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

Electronic Application Process

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

hatfieldt@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:

Anne Hansen  
Consultant  
Office of Education Improvement & Innovation  

OR  

Tammy Hatfield  
Consultant  
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733  
Email: hatfieldt@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>
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<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  Section 6 must be completed by all applicants.
The Application is divided into four sections.

**Section A** contains basic provider information.

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

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

**Section D** Attachments
**SECTION A: BASIC PROVIDER INFORMATION**

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

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<tr>
<td>38-3635927</td>
<td>The Charter Schools Development &amp; Performance Institute</td>
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**3. Name of Entity as you would like it to appear on the Approved List**

Institute for Excellence in Education

<table>
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<th>4. Entity Type:</th>
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<td>☐ Community-Based Organization</td>
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**6. Applicant Contact Information**

Name of Contact  
Patricia P. Benson  
Phone 989-621-7481  
Fax 989-774-2591

Street Address  
2520 S. University Park Drive  
City Mt.Pleasant  
State MI  
Zip 48858

E-Mail  
Patricia.p.benson@gmail.com  
Website www.CharterInstitute.org

**7. Local Contact Information** (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
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**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.

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<th>xx Statewide</th>
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Intermediate School District(s): Name(s) of District(s):
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  xx ☐ No

What school district are you employed by or serve: NONE

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.

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

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

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

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

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

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

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

The Institute for Excellence in Education (IEE) Comprehensive School Improvement Model includes the following services to persistently low-achieving schools who are awarded SIG funding:

- **COACHING**

Each building will receive 120 days per academic year of onsite coaching from each of three coaches: leadership, literacy, and numeracy for a total of **360 days** of onsite service. In addition, each of the coaches will devote a fourth day each week to serving the building through off-site meetings, preparation, data review, collaboration with other coaches and other work that is needed by the building for an **additional total of 120 days** of support.

The Institute’s teams of coaches are committed to being onsite in buildings well before the first day of school in September of each year. Every IEE coach will be highly trained and an experienced educator/administrator with experience in working in high-needs schools in Michigan.

Specific responsibilities for the Coaches are:

Leadership Coaches (LC) will support the building principal in achieving his/her vision for the school. LCs will use the skills of Cognitive Coaching and the skills of collaboration to support administrators and teacher leaders in reviewing student achievement data, engaging parent/community involvement, and to support teachers to increase efficacy and effectiveness. LCs will support administrators and teacher leaders to clarify their thinking and engage in instructional leadership practices to enhance the learning environment in the building. LCs will work diligently to empower leaders thus making the transformation sustainable at the end of their time with the building.

Literacy Coaches will work primarily, though not exclusively, with ELA teachers to ensure that all students become proficient readers and writers. Literacy Coaches will work with ELA departments, grade level teams, and individual classroom teachers to align teaching with the Common Core, with best practices, and increase student achievement. Literacy Coaches will engage in both planning and reflective conversations with teachers on a regular basis, will visit/observe classrooms frequently, model strategies in classrooms, and review student data with teacher teams.

Literacy Coaches will also support literacy in all content areas and will engage in conversations, and model reading and writing strategies in all classrooms in their buildings.

Numeracy or Mathematics Coaches will work intensively with the school’s math teachers to ensure that all students are proficient in math. In particular Numeracy Coaches will engage teachers in dialogue to align their curriculum with the Common Core, to ensure that students’ progress is monitored on a regular basis, that additional support is provided to students who need it, and to model effective

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strategies to engage students higher thinking skills in the area of mathematics.

- **LEADERSHIP SEMINARS**

Each SIG School will send a team of five or more educators (principal and teacher leaders) to five-part Leadership Seminar Series led by staff from IEE.

The purpose of the Seminars is threefold: 1. To support PLCs in all buildings and in all teams/groups with the school. 2. To provide networking opportunities for schools to learn from one another and; 3. To support shared leadership for administrators and teachers. Seminar Series topics may include Instructional Rounds, Response to Intervention & Progress Monitoring; and other critical school improvement practices.

- **PROFESSIONAL LEARNING EXPERIENCES**

Each building will receive eight (8) days of onsite professional learning based on the specific needs and data of each school. IEE staff will facilitate the professional learning sessions that may include: data analysis, differentiated instruction, student engagement strategies, Common Core, literacy/math strategies, Power Standards, PLCs, Skills of Collaboration, Informative and Summative Assessment, Studying Student Work, Collegial Peer Reviews or Learning Walks, Response to Intervention, Inclusion and addressing students with special needs, and other topics as identified by the SIG school’s Coaching Team and the individual School Leadership Team.

The eight days of professional learning will be coordinated with the district/school’s professional development calendar and may include summer sessions. The intention is that the professional learning experiences be school-wide with all professional staff participating so that best instructional practices can be implemented in all classrooms with the support of the onsite coaching team.

**Additional Services**

In addition to the basic services of coaching, onsite, ongoing professional learning, and the leadership seminar series, SIG schools may also select from other services from IEE. These include, but are not limited to:

- Data Coach

A school may wish to contract with IEE to have the Coaching team include a data coach to guide the school in working directly with teachers to collect, analyze, and act on student achievement data. Data Coaches work to ensure that data is meaningful to both teachers and students and that is used to inform practice on a daily basis.
• Credit Recovery Coach

Should a school deem it useful, they may elect to have a Credit Recovery person serve on the school’s Coaching Team. This person is primarily responsible for researching, and helping the school to choose and implement with fidelity a suitable credit recovery program that matches the needs of students.

• Transitions Coach

Some schools may find the need to focus particular attention on the ninth-graders entering high school, or in the case of a middle school either the incoming sixth graders or exiting eighth graders. In either case, a Transition Coach works directly with students and teachers to ensure that struggling students are served and appropriate mentor programs and practices are in place.

• SIG Coordinator

If a SIG funded building does not have an internal coordinator of services, it may choose to receive this assistance from IEE. Coordinators work carefully with MDE Progress Monitors and building administrators to ensure that all building and district initiatives are aligned and effective in improving student outcomes. Coordinators also assist with School Improvement work when more than one SIG service provider is working in a building.

• Coaches Training and Mentoring

IEE will work with SIG schools who choose to hire their own coaches from within the professional staff of the district. The Institute will work with the school to develop a plan to train coaches in Cognitive Coaching, the skills of collaboration and other aspects critical to their role in School Improvement. Generally this training occurs over a two to three year period of time and involves more than twenty days of training by IEE staff members. Schools who identify and employ their own coaches are also encouraged to have an onsite Coach Mentor in their building at least two days per week to assist coaches and help them be successful in their new roles.

PHILOSOPHICAL UNDERPINNINGS

IEE is firmly committed to providing SIG schools with the basic and, as needed, additional services described above, and just as importantly the Institute consistently acts on a set of beliefs that informs our practice. These eight believes form the very essence of our work:

• All decisions, big or small, must be made placing the needs of students first.

• Relationships matter….they matter a whole lot, and must be built and maintained with students and colleagues.

• All sustainable, deep school improvement and change must take place from the inside out.
• The adults in every school control all the variables necessary to ensure success for all students.

• What adults talk about and how they engage in conversations in schools deeply impacts student success.

• Collaboration is not optional, it absolutely essential to meet the needs of 21st century learners and collaboration is a skill that must learned and practiced.

• Individuals do not change their behaviors without first changing their identities and their beliefs.

• There is not a curriculum, a program, or a strategy that can substitute for effective teaching.

All IEE staff members adhere to these beliefs and therefore, Institute work in SIG schools is specifically tailored to each building....no cookie-cutter programs are offered. Each school is approached uniquely based on their specific needs and time is spent building relationships with ALL adults in each building and with students. Coaching team members become part of the school and are often found at athletic events, parent/student conferences, and other afterschool activities to become acquainted with students and community members. Teams expend considerable effort in building relationships so that deep, sustainable change in teacher practice can occur.

Our experience has shown us that teachers in high-needs, low achieving schools have received more than enough mandates and well-intended individuals coming in to “tell them what to do” the IEE approach is to build teacher efficacy and effectiveness through the use of cognitive coaching and building strong relationships with adults.

The IEE model also strives to be a team player and works to coordinate efforts with other service providers so that SIG schools are well-served and lasting improvement occurs in every building.
Exemplar 2: Use of Scientific Educational Research  
(15 points possible)

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

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The comprehensive services to improve urban high schools, provided by IEE is a synthesis of several school reform models coupled with research-based components and the staff members/leadership of IEE own experiences in working with high schools in Michigan’s urban areas. Each of the twelve components of the IEE service model is aligned with the four core recommendations from the National Center for Educational Evaluation and Regional Assistance (Institute of Education Sciences) for “Turning Around Chronically Low-Performing Schools” (Herman, R., et. al. 2008).

IES Recommendations

1. **Signal the need for dramatic change with strong leadership.**

   - **Onsite coaching** will be a major component of the service provided to schools selecting IEE as their provider. IEE leadership and staff members experience with Middle Start (2002) and subsequently with TITLE IIA: Improving Teacher Quality projects has validated that both leadership coaches and academic coaches are critical to achieving success in urban schools. Experience and research have also underscored the importance of onsite coaches being in the building multiple days each week (McGatha, 2008).

   - **Distributed Leadership** was also a key factor in the success of the Middle Start CSR (2002) work and will be developed in the persistently low-performing high schools served by IEE. For many buildings, the practice of distributed or shared leadership has not become a reality; a school improvement/leadership team will help signal change in the building and help all staff members become familiar with and involved in the reform effort.

   - **Change Process** and the support to engage in dramatic reform in overstressed high schools is a recommendation from the National High School Center (2006) and one of the components in the IEE model. IEE staff members use the “Managing Complex Change” process (Enterprise Management Ltd.1987) to assist schools in identifying the vision, skills, incentives, resources and action plan necessary to bring about rapid changes in student achievement. The National Staff Development Council (NSDC) has also developed a tool for helping deal with resistance to change (Tools for Schools, February/March 2003).

   - **Coordination of Reform Initiatives** is a major focus of IEE coaching teams. This component of the model is a recommendation from The U.S. Department of Education Office of Elementary and Secondary Education’s forum document, “Great Expectations: Reforming Urban High Schools (Neild, Balfanz, and Herzog, 2007). Our reform experience has taught us the absolute necessity of reviewing all district and school initiatives in order to coordinate efforts to increase student achievement. Research has long informed educators that “piecemeal” reform efforts do little to produce or sustain gains in student achievement. Coordination of all efforts and honoring those successful practices already in place will do much to garner support for the work to be done.

2. **Maintain a Consistent Focus on Improving Instruction.**

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• **Professional Development** will provide all staff members with the content knowledge and instructional skills necessary for improving student achievement. All IEE professional development adheres to the NSDC standards, research-based, and job-embedded. The IEE model draws on the Adaptive Schools (Garmston & Wellman, 2009) and Cognitive Coaching (Costa & Garmston, 2002)) work and pays careful attention to full implementation identified by Reeves (2006) and Joyce and Showers (2002). Professional development will be tailored to the needs of each school, departments and teachers within the building.

• **Instructional Improvement** is based on research from the National High School Center. The National High School Center reports, “studies indicate that instructional improvement and personalization are the twin pillars of high school reform”(Herlihy & Quint, 2006). Instructional improvement is a major focus of the services provided by IEE. Academic Coaches trained in cooperative learning, multiple literacy strategies, inquiry-based learning, formative assessments, and differentiated instruction will focus attention in the gate-keeping areas of math and literacy to help ALL students become proficient.

• **Using Data to Inform Work** IEE leadership coaches are trained and experienced in analyzing and using multiple forms of data to guide the work in urban high schools. IEE coaches assist building administrators, teacher leaders, and school improvement teams in reviewing student achievement data, graduation and attendance rates, disciplinary referrals, special education students, and other pertinent information to guide decision-making. IEE coaches are also experienced in conducting peer reviews and Learning Walks to gain an understanding of the needs in a building or district.

  3. *Make visible improvements early in the school turnaround process (quick wins).*

• **Build upon Strengths** is a proven strategy to achieve a “quick-win” as it honors what is going well in a struggling school. IEE has a very strong philosophy and rich history of honoring the knowledge and skills of teachers and administrators. Indeed, the Adaptive Schools work and Cognitive Coaching is centered around building educator efficacy through guiding the thinking of building teachers and leaders as they identify solutions to the challenges they face.

• **Support Ninth-graders and Struggling Students** is a recommendation of Breaking Ranks II (2004) developed by the National Association of Secondary School Principals. It is also a recommendation of the National High School Center and an important aspect of the IEE model. The Center will work with schools to review existing supports for ninth-grade students and to strengthen them as may be necessary. IEE also pays careful attention to students with special needs as area in which visible improvements can be documented early on in the effort.

  4. *Build a committed staff.*

• **Collegial Dialogue and Collaboration** is cited in The U.S. Department of Education Office of Elementary and Secondary Education’s forum document, “Great Expectations: Reforming Urban High Schools”(2000) and has also informed the Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application
work of IEE. Among the “critical components of successful urban high schools” identified in the document is the importance of creating an environment for high school staff to learn from one another. IEE fosters this environment through offering Cognitive Coaching and collaboration skills to teachers. The Center also creates opportunities for collaboration through the use of collegial walk-throughs, studying student work protocols, and collaborative assessment dialogues and discussions.

- **Personalization** will be addressed in multiple ways. IEE works with high schools to develop, implement, evaluate, and refine ninth-grade academies or smaller learning communities. The intention is to improve ninth-graders success in high school through providing a safe, caring environment with a rigorous curriculum that is accompanied by support systems and programs for struggling students. IEE will also “borrow” from the Talent Development model (MDRC, 2004) regarding which third-party, independent evaluation has reported strong success with their emphasis on the ninth grade and combining high-quality curriculum with instructional enhancements. The First Things First reform model has also received high marks for increases in high school student achievement (MDRC 2008). This model also focuses on smaller learning communities (teaming), teachers as family advocates, and the use of more engaging instructional strategies.

- **Recognize the Needs of Diverse Population** is also a part of IEE’s work and philosophy. First, all IEE leadership and academic coaches have experience in Michigan’s urban and high-needs rural schools. IEE coaches have credibility and recognize the challenges of working with diverse student populations in our urban high schools. Through book studies, modeling of behaviors and attitudes, and candid dialogue, IEE staff support “middle-class” educators teaching in poverty-stricken, urban communities. IEE coaches also are trained in differentiated instruction and inclusionary practices and will provide job-embedded professional development as needed in these areas.

The leadership of IEE has worked in SIG schools since September 2010 with initial results indicating significant improvement in student achievement.

![Graph showing percent meeting college readiness](image-url)
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
The Institute believes strongly in the benefits of job-embedded professional development, and the leadership and staff of IEE has an outstanding record of providing this kind of professional development for urban, secondary schools. Specifically, staff members have been working in Saginaw high schools and middle schools and in a Lansing High School and all of their public middle-grades buildings over the past two years through the use of Title IIA Improving Teacher Quality funds. In Saginaw and Lansing, the approach has focused on two job-embedded forms of professional development:

**Coaching** which involves the use of Cognitive Coaching tools: Planning and Reflective Conversations to engage teachers in deep conversations around teaching and learning. Teachers have seen these conversations modeled numerous times and have been taught the skills to engage in this type of ongoing, job-embedded professional development in their team and departmental meetings.

Coaching is also used to help teachers engage in backward planning conversations in order to help them focus first on the outcomes/HSCE (now Common Core) that will be addressed in the lesson.

**Classroom Observations and Modeling** IEE staff members will observe classrooms, noting whatever the teacher requests that the observer note. For example, a teacher might want the observer to note the questions posed by the teacher; or the use of a certain strategy. The IEE staff member/coach would then engage the teacher in a reflective conversation, without judgment or evaluation, but with the purpose helping the teacher reflect on the lesson.

IEE coaches will also regularly co-teach or guest-teach in classrooms to help teachers observe the use of a new instructional strategy with “their own students.”

The IEE model bases its professional development philosophy around a quote from The Instructional Leader (Reeves, 2002):

“Using a professional development model that identifies individual performance objectives for each teacher... is the most beneficial model for teacher learning.”

Our model assists schools in focusing on a change in culture and growth in each educator. It will help teachers and administrators begin to “own” the practice of embedding their own learning throughout their day, as they reflect on their formative assessments and engage in dialogue with colleagues around the use of strategies to assist all students in achieving at high levels.

**Professional Learning Experiences** are also an integral part of the IEE Model for comprehensive school reform and transformation. All professional development provided by IEE is aligned with the National professional development standards from Learning Forward (formerly NSDC). One member of the leadership of IEE is a graduate of NSDC’s Academy XII. Coaches and staff members have been trained in Adaptive Schools with Carolyn McKanders and with Cognitive Coaching.
Professional Development facilitators have received specific training in differentiated instruction, inclusionary practices, professional learning communities, literacy, common core, and other pertinent areas related to school reform.

The staff of IEE prides itself on providing the absolute best in professional learning experiences and works diligently to tailor every presentation to the specific needs of the teachers and administrators in the audience. All professional learning experiences are both ongoing (NO one-day wonders) and job-embedded as they are followed-up with onsite coaching.

**Leadership Seminars** are a fourth component of the professional learning provided by IEE. This aspect of the work specifically focuses on creating distributed leadership in high-needs buildings. The annual five-part series creates opportunities for administrators to learn from one another and this is especially important because many SIG principals are new to their buildings and need support to become effective instructional leaders in systems that are often dysfunctional.

The seminar series provides both teacher leaders and administrators with the skills needed to live into the professional learning communities that most propose to be. The seminars are invaluable in giving administrators a chance to learn from others and gain skills necessary to lead their school in a sustainable reform effort.

The IEE Model for professional development is based on the National Staff Development Council’s (Learning Forward) model as shown below.
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)
The IEE model of services is aligned with the *One Common Voice – One Plan School Improvement Framework* (See Figure 2). The additional boxes in the diagram below define the ways in which the IEE model meshes with the framework.

**Figure**  
One Common Voice – One Plan School Improvement Framework (modified)

The leadership and coaches of IEE have considerable experience in assisting schools as they develop their CNA, looking at the four types of data: (1) demographic data, (2) achievement data (obtained from school), (3) process data (criteria for high performing schools and Schools to Watch rubric) and (4) perception data (self-study survey including student, parent, and teacher survey).

Coaches are familiar with and use the school process rubric [SPR (40) and SPR (90)] and the district process rubric [DPR (19)]. Elements of various rubrics are embedded in our professional development. The Institute has also worked with numerous schools using the NCA accreditation and is familiar with the self-evaluation process.

All IEE leadership coaches are educators who have worked as administrators in Title I buildings, some of which were targeted assistance and others of which were school-wide. As coaches, they have been instrumental in helping schools move from targeted assistance to school wide. Further, many of our coaches have experience with Title I
audits and will provide this type of support to persistently low-performing schools. Coaches’ experience will be invaluable as they assist schools with the coordination of all reform initiatives implemented in the building. IEE coaches come from and maintain a broad perspective as they manage the intricacies of multiple responsibilities.

IEE coaches frequently work with schools in analyzing MEAP and MME data. A focus of this kind of coaching is to assist teams in understanding the data, identifying the gap, and making decisions about how this informs their practice. IEE staff members are also very familiar with GLCEs and HSCEs as they regularly provide follow up to professional development for Middle School and High School teachers in Michigan. CEIE will also support teachers through professional development that focuses specifically on a backward planning process where teachers are clearly defining the GLCE or HSCE around which the lesson is focused. They will also have opportunity in the backward planning conversation to identify the formative and/or summative assessment they will use. Much of the Title IIA work in Lansing and Saginaw schools has been directed to the development of common assessments in content areas being matched to GLCEs and HSCEs. Coaches and staff members are also trained and have been helping schools align with the Common Core Curriculum as a result of national standards and will assist schools in paying attention to depth, rather than breadth, of content.

All coaches are familiar with the Michigan Merit Curriculum through their previous work as administrators in high schools. As coaches, they regularly work with leadership teams to ensure compliance with the Michigan Merit Curriculum. Research supports the importance of a rigorous curriculum to help increase student engagement in persistently low performing schools.

The Michigan Curriculum Framework formed the basis of much of the Middle Start work during the late 1990s and early part of this decade. Of particular importance to the work are the standards for authentic instruction, including Higher Order Thinking, Deep Knowledge, Substantive Conversation and Connections to the World Beyond the Classroom. These four standards are aligned with the Breaking Ranks II recommendation that urges high schools to pay attention to rigor, relevance and relationship. Professional development provided by the IEE embeds these elements of authentic instruction through teaching and modeling Marzano’s nine research-based instructional strategies (2001). Furthermore, professional development regularly focuses on the use of collegial dialogue to plan and reflect on teaching and learning.

IEE staff includes individuals with Special Education teaching background and experience, both as teachers and administrators. Specifically, the Saginaw Title IIA project staff members have been working with a middle and high school building around the area of co-teaching, and have engaged teachers in dialogue as they review IEPs and plan for the implementation of co-teaching in the content areas.
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: Sustainability Plan

The Institute has worked intensely with high-needs schools engaged in reform efforts for the past twelve years. IEE is committed to sustaining the hard-won efforts made in student achievement in Michigan’s Schools and, therefore, works with schools to develop sustainability plans.

Our work is aligned with and informed by The Center for Comprehensive School Reform and Improvement (Jerald, C., 2008) and their recommendations for “sustaining improvement efforts over the long run.” Specifically IEE sustainability addresses three key elements recommended by CCSRI:

1. Maintaining the improvement effort beyond initial implementation.

The obvious first step in sustaining any school improvement effort must be to maintain new practices beyond a few months or the first year of implementation. However, school leaders and staff members are often surprised to discover that maintaining reforms can require more than simple persistence. Even in schools where implementation goes smoothly and successfully during the first year, many kinds of unforeseen obstacles can arise the following year or the year after.

Unfortunately, there is no formula for predicting the factors that will threaten an improvement effort two or three years into implementation. Schools are complex organizations, and changing major practices in one part of the organization can have unforeseeable effects on other parts of the organization. Therefore, maintaining an improvement effort requires keeping a sharp eye on how the change process is affecting staff members and students; keeping a constant lookout for warning signs of obstacles that might threaten the effort; and keeping a very open mind to how challenges can arise from even the most unlikely places.

In the IEE model it is the role of the experienced administrator, serving as the Leadership Coach to ensure that efforts are maintained and “quick wins” are continually occurring and celebrated. The hard work of change engaged in by teachers must be acknowledged and celebrated.

2. Extending the Improvement Effort to Capitalize on Early Success.

After watching dozens of organizational change efforts, retired Harvard Business School Professor John P. Kotter wrote that one of the most common and most damaging mistakes leaders make following implementation is to declare victory too early. “Instead of declaring victory,” he wrote, “leaders of successful efforts use the credibility afforded by short-term wins to tackle even bigger problems. They go after systems and structures that are not consistent with the transformation vision and have not been confronted before.” In other words, sustaining success over the long term requires fierce, very intentional kind of “opportunism.”
The Institute works with schools very intentionally to foster the notion promoted by Jill Collins that “good is never good enough.” Sustainable reform must never be taken for granted. The best changes in culture and instruction must be monitored and shared with new teachers and administrators so that the school remains on the path of continuous improvement.

3. Adapting Improvement Initiatives Over Time.

Over the long term, maintaining and extending improvement initiatives is not enough. Expectations change, policies change, local and state political environments change, students change, school leaders change, and faculties change. As a result, even the most successful improvement initiatives must eventually “evolve or die.” Indeed, researchers who study successful organizational change efforts that are sustained over long periods of time frequently invoke evolution as a metaphor to describe what they find.

The IEE foundation is built around the notion of adaptivity as defined by Robert Garmston who contends that all organizations must be adaptive in order to survive and, indeed, thrive. The continuous cycle of school improvement model that leads schools to consistently reflect and use data to inform and adjust practices is crucial in sustaining gains in school achievement.
**Exemplar 6: Staff Qualifications**  
(15 points possible)

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

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.
Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

VITAS
The following staff members have been identified for work with persistently low performing schools through the Institute for Excellence in Education.

Patricia Benson - Pat Benson has extensive experience leading successful reform efforts and will assist in the oversight of the coaching teams in their work with persistently low performing schools.

Paula Geller - Paula, a former building administrator is currently serving Lansing public schools as a leadership and academic coach. Paula is trained in Adaptive Schools and Cognitive Coaching and has led several schools to academic success.

Phil Gutteridge – Phil is a former building administrator and has considerable experience assisting high-needs schools with school reform efforts. He is both skilled and passionate about helping all student succeed.

Steve Hoelscher - Mr. Holscher was the former director of Michigan Middle Start and has worked with numerous secondary and middle schools around the state and nation to engage in comprehensive school reform. He is a passionate, skilled coach who has a vision of success for every student.

Jamie Klebe – Jamie was recently (August 2011) a very successful language arts teacher and will serve as a literacy coach. She is trained in Cognitive Coaching, Common Core and has great credibility with teachers as well as a passion for students living in poverty.

Mary Alice Krajenta - Dr. Krajenta, a former urban building administrator and is trained in data analysis. She has experience as a Progress Monitor for SIG work and is skilled in leading transformations in schools in Michigan.

Carolyn McKanders - Carolyn is Co-Director of the Center for Adaptive Schools and has years of experience working with students and teachers in Detroit Public Schools. Carolyn works with both IEE Coaches and Teachers and Administrators in IEE schools.

Geralyn Myczkowiak – Geralyn has extensive experience as a coach, working with an Intermediate School District, and as an educator. She is extremely knowledgeable in the area of literacy and school improvement practices. She will serve as a literacy coach.

Dave Nizinski - Mr. Nizinski, a former building administrator, is currently working in Saginaw schools and has served numerous high-needs schools throughout the state in engaging in reform efforts. Dave's background is in Special Education and he is a very skilled Cognitive Coach who gains the trust of educators to successful lead them to reform.

Tracy Nofs – Tracy is a former high school principal serving a high-needs school and
has considerable skills in guiding the work of school reform. She is trained in Cognitive Coaching and uses this training to facilitate change in schools.

**Blake Pratt** – Blake has recent experience as a math teacher and as a math coach and works well with teachers to help them identify Power Standards, progress monitor and support struggling students. He will serve as a math coach.

**Debbie Schuitema** – Debbie has recent experience as a successful math teacher and is very skilled at assisting teachers to improve their instructional practice to engage all students. She will serve as a math coach.

Vitas are attached in a separate document.
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.