students. Typically we expect to spend the majority of earnings on school supplies, specifically reading materials, math.</td>
<td>This number typically should decrease by 30-50% every year.</td>
<td>This number should be between 40-50k by the 3rd year.</td>
<td>Decrease</td>
</tr>
<tr>
<td><strong>Blended Curriculum</strong></td>
<td>We plan on spending between 20k and 56k the first year that the school owns form this day forward.</td>
<td>This number decreases besides the ongoing credit recovery program that schools have in place.</td>
<td>This number should greatly decrease as students are earning regular credits in INQUIRY BRIDGE model set up.</td>
<td>Decrease</td>
</tr>
<tr>
<td><strong>Test Growth</strong></td>
<td>This is the number that greatly impacts everything else. With additional resources spent on ACT/SAT prep courses, combined with the interim assessments, we should be able to see sustained growth. If not, everything else is a moot point.</td>
<td>Once the data reveals the growth, this can alter what happens as far as the emphasis needed in a particular content attendance or behavior area.</td>
<td>Once the third year trend hits there should be some very obvious areas to keep pace with and will determine the training schedule form this day forward.</td>
<td>N/A Increase scores should determine the rest of the areas of reform.</td>
</tr>
<tr>
<td><strong>CISR and PLCs</strong></td>
<td>Two full time CISR’s during the entire training and school year. They run and facilitate PLCs and identify four content area teachers to train during the school year to act as department heads to sustain the model.</td>
<td>CISR’s will continue to work with the school closely and continue to develop the four content teachers. Depending on the data, there may be different CISRs sent to the building. Teachers are facilitating PLCs.</td>
<td>CISRs should be monitoring the developed leaders as they run the INQUIRY BRIDGE program, train new teachers, and run their own PLCs.</td>
<td>Decrease</td>
</tr>
<tr>
<td><strong>Additional Staff</strong></td>
<td>SIG provides money to additional staff in order for the budget to recover. The goal is to help tie in these individuals with the reform effort enough to draw more students into the district to justify their jobs in the future.</td>
<td>There should be a significant reduction in roles granted in the 2nd and 3rd year but a lot of this depends on the deficit reduction.</td>
<td>By the third year the increase of students should allow for multiple hires. If the deficit has not been reduced then this no longer becomes an option. There should be heavy consideration regarding how many positions are dependent upon the SIG by this year of the funding.</td>
<td>Decrease</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>We expect the school to be a 21st century school and will spend upwards of 100 to 200k dollars in upgrading labs and every classroom, as well as funding for IT and bandwidth.</td>
<td>This number should be below 10k and should only be for replacements, repair, or training.</td>
<td>This number should be utilized to increase bandwidth and make minor upgrades in software.</td>
<td>Decrease</td>
</tr>
<tr>
<td><strong>External Providers</strong></td>
<td>Depending on what else is available, one of the additional staff positions will be utilized to find grants to sustain what the SIG cannot.</td>
<td>The grant writer or the external providers should pay for themselves at this point.</td>
<td>Grant money should sustain most pressing needs within the school.</td>
<td>Increase</td>
</tr>
</tbody>
</table>
**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.
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.

**PRIMARY STAFF**

**Flavian Prince** - Flavian Prince is the President of INQUIRY BRIDGE. Flavian received his Bachelor's Degree and Master's Degree in History from University of Colorado, and another Master's Degree in Educational Administration from Eastern Illinois University. He is considered a highly qualified teacher under the No Child Left Behind Act and is a certified principal in the State of Illinois. Flavian is an innovator in the education field, having developed the INQUIRY BRIDGE model and various other educational products and services.

**Valerie Shay** - Val received her Bachelor's Degree in English from the University of California, San Bernardino and her Master's Degree in Education from Claremont Graduate University. Utilizing her deep background in English and reading programs, Val is a lead school reformer for INQUIRY BRIDGE with a specific focus on the humanities subjects (English and social studies).

**Joseph St. Clair** - Joey received his Bachelor's Degree in Mathematics from Morehouse College and his Master's Degree in Mathematics Education Leadership from Illinois Institute of Technology. He is a lead school reformer for INQUIRY BRIDGE with a specific focus on the logic subjects (math and science). In this capacity, Joey oversees the mathematics program, works with teachers to design and develop school wide curriculum pacing for mathematics, trains teachers on understanding and implemented instructional models, assists teachers with application of instructional models, align common core standards to different curriculum resources, and provides daily summary reports of each school day.

**Karren Boatner** - Karren received her Bachelor's Degree in English from the University of Illinois and her Master's Degree in School Improvement Leadership from Olivet Nazarene University. She possess an Illinois Type 75 General Administration Certification and an Illinois Type 9 Teacher's License. Karren is a school reformer for INQUIRY BRIDGE with a specific focus on program evaluation and teacher training.

**Ben Brady** - Ben is the co-founder of Rigby Education which remains a popular supplemental reading publisher now owned by Harcourt. Ben has held key positions with leading educational publishing companies including Raytheon’s DC Heath, McGraw-Hill’s DLM, Josten’s Learning and Oxford University Press. Ben assists INQUIRY BRIDGE with the implementation of its products and services, specifically English studies, literacy intervention and remediation strategies.

Resumes of the primary staff members follow.
Flavian Josiah Prince

CAREER OBJECTIVE
To decrease the inequality of opportunity by continuing to invent educational goods and services for schools invested in leveling the playing field.

CERTIFICATES
Self Contained General Education
Kindergarten – Grade 9

Considered “Highly Qualified” under No Child Left Behind Act

Type 75 Certified Principal

EDUCATION
National Louis University
Ed.D - Educational Leadership In Progress

Northwestern University – ICTC
Master's Certificate in Inner City Teaching

Eastern Illinois University
Master's Degree in Educational Administration, 2007

University of Colorado at Boulder
Bachelor's Degree and Master's Degrees in History, 2004

PROFESSIONAL EXPERIENCE

INQUIRY BRIDGE LLC
President
Co Wrote MATS Training Manual
• Metacognitive Practices for Alternatives Schools
• Developed Blended Learning Modules for Alternative Education

Creator of the SCOPE Project
• Skill Based Taxonomy Curriculum for Alternative Students
• ESTEAM Curriculum – STEM Based Urban Ag Program
• Incubator Model for OG Café

Co-Creator of ITT
• Higher Order Thinking Skill Based Tracker
• Promotes Metacognition

Conduct Multi-Year Reform Model at CYDI, Banner Academy
• 14 % of Drop Out Population Qualified for Dual Enrollment
• Skill Based Acquisition improved 20 Fold in three year span
• Initiated and Facilitated Teacher Training Institute for Chicago Area Alternative Schools

Co-Creator of SCOPE.NET
Facebook like digital academic portfolio for alternative students.

BANNER LEARNING CORP.
Vice President

• Oversee curriculum, professional development and reform efforts for network of charter and contract schools.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
• Implement innovative blended learning model in organization's programs.
• Structure educational programs for organization's new educational programs.

PRIVATE SCHOOL  CHICAGO HOPE ACADEMY  2009 to 2011
Academic Dean  Near West Side  Chicago
Curriculum Development
Coached/trained faculty
Hired 60% new staff
Brought in to change a dysfunctional academic setting with a climate of unprofessional familiarity between students and faculty.
Developed an academic system to monitor the literacy rate of each student, including modifying the daily schedule, a diagnostics test, and overall modules to assess the students.

CHICAGO CHARTER SCHOOLS (21st Century Urban Schools)  2008 – 2009
Alain Locke Charter Academy  West Side Teacher Social Studies Chair  Chicago
Hired to initiate AP American History Course for 8th Graders
Utilizing a comprehensive inquiry based model
Started a Checks and Balances Student Run Governing Body
Initiating History Day Fair with 6th – 8th students
World Studies Curriculum and Chaperone: Taking 7th -8th graders to Rome and Greece (2009)

CHICAGO PUBLIC SCHOOLS (AUSL Turnaround School)  2007 – 2008
John Harvard School of Excellence  South Side  Chicago
8th Grade LA/Social Science Teacher
School Culture Transitional Facilitator
Produced a film with 8th grade students
Utilized multiple reading analysis (Fountas and Pinnell LLI)
8th grade had the highest reading test score gains in the school

CHICAGO PUBLIC SCHOOLS SUMMER  2007 SUMMER
Kohn Elementary  South Side Chicago
Taught remedial summer program for students in Chicago Public Schools

CHAMPAIGN PUBLIC SCHOOLS  2006 -2007
Columbia Center (Alternative School)  Champaign, IL
Dean of Students/Assistant Principal
Redesigned Behavior Curriculum to updated researched methods
Included Institutional behavior cards
Therapeutic Processing Rooms RFOCUS and RETHINK
Discipline through Knowledge Holding Rooms
Developed a new school wide behavior monitoring system
Developed a level plan for transitioning students back to their home schools.
Developed a school wide Attendance Improvement Contest based on individual and grade level.

URBANA PUBLIC SCHOOLS  2005 -2006
Cunningham Children’s Home (Therapeutic Day School)  Urbana, IL
Teacher/Vocational Consultant
Set up housekeeping maintenance simulation room for in-school training and leadership development skills for prospective workers.
Facilitated a student set up auto detailing business. The students set up the business, advertised, received training, trained other students, and made hundreds of dollars in a six week program.
Correlated a book learning class with the vocational jobs.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application  28
UNIVERSITY OF COLORADO AT BOULDER 2001 - 2004
Part Time Faculty – Ethnic Studies Department
Co Taught
• Contemporary Black Protest Movements
• The Life and Times of Malcolm X
• Intro to Ethnic Studies
Teaching Assistant and Recitation Leader For American History

HONORS & DISTINCTIONS
Olson Scholarship Award for Outstanding Ed Admin student of the year. EIU 2006
Land Locked Film Festival Inductee for Co-Directing of film Interrupt the Pipeline (2008)

CIVIC AND VOLUNTEER EXPERIENCE
Columbia Wolves Basketball Coach
• Inaugural Season
Harvard School Of Excellence Basketball/Football Coach
Chicago Hope Academy Rugby Coach Present Position
• Teaching the game of rugby to inner city youth
• Initiate a Chicago inner city rugby union

PROFESSIONAL ORGANIZATIONS
Illinois Association of School Administrators - Member
American Historical Association- Member
Facing History and Ourselves Member
Illinois Youth Rugby Association

SKILLS
Highly Proficient in Microsoft Word, Excel, Access, Power Point
Proficient oral and written communication skills in Portuguese
Proficient in Adobe Creative Suite 4 and General Filming and editing
Proficient in Social Engines, Digital literacy, Balanced literacy.
VALERIE JEAN SHAY

EDUCATION
2002   M.A., Education, Claremont Graduate University
       Peter Lincoln Spencer Award Recipient, CLAD certified
2000   B.A., English, University of California, San Bernardino
       Graduated with Honors

WORK EXPERIENCE
June 2013 - Present  Inquiry Bridge LLC – School Reformer
January 2012    College of DuPage – ESL instructor, trainer, curriculum
Summer 2011    Institute of Reading Development – traveling literacy coach
Spring 2009 -   Fayetteville Technical Comm. College – English/Reading
June 2008 – July 25, 2008  Project Think – Director of K-2 teachers
          10th CAHSEE, 10th/12th English
          9th/11th English, ELD CAHSEE, Theatre I
          9th English, 9th – 12th ELD levels 1-5
          Instructional Reading Coach (4th – 6th Grade Teachers)
          7th English/History, Drama, Renaissance, GATE

PROFESSIONAL ACCOMPLISHMENTS
2011 – 2013  College of Dupage Curriculum Committee
Jan  2010    Cengage Learning Innovative Teacher National Recognition
2006 – 2007  Desert Sands Unified CAHSEE Committee (English)
2005 – 2006  Mentor teacher for Cal Poly and University of LaVerne Teacher Interns
2005 – 2006  Claremont Unified School District K-12 Writing Committee
2001 – 2004  Ontario-Montclair School District K-8 Writing Committee
2003 – 2004  Developed Benchmark Assessments with ETS Pullium (Lang. Arts and History
          Grades 7 and 8)
2003 – 2004  Launching Committee for the OMSD Education Expo
2002 – 2003  As an ELL intervention, successfully directed 115 students in the musical “Grease”,
          in (2002) directed 85 students in “Annie” and in (2001)directed 73 students in “A
          Christmas Carole.”
2003 – 2004  Successfully Co-Launched the Renaissance Program in a Title I School
2001 – 2002  Honored as one of Inland Empire’s top 10 teachers of the year

CERTIFICATED TRAINING
RIAP – Cal State University
ERWC – Cal State University
Data-Not-Guesswork, Susan Leddick
Understanding by Design, Grant Wiggins
Foundations of Literacy, Mari Fedrow
Link Crew Coordinator (Freshman Orientation/Transition Program) – 2 years
W.R.I.T.E Institute, LACOE
AB466 – 2 years and SB 65 – 2 years
BTSA – 3 years
NCLB Certified
Karren M. Boatner

Summary
- Highly motivated individual with 5 years experience in teaching with administrative certification.
- Possession of in-depth knowledge of policies and procedures that govern schools and districts.
- Worked to develop and improve curriculum and instruction, and school-wide program and events.
- Extensive experience observing and working with master schedules.
- Knowledge of sound budgeting, staff evaluations, and student disciplinary actions.
- High critical thinking, problem solving, and communication skills.
- Able to listen well and articulate ideas.

Education
- Valid Illinois Type 75 General Administration Certification
- M.Ed. School Improvement Leadership, Olivet Nazarene University, IL (2011)
- Valid Illinois Type 09 Teacher's License
- BALAS English, University of Illinois, IL (2008)

Professional Experience
School Reformer, INQUIRY BRIDGE LLC
June 2013 - Present
- Assisting with all aspects of school reform utilizing Inquiry Bridge model
- Providing teacher training and support as necessary
- Evaluating programs utilizing the INQUIRY BRIDGE model

Literacy Coach, Cook County School District 130, Crestwood, IL
2012-2013
- Facilitated Read180 intervention program
- Developed professional development opportunities for staff
- Worked alongside staff members to implement literacy strategies
- Worked to develop curriculum on district wide team
- Completed AIMS web reading universal testing and progress monitoring for general education population
- Worked with Principal to develop literacy plan for building
- Provided afterschool workshops in literacy development for staff
- Provided small group remediation instruction for struggling readers

English Teacher, Cook County School District 130, Crestwood, IL
2008 - 2012
- Experienced with children with IEPs, including LDR, ADHD, Autism, and Behavior Disorders
- Selected to be Grade Level and Building Level RtI Leader
- Collaborated with the eighth grade team to ensure reading strategies were being used across the curriculum
- Coordinated dance team
- Selected to be a member of AIMS web progress monitoring team
- Selected to be a member of Reading Comprehension and Fluency team
- Selected to be a member of the District Extended Response team
• Selected to be a member of Enrichment Development team
• Selected to be a member of Professional Learning Communities team
• Performed behavioral management of class and homeroom groups
• Attended and constructively contributed in staff meetings
• Planned and implemented staff training
• Planned and implemented student fundraiser
• Planned and implemented PBIS assemblies
• Assisted in supervising student breaks
• Helped improve literacy in school
• Coordinated class activities
• Maintained up-to-date records of assessment, attendance, planning, reports, conferences, and communication with parents
• Established links with parent community to ensure that parents are kept well informed about student progress
• Assisted in the development of curricular materials
• Participate in and assisted with school events

**Computer Skills**
Windows, PowerPoint, Word, Publisher, Lexis-Nexis, AIMSweb, PowerSchool, Study Island, Publisher, FrontPage, and Excel
Joseph Jamaa St.Clair

Education
Illinois Institute of Technology
Chicago, IL
- Professional Master of Science in Mathematics Education Leadership
- Action Research on curriculum and culture
- Leadership cohort participant

Morehouse College
Atlanta, GA
- Bachelor of Science in Mathematics
- Dean’s List
- Peer Lead Team Learning Tutor
- Math Leadership Tutor

Experience
2013-Present -- Inquiry Bridge LLC
Chicago, IL
School Reformer
- Oversee the mathematics program
- Work with teachers to design and develop school wide curriculum pacing for Mathematics
- Train teachers on understanding and implemented instructional models
- Assist teachers with application of instructional models
- Align common core standards to different curriculum resources
- Assist/Co-teach with different math teachers school wide
- Provide daily summary reports of each school day

2011-2013 -- Betty Shabazz International Charter Schools
Chicago, IL
Substitute Teacher
- Engage a range of student of varies ages from elementary, middle, and high school
- Encouraged students learning in classes including English, math, history, science, and technology
- Properly and enthusiastically delivered instructions left behind by the teacher
- Periodically assist students in understanding assignments and class work/projects, allowing the student access for self
- Provide in-class support to different math classes; assist teachers in different math class
- Assist in after school math tutoring
- Assist teachers without mathematical backgrounds with math lessons

2009-2011 -- Young Women’s Leadership Charter School of Chicago
Chicago, IL
Mathematics Teacher
- Actively engaged three classes of 16-28 high school aged students in a challenging math curriculum
- Taught the Interactive Mathematics Program, Years 1-4 (Full Curriculum)
- Consistently participated in Content Level Based and Grade Level Based Professional Development
- Provided additional academic support through after school Academic Workshop and Saturday School
- Managed, encouraged, and lead the peer tutor after school volunteers for mathematics
- Contributed to personal and social development of 14 ninth grade students, and 19 eleventh grade in Advisory and Intersession
- Analyzed school wide math test scores and brainstormed ways to make improvements
- Analyzed school curriculum to identify gaps, and align with state and common core standards
- Brainstormed ways to fulfill the alignment of curriculum to State and Common Core Standards
- Participated in New Teacher induction program and Professional Development
- Led various workshops for professional development, individually and in teams (groups)

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application 33
• Communicated with parents/guardians regarding students’ academic progress and social behavior
• Track students’ progress throughout the school year and implement ways of differentiation as well as ways to provide more rigor
• Built rapport with students/class to develop lessons the students will understand/relate to

2008–2009 -- Morehouse College Peer Lead Team Learning
Atlanta, GA
Math Tutor
• Lead groups of college aged students in solving various math problems in Calculus I and Calculus II
• Provide in class support for college aged students in Calculus I and II math classes
• NEVER gave students answers, provide different ways or paths for students to discover answers on their own
• Assist professors/teachers in class by leading the class in examples and ways to solve problems
• Met with professors weekly to discuss the lessons and approaches to use to tutor these lessons
• Met with professors to analyze homework and test results after tutoring sessions

2007–2009 -- Donnelly Communications Donnelly Communications Inc.
Atlanta, GA
Customer Service Representative
• Exhibited professionalism in responses to incoming calls for multiple businesses
• Provided exemplary customer service as a representative for multiple retail companies
• Accurately placed orders for customers, while effectively entering customers information in the system
• Demonstrated a high level of knowledge of products by participating in various trainings
• Often selected to work with new prospects or special projects

Fall 2007 -- Boys and Girls Club West End
Atlanta, GA
Volunteer
• Engaged and motivated elementary aged students to do homework
• Assisted the students with homework and projects
• Lead students in various physically and mentally challenging activities
• Communicate with parents about homework completion and incompletion

Summer 2007 -- AmeriCorps; Breakthrough Atlanta
Atlanta, GA
Teacher Intern
• Provided over 300 hours of Community Service
• Engaged and lead middle-school aged students in 7th grade mathematical concepts and pre-algebra operations
• Engaged and lead students in multiple physical activities as a gym teacher
• Lead diverse teams of 6 or more coworkers in different training exercises to work with students
• Lead and assisted workshops for teachers to work in better
• Work with co-workers to plan students activities out of school as well school trips
• Related out of school activities with lessons that were being taught in school

Summer 2005 -- Michigan Technological University
Houghton, MI
Student Research Intern
• Researched encryption by encoding and decoding messages
• Used abstract algebra, rings, groups, and modules to encode/decode
• Analyzed various methods of encryption and their proofs, such as National Security Agency
• Encode a message using a certain method with a proof for the message
• Decode a message using a certain method with a proof for the message

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
2003-2004 -- AmeriCorps; City Year
Philadelphia, PA
Corp Member
- Provided over 1700 hours of Community Service within the city
- Tutored high school aged students in math and chaperoned college tours
- Assisted teachers in Algebra II classes by providing in-class support
- Lead diverse teams of 20 or more in various service projects
- Engaged students in physical and brainstorming activities

Summer 1998 -- AmeriCorps; Summer Bridge
Philadelphia, PA
Volunteer/Tutor
- Tutored elementary aged students in math and reading
- Engaged students in athletic activities
- Compiled weekly progress reports for parents and teachers
- Assisted student-teacher with copies and errands

1996-1997 -- The Paideia School
Atlanta, GA
After School Program Assistant
- Assisted approximately 15 children with homework and kept them engaged through different games and activities
- Provided structure, educational programming and recreational activities
- Assisted with developing services and diversity curriculum for homework
Ben Brady

- During a rewarding career in publishing, Ben has held key positions with leading educational publishing companies including Raytheon’s D C Heath, McGraw-Hill’s DLM, Josten’s Learning and Oxford University Press.
- Ben is the co-founder of Rigby Education which remains a popular supplemental reading publisher now owned by Harcourt.
- In addition, Ben has served on the Board of Directors of the Developmental Studies Center, a nonprofit publisher in literacy and on the Board of Directors of Cognitive Concepts, an electronic learning publisher now owned by Houghton-Mifflin.
- Ben created Children’s Literacy Foundation which has published many Professional Development programs including, ELIC, the Early Literacy In-Service Course, as well as an eight part DVD series, Best Practices in Balanced Literacy and a web-based, four part video series titled, Road To Comprehension.
- Currently, Ben consults for Rourke Educational Media, publishers of the Reading Web which Ben co-developed to improve skills of struggling readers. Using that instructional platform, Ben has incorporated content from the US Constitution and has established Constitution Overview, a nonprofit foundation featuring that instructional program to assist educators in drop-out prevention.
- Ben and his wife Elaine have five adult children, many grandchildren and live in Barrington, Illinois and Scottsdale Arizona.
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.

INQUIRY BRIDGE Licensure and Insurance Documents are attached hereto.
CERTIFICATE AMENDING APPLICATION FOR CERTIFICATE OF
AUTHORITY TO TRANSACT BUSINESS IN MICHIGAN

For use by Foreign Limited Liability Companies
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 23, Public Acts of 1993, the undersigned limited liability company executes the following Certificate:

1. The present name of the limited liability company is:
   Project Maroons LLC

2. If the name in Item 1 was not available for use in Michigan, the assumed name adopted when obtaining the Certificate of Authority is:

3. The identification number assigned by the Bureau is: D9248D

4. It is organized under the laws of Illinois

5. The limited liability company was authorized to transact business in Michigan on the 14th day of May 2013

6. The duration of the limited liability if other than perpetual is: Perpetual

7. If the name of the limited liability company has changed, its new name is:
   Inquiry Bridge LLC

   The effective date of the name change was the 30th day of May 2013 and the name change was made in compliance with the laws of the jurisdiction of its organization.

8. Complete this item only if the new name in Item 7 is not available for use in Michigan. The assumed name of the limited liability company to be used in all its dealings with the Bureau and in the transaction of its business in Michigan is:

9. If the assumed name in Item 2 has changed, the new name is:
10. The address of the office required to be maintained in the jurisdiction of its organization or, if not so required, the principal office of the limited liability company is:

6830 S. Shore Drive, #1W
Chicago, IL 60649
(Street Address) (City) (State) (ZIP Code)

11. a. The address of its registered office in Michigan is:

2285 S. Michigan Road
Eaton Rapids, Michigan 48827
(Street Address) (City) (ZIP Code)

b. The mailing address of the registered office in Michigan if different than above:

2285 S. Michigan Road
P.O Box 266
Eaton Rapids, Michigan 48827
(Street Address or PO Box) (City) (ZIP Code)

c. The name of the resident agent at the registered office is:

InCorp Services, Inc.

12. The Department is appointed the agent of the foreign limited liability company for service of process if no agent has been appointed, or if appointed, the agent's authority has been revoked, the agent has resigned, or the agent cannot be found or served through the exercise of reasonable diligence.

The name and address of a member or manager or other person to whom the administrator is to send copies of any process served on the administrator is: (Must be different than agent shown in Item 11c)

Flavian J. Prince
6830 S. Shore Drive, #1W
Chicago, IL 60649
(Name) (Street Address) (City) (State) (ZIP Code)

13. If the business the foreign limited liability company proposes to do in this State is to be enlarged, limited, or otherwise changed, the specific business which the limited liability company is to transact in Michigan is as follows:

Educational services including school reform consulting, teacher and administrator training, implementation of curriculum in elementary and secondary schools, implementation of character education programs in elementary and secondary schools, oversight of educational programs, and other related services.

The limited liability company is authorized to transact such business or conduct such affairs in the jurisdiction of its organization.

Signed this 25th day of July, 2013

[Signature]

Flavian J. Prince
President

(Type or Print Name) (Type or Print Title)
CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Guilstream Insurance Group Inc
P.O. Box 8992
Fort Lauderdale, FL 33310-8992
David Arch

Phone: 954-561-2220
Fax: 954-566-0673

CONTACT NAME
Lynn Dowling

ADDRESS PHONE
Fax: 954-334-1726
Fax: 954-537-0177

INSURER A:
Wilshire Insurance Company

INSURER B:
Hartford Casualty Insurance Co

INSURER C:
Lloyds of London

INSURER D:

Telephone:
Fax:

COVERAGES

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CERTIFICATE HOLDER

Inquiry Bridge, LLC
8177 Glades Rd. #217
Boca Raton, FL 33434

INQUIRY

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2010/06)

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