SUBMISSION INSTRUCTIONS

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

Electronic Application Process

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

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on May 21, 2010 to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

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

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

Telephone:  (517) 373-8480 or (517) 335-4733
Email:  MDE-SSOS@michigan.gov
EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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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<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>
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<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>
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<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<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.
APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

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

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

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

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

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

<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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</thead>
<tbody>
<tr>
<td>[Redacted]</td>
<td>Jackson County Intermediate School District</td>
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<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<tbody>
<tr>
<td>Jackson County Intermediate School District</td>
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<thead>
<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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</thead>
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<tr>
<td>☑ Non-profit</td>
<td>☑ School District</td>
</tr>
<tr>
<td></td>
<td>☑ Institution of Higher Education</td>
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<td></td>
<td>☑ Other (specify): ____</td>
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<td></td>
<td>☐ Business</td>
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<tr>
<td></td>
<td>☐ Community-Based Organization</td>
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<tr>
<td></td>
<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
</tr>
</tbody>
</table>

| 6. Applicant Contact Information | |
|----------------------------------|-----------------|-----------------|-----------------|
| Name of Contact                  | Phone           | Fax             |
| Gloria Smith                     | 517-768-5232    | 517-787-5988    |
| Street Address                   | City            | State           | Zip             |
| 6700 Browns Lake Rd.             | Jackson         | MI              | 49201           |
| E-Mail                           | Website         |                 |
| gloria.smith@jcisd.org           | www.jcisd.org   |                 |

| 7. Local Contact Information   |                   |                   |                   |
| (if different than information listed above) | Name of Contact | Phone | Fax |
| Street Address                 | City            | State | Zip |
| E-Mail                         | Website         |       |

<table>
<thead>
<tr>
<th>8. Service Area</th>
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<tbody>
<tr>
<td>List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.</td>
</tr>
<tr>
<td>☐ Statewide</td>
</tr>
<tr>
<td>Intermediate School District(s):</td>
</tr>
<tr>
<td>Jackson County</td>
</tr>
</tbody>
</table>
9. Conflict of Interest Disclosure

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

☐ Yes  ☒ No

What school district are you employed by or serve:_____

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

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

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

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

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

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

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

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

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

**SUPPORT SYSTEMS:**

Jackson ISD has provided support for

For the past eight years Jackson County ISD (JCISD) has had experience working with low performing schools, including low performing urban secondary schools. JCISD will continue supporting LEA's through the Jackson Reform Support (JRS).

The purpose of JRS is to work closely with LEA’s to improve teacher instructional and leader practices that effect staff and school performance that will have a direct positive impact for increasing student achievement. JRS will collaborate and customize to the needs of staff and students. In addition to the commitment of Jackson County ISD staff, locating and subcontracting with other services and agencies will be coordinated by JRS. The Jackson Reform Support consists of a multi-disciplinary approach aligned with Michigan’s School Improvement process.

**JRS Systems of Support –** The JRS team has carefully built systems to support their work with LEAs. The major components of the support system are a multi-disciplinary team of JCISD consultants, a partnership agreement, a building level action plan, coaching, program monitoring and evaluation, and communications.

1) **JCISD consultants** - A multi-disciplinary team of JCISD consultants oversees JCISD programs and services provided to the partnering LEAs and schools.

2) **Partnership Agreement** - The LEA support team (members of the JRS team) collaborates with a LEA district and building leadership teams to develop a partnership agreement that articulates district priorities, school-level areas of need, and the types of services to be provided by JCISD to the partnering schools.

3) **Action Plan** - A school-level service plan is then co-created with school leadership based on the following:

   a) **Comprehensive Needs Assessment (CNA)** - Student, staff and system needs as identified primarily through the school’s comprehensive needs assessment.

      i) **Data Retreat®** - 3 days of data analysis and school improvement plan design. To ensure sustainability, there are monthly building leadership team meetings, 3-4 progress monitoring checkpoints (short cycle measurement) and a full day evaluation (summative measurement) of the school improvement plan. Data Retreat® is a mechanism proven to result in dramatic and sustained improvement linked to student achievement.

          a. MEAP/MME/Countywide Common Assessments, EPAS
          b. EdYes!-Review and Evaluation
          c. Additional LEA assessment measures

   b) **Goals** - School improvement goals, objectives, and strategies as identified in the school’s improvement plan developed through the Data Retreat® process, and other priorities or targets that are articulated by the LEA. These goals will be reflected in the Consolidated Grant Application.

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c) Action Plan - Articulates the targets for staff and system development that will be the focus of JRS services. This three year action plan will include content expectations/standards, assessment, instruction, intervention, professional development, evaluation and technology.

d) Leadership Support - JRS Mentor(s) will work individually with building principal(s), the building leadership team, and other designated staff (ex: content coaches, technology support staff, data coach, etc.) to guide/support the action plan and focus staff on how to monitor and evaluate student achievement growth. JRS Mentor(s) support professional development that aligns with the building's School Improvement Plan and support communication structures. Examples of support include:

1) JCISD Principal Academy
2) Michigan State Leadership through MAISA
3) Other contracted services, as deemed appropriate

e) Content Coaches - Where coaching is provided, a coaching plan is established between the JRS coach and the “coachees” (staff who will be receiving coaching services) to articulate the purpose of the coaching and establish expectations for the working relationship. These plans guide the day-to-day coaching with teachers and school leaders and are reviewed regularly with "coachees" to monitor progress. Content coaches include the following:

1) JCISD Consultants/Coordinators
2) Professional Learning Communities Facilitator/Content/Department
3) MAISA Content Coaches
4) Other contracted services, as deemed appropriate

4) Job-Embedded Professional Development - Provide job-embedded professional development to build capacity of staff to design the assessments and to use the results to adjust instruction to better meet student needs and support the building's action plan.

5) Program Monitoring and Evaluation - Program monitoring and evaluation is done 3-4 times a year to determine progress made and to plan for the next year. The evaluation includes an examination of state assessment data, local assessment data (where available), feedback from staff on the quality and effectiveness of JRS services, and input from coaches on changes observed in staff and system practices.

6) Communications - The action plan is reviewed monthly with the building leadership team to monitor the services delivered and the progress made toward achieving the targets. The building leadership team then communicates progress status with the rest of the staff. Additionally, the principal meets regularly with district leadership to communicate progress of action plan implementation.
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)

Research/Evidence Based:

The JRS team at JCISD has made use of scientifically based research a priority. The use of scientifically based research will continue to be a top priority in working with the identified schools in the lowest 5%. While there are many research avenues to pursue, JRS has focused primarily on the research around the school improvement process, instruction and instructional core, assessment, sustainable professional development (coaches), and leadership.

School Improvement Process - JRS views an effective school improvement process as the vehicle to result in dramatic and sustained improvement linked to student achievement. The research that supports comprehensive school improvement plan is included in the sections below which integrates instruction, assessment (data analysis), professional development and the leadership needed to make change happen.

Instruction and the Instructional Core - Richard F. Elmore from the Harvard Graduate School of Education, states, “There are only three ways to improve student learning at scale: The first is to increase the level of knowledge and skill that the teacher brings to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process. You can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. You can increase the level of students’ active learning of that content. That’s it. ...Everything that’s not in the instructional core can only affect student learning and performance by, influencing what goes on inside the core" (City, Elmore, Flarman, Teitel 2009). This is the underlying principle used by the JRS team to design professional learning opportunities for building administrators, school-based teams, teachers and support staff.

Assessment - Within the instructional core, districts and schools can improve student achievement by implementing highly effective assessment practices. "Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create – not simply measure - increased achievement "(Stiggins, Arter, Chappuis, & Chappuis 2006). Assessments can provide substantial opportunities to gather formative and summative data about students, teachers, schools and school districts. Thus, it is imperative for leadership and teacher teams to collaborate around the development of and reflection on assessments of student learning. This will promote and support changes in classroom instruction and ensure all students are learning.

Ehrenburg, Brewer, Gamoran, and Williams (2001) report that the impact of assessments for learning (formative assessment practices) on student achievement is four to five times greater than reducing class size. Frequent, short assessments over periods of time reveal a more accurate and timely picture of student learning compared to a mid-chapter and end of chapter test. These brief, focused and
regular assessments allow educators to make accurate inferences about student progress enabling teachers to make "just in time" adjustments to instruction.

Sustained Professional Development – In addition to the focus on core instruction and assessment, sustained professional development is key to the work of JRS. JRS views professional development from a variety of lenses.

1) High Quality Professional Development - By design, high quality professional development of teachers should increase content knowledge and skills needed for teaching and place them in the role of learners. Loucks-Horsley, Hewson, Love, and Stiles (1998) created a research-based professional learning design framework for teachers of mathematics that has been recently revised. This design requires the use of context, critical issues, and use of appropriate strategies.
   a) Context - The context of the professional learning is critical to sustained teacher learning.
   b) Critical Issues - Critical issues to be faced such as time, equity, professional culture, leadership, sustainability, and public support need to be considered through all stages of the staff learning process.
   c) Strategies - Strategies for providing professional learning should include: aligning and implementing curriculum, examining teaching and learning, immersion in content, coaching and mentoring, and collaboration with colleagues.

2) Focused Professional Development - Extensive, coherent professional learning focused on instructional materials to develop content knowledge and pedagogical knowledge within the teaching of particular units of study appears to be more effective than a one-shot approach. Teachers who participated to the greatest extent in this type of professional development showed the greatest increase in developing and implementing investigative classroom practices and investigative classroom culture, growth in their pedagogical preparedness, and use of reform-oriented teaching practices.

3) Best Practices Professional Development – An example of a research study conducted around the effects of various kinds of professional learning of teachers of mathematics was reported out by Garet and colleagues (2001). They examined a variety of professional learning characteristics identified as “best practices” and their effects on teacher knowledge and skills for changes in classroom teaching. They found significant effect on all outcomes and identified three mediating factors, which were content knowledge, active learning opportunities, and coherence of professional learning with the daily work of teachers. Therefore, active learning opportunities that are embedded in the context of a teacher’s work environment and focused on the content knowledge needed for teaching provides experiences for teachers that have the greatest influence on teacher capability for improved instructional practice (Goertz, Floden, and O’Day 1995).

4) Coaching - May involve: one-on-one collaboration, problem solving, and reflection around content, instruction, and/or assessment, in-class modeling, demonstration, coaching with feedback, reflection on instructional practice, and use of specific protocols. Based upon the work of Jim Knight and Jake Cornett from the Michigan Department of Education

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University of Kansas on Instructional Coaching, the evidence indicates that onsite professional development and collaboration with teachers empowers them to incorporate research-based instructional methods into their classrooms (Knight 2007). This study was conclusive that teachers who were coached were more likely to adopt new teaching practices in their classrooms than teachers who attended a workshop. Results also indicated that instructional coaching increased the likelihood that teachers will use the practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support following professional development.

Leadership – The leadership services provided by JCISD are grounded in the research of Doug Reeves, Robert Marzano, Tony Wagner, Richard Elmore and Peter Senge. What is evident in the research is that strong instructional leadership is essential to turning around underperforming schools—yet the many challenges faced by these schools often distract leaders from the most important educational issues that must be addressed in order to “turn schools around”. Doug Reeves (2009) identifies the following four keys for leaders that both research and practicality support: teaching, leadership, time, and feedback.

While teaching is the “first and most important element of progress...leadership matters” (Reeves, 2009). Teachers operating as “islands of excellence” cannot sustain improvement over time. Effective leaders identify, document, and replicate great teaching practices. They provide teachers the time they need to implement effective instructional and assessment practices in an atmosphere of collaboration, experimentation, and learning. The fourth essential, feedback, can be one of the most powerful tools for learning (for both students and adults) only if it is accurate, timely, and effective (Marzano, 2002 & 2007; Reeves 2009).

These four keys to effective leadership serve to focus the leadership services provided by JCISD. Within each of these areas, specific leadership practices are identified as “targets” for leadership and system development based on an assessment of current leadership practices in place in the school. These practices are selected from those that have been found to have a significant impact on student achievement (Marzano, Waters, and McNulty 2005). They are also closely aligned with the leadership standards, benchmarks, and key characteristics articulated in the Michigan School improvement Framework.

Evidence of Success:
JCISD has been able to document both student and teacher growth in partnering schools. Evaluation of our professional development in mathematics, reading and writing has shown an increase in pedagogical knowledge with participating teachers. Student achievement has increased as documented on formative and summative assessments. Due to space limitations of this application we can provide data per request.
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
Professional development services for partnering LEAs/schools are articulated in the school’s action plan and directly support the goals established for staff and building improvement. Services may include one or more of the following: regional workshops/seminars; site-based professional development; coaching; and professional resources. These services are incorporated into the day-to-day activities of teachers and leaders and delivered on-site, during the work day, to the extent feasible. Data are collected on the types of services delivered, the quantity and quality of the services, the alignment of services to school improvement plans, and the degree to which schools achieve or make progress toward established goals.

PRINCIPAL:
JRS Mentor(s) are in the buildings to support the principal in his/her leadership role and to keep the building’s focus on the implementation of the action plan. Additional professional development will be available to the principal (i.e. Michigan State Leadership through MAISA, JCISD Principals’ Academy).
In the past, JCISD has provided: Data Retreat® onsite visits, Building Literacy Team Support, MSU Algebra Grant, Regional Data Initiative Grant, Enhancing Education Through Technology (State and National Awards), and Co-Teaching Training.

SCHOOL LEADERSHIP TEAMS:
The JRS Mentor(s) will meet with the building leadership team at a minimum of two times monthly to maintain the focus on the action plan implementation, the School Data and Process Profiles, and assessment results (MEAP/MMIE, local and county assessments). The ISD member of the team serves as the external monitor and offers support in between meetings.
In the past, JCISD has provided: Data Retreat® Process and Team Training, External Monitor Reviewer, Process Profile Leadership Training, and Building Literacy Team Support.

TEACHERS:
Content coaches will work collaboratively with teachers to evaluate student achievement and school process data. Teacher–coach teams will implement evidence-based interventions (based on the action plan) which will be supported by a content coach. The Data Coach will work with teachers to use a process to collect, analyze, and utilize student data to inform instructional decisions.
In the past, JCISD has provided: Building Literacy Coaches, Calkins/Writing Workshop Training, SECLT (Special Education Literacy Connections Training), RTI (Response to Intervention) Classroom Literacy, Reading Recovery®, Enhancing Education Through Technology Grant—Writer for the Future (winner of State and National Awards), MISE (Math Instruction for Special Educators), SAU Science Partnership Grant, MSU Algebra Grant, Co-Teaching Training, Lesson Study and SAMPI Teacher Observation Training.
SUPPORT STAFF:

The Data Coach will work with the Quality Data Team (principal, counselor and secretary, etc.) to create a process to ensure the input and certification of quality data. JCISD offers on-site technology support countywide.

In the past, JCISD has provided: Quality Data Team Support, Technology Support, Data Director, and PowerSchool.
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 I (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

JCISD has over 47 years of experience leading and servicing Local Educational Agencies (LEA) with state and federal requirements and helping them to align to the continuous school improvement framework designed to improve student learning. JCISD’s multidisciplinary consultant/coordinator team have chaired and or participated in statewide initiatives related to school improvement, assessment, curriculum/instruction, and special populations.

1) School Improvement – School Improvement Plan (SIP) work is viewed as the umbrella and foundation of work in 13 local districts and 3 Public School Academies that JCISD services. JCISD has a long history with school improvement in Michigan. JCISD staff were instrumental in the design and content of the current state School Improvement Framework.

2) In the School Improvement Process (Data Retreat*), the completion of Michigan’s Comprehensive Needs Assessment is embedded. JCISD is listed as a technical support for all schools in Jackson County and has worked extensively across the county in high schools, middle schools and elementary schools. This extensive background and experience in school improvement work has allowed the JCISD team to hone critical skills needed to work in whatever context a school may find themselves, while assuring schools meet and/or exceed state and federal requirements. Just over the past four years, the JCISD school improvement team has worked with more than 34 schools to develop comprehensive processes and protocols that align with state and federal requirements while maximizing effective systems to transform stagnant achievement to improved student outcomes.

3) Technical assistance and support have been provided to Title I schools in developing plans and programs that incorporate the required ten components of a targeted assistance or schoolwide program and improve the academic performance of eligible students.

4) Assessment – The first step the JCISD school improvement team uses is data gathering which is synonymous to the state school improvement system. The JCISD assessment and evaluation department and school improvement consultants work in an integrated manner to assure that data gathering and data use is done first and foremost to help determine need. Assessment consultants work with the state level assessment program (MEAP/MMRE), provide extensive understanding of the state assessment program, statistical analysis, data reporting, and program evaluation. JCISD is currently funding the EPAS® assessment system for ALL Jackson County Districts. JCISD consultants are working with LEAs to make correlations between Explore, Plan and ACT success. JCISD school improvement consultants work closely with the LEA’s to integrate assessment data with school improvement processes in order to determine customized school needs for improvement. On a smaller scale the JCISD team has worked closely with locally identified schools to use their comprehensive needs assessment data and SIP to create school action plans. The school action plans are designed to be roadmaps to improving student achievement.

5) Curriculum/Instruction – JCISD consultants have authored, chaired, and participated with MDE in the development, implementation, and monitoring of the Grade

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Level Content Expectations, the High School Content Expectations, the Michigan Merit Curriculum, and the Michigan Curriculum Framework. JCISD curriculum and instruction consultants consists of all core content area, general instruction, instructional leadership, early childhood, career and technical education, and special education consultants. JCISD focuses on good core instruction pedagogy as the foundation of the work.

6) When core instruction is not successful, JCISD supports LEAs with meeting student learning needs within a spectrum of general education to students with IEP's as well as Section 504 students.
**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.
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)

JCISD has made sustainability a priority in its work with Jackson County schools over the past five years. Sustainability will continue to be a top priority in working with schools in the lowest 5% of achievement levels. The principle on which we base our efforts toward sustainability is that stakeholder commitment is paramount to long term sustained change. Therefore, we have built a number of components into our approach with schools to realize this principle in our work.

1) Contracting - JCISD has always initiated its work with a Local Education Agency (LEA) by establishing a thorough planning process intended to lead toward a mutually constructed agreement between JCISD and the LEA. The agreement is derived from a carefully planned and executed needs assessment. The needs assessment involves collecting information from multiple sources within the LEA and at times from external sources. The information is intended to help shape the strategy employed to produce improvement in student achievement levels by indicating which levers might be manipulated to create the greatest change; curriculum, instruction, assessment or leadership. Based on the results of the needs assessment we collaborate with the LEA to construct a plan for improvement. That plan becomes the basis of the contract between JCISD and the LEA. It spells out the expectations for all parties involved as well as the goals that will be pursued. Contracted services with outside agencies is essential to the JCISD in providing services to identified Jackson County schools.

2) Assessing Impact - The process developed by Joellen Killion at the National Staff Development Council is used as a basis of our planning with the LEA. The process is built on a theory of change that assumes a number of things we believe are critical in the change process. First, it assumes that any effective work with staff will be developed with evaluation as an ongoing and significant part of the work. In our work with low performing schools a logic model is built based on the goals constructed with the LEA. The logic model allows us to identify a reasonable and rational pathway toward our goal that includes short term and long-term outcomes. By keeping our eye on these outcomes and consistently measuring them a foundation for reaching our long term goals and sustaining the work is built.

The process also assumes you must capture the hearts as well as the minds of the staff to establish real change. Therefore, we build into any work with staff the idea that in order to change knowledge, skills and behaviors you must also change beliefs and aspirations. Attitudes and aspirations become the basis for the short-term outcomes. The professional development done with staff, for example, has been carefully constructed to include these elements.

3) Communication - Sustaining a project over time requires a strong communication plan. It is critical that messages be consistent with the goals of the work and occur on a regular basis to assure staff that the project is regarded as critical and essential. The communication plan is also important to sustain commitment. We have made it an important aspect of our work with at-risk schools and will continue to do that in our work with the lowest 5% of schools in achievement. The JCISD Team has a variety of ways it maintains communication within our organization, within the

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LEA and across the organizations. It is not an afterthought but a critical component of the planning. If we want stakeholder commitment they must be involved at each stage of the process from needs assessment through implementation and evaluation. And, the communication must be across all levels of the organizations.

Both a series of face to face meetings and technology are used to help us achieve effective communication. In our work with LEAs in this project we will continue to use the communication network already established. This system provides linkages between JCISD and the LEA from the superintendent level through classroom teachers and support staff.

4) Ongoing Measurement of Progress - The JRS Team will establish with the LEA (including all stakeholders within the LEA) clear measurable, short-term and long-term targets. These targets will be articulated in the partnership agreement. Progress toward these targets is measured on a schedule with results shared with all stakeholders. This process will be replicated with the lowest 5% of schools.

5) Developing Capacity - JCISD has been moving toward a system of working with at-risk schools that relies less on outside coaches or consultants and instead utilizes LEA staff. By identifying LEA staff and investing our resources in developing their instructional and leadership skills we have experienced a variety of positive outcomes. It has allowed us to shift resources from external change agents who eventually leave the system to LEA staff members who continue on in the system. Secondly, it increases commitment to the project as LEA staff recognizes the work as their own rather than what is being “done to them.” Finally, it builds an important degree of trust between JCISD and the LEA.

6) Small Wins - Changing complex systems does not happen quickly. In order to sustain commitment toward the change it is important to celebrate the small victories that occur along the way. This principle, which has been built into the way JCISD operates with LEAs, will continue in our work with the lowest 5% of schools. It requires taking the time to honor staff work when short-term outcomes have been met. Adhering to this principle takes time and effort and may on the surface divert resources from meeting the long-term outcomes. However, research and practice have born out its importance. In order to sustain a change process, stakeholders must have a deep level of commitment. Celebrating the success is one more way the goals of the change process are kept in the forefront in the operation.
Exemplar 6: Staff Qualifications
(15 points possible)

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

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

The following JCISD staff will be involved as part of the Service Provider Team. This team has a wealth of practical and academic experience with schools that are striving to transform and meet the needs of their students. The comprehensive team has demonstrated expertise and specialization of developing comprehensive services for schools.

Gloria Smith, Director of Instructional Services
Liz Raduazo, Grant Coordinator
Sandra White, Literacy Coordinator
Scott Koziol, Education Consultant
Tovah Sheldon, Data, Curriculum and Assessment Coordinator
Sue Klassen, Special Education Consultant
Denise Belt, CTE Curriculum Supervisor

In addition to this team, new staff will be added based upon a thorough review of qualifications and experience. These additional staff will be selected based upon the particular needs of the schools involved. Those needs will be based upon multiple data sources including, but not limited to, demographic perception, process, and achievement data. Primary focus will be given to leadership, systems work, curriculum, assessment, and instruction, use of innovative practices with technology and extended learning opportunities.

Attached are the required vitae for each of the primary staff.
Gloria Smith is the Director of Instruction for the Jackson County Intermediate School District. In the role of servicing local school districts in Jackson County, she coordinates the services of Learning Services consultants/ coordinators in addressing federal and state educational mandates with a focus upon providing research-based practices for teachers that will impact student achievement. Providing job-embedded professional services that include presenting, facilitating, coaching and counseling to meet the range of needs of individuals to districts including general education, special education and career and technical education are the key components of Jackson County Intermediate School District services. Her degrees include a Bachelor of Arts in Education from Baldwin-Wallace College, Masters in Mental Impairment, Emotionally Impaired and Learning Disabilities and Specialist degree in Administration from Eastern Michigan University. She has also been a Fulbright recipient at King’s University in Belfast, Northern Ireland. Gloria has been a district administrator and teacher in both a large urban district and a small rural district. In those positions she has lead K-12 districts in the implementation of North Central Accreditation, Curriculum and Special Education. As a teacher, Gloria has taught in the elementary, high school and a special education center-based program including teaching for the Department of Defense.
Elizabeth Raduazo (Liz) is the Grant Coordinator for Jackson County Intermediate School District. In this capacity, she serves the ISD by researching grant funding sources and writing proposals. She also advises local districts on grant proposal writing. She has 15 years experience in grant research and writing and has worked with both schools and non-profits. She retired after 30 years in public education where she taught at elementary and middle school levels. She also served five years as an adjunct professor in the Department of Education at Spring Arbor University where she taught Methods in Teaching Social Studies, Science and Math K-8. She has a Bachelors Degree from Central Michigan University and a Masters Degree in Education from Spring Arbor University.
Sandra White is a Literacy Coordinator for the Jackson County Intermediate School District. In this capacity, she serves local districts including teachers and administrators by facilitating professional development trainings and in school literacy support. Sandra has provided multiple Jackson County school districts with training and in-school support in reading workshop, including Reading Apprenticeship and Special Education literacy training, and writing workshop which resulted in a transformation in teaching practices. Additionally, Sandra is a trainer for MLPP Grades 3-5, MiClass, Reading Apprenticeship, SELCT (Special Education Literacy Connection Training), Calkins Writing Workshop, and Response to Intervention (RTI). Previously, Sandra taught at the elementary and middle school level, as well as in Special Education. She is enrolled in the Masters of Educational Leadership degree program at Eastern Michigan University.
Scott Koziol
Phone: 517.768.5206 or 517.262.3661
Email: scott.koziol@jcisd.org

Scott Koziol is an Education Consultant for the Jackson County Intermediate School District. In this capacity, he serves local districts including teachers, administrators, counselors, etc. by facilitating professional development trainings, providing onsite support for the JCISD’s facilitated school improvement process (Data Retreat®), Michigan’s required Data and Process Profiles and the District/School Improvement Plans. Additionally, Scott has been involved with projects that provide support to districts and schools in Co-Teaching, Quality Data and meeting new state and federal requirements. He also creates the agenda for and facilitates the Jackson County Curriculum Dialogues group that provides an opportunity for local district leaders to be updated on new state and federal items, as well as services and trainings available through the JCISD. Previously, Scott taught 4th and 5th grade with a focus in ELA, Math, and Social Studies. He completed his undergraduate studies in elementary education at Michigan State University, Masters of Educational Leadership degree at Michigan State University, and intends to continue his education in a doctoral program at Michigan State University. Furthermore, Scott serves on the Michigan Continuous School Improvement (MI-CSI) team to provide the Office of Education Improvement and Innovation (OEI) with input and support to develop and provide trainings and resource documents for Michigan districts and schools.
Tovah Sheldon is a Data, Curriculum & Assessment Coordinator for the Jackson County Intermediate School District. In this capacity, she serves local districts including teachers, administrators, counselors, etc. by facilitating professional development trainings, performing various data analysis on MEAP, MME, EPAS and other assessments, and collaborating with subject area specialists to translate data findings into a shift in teaching practices. Additionally, Tovah has been involved in the evaluation of grant funded programs for the JCISD and has focused much of her time on building quality summative and interim assessments with local districts. Previously, Tovah taught mathematics and science at elementary and middle school levels. She completed her undergraduate studies at Grand Valley State University, Masters of Educational Leadership degree at Eastern Michigan University, and intends to continue her education in a doctoral program at Michigan State University. Furthermore, Tovah serves on the Michigan Educational Research Association (MERA) Board to support and expand educators’ understanding of quality research, assessment, and evaluation practices, as well as, adjuncts at Spring Arbor University, Jackson Community College and Siena Heights University in both educational and non-educational courses.
Sue Klassen
517-768-5292
sue.klassen@jcisd.org

Sue Klassen is the Assistant Director of Special Education and the Compliance Monitor for the Jackson County Intermediate School District (JCISD). Her responsibilities include overseeing Special Education Supervisors and itinerant staff at the JCISD in addition to providing all of the local districts support and training to maintain legal compliance with the state and federal rules and regulations. She oversees the data collection, analysis, and reporting for Special Education and Medicaid, provides local assistance to teachers, principals, and superintendents in the identification, programming, and education of their Special Education population. In addition Sue is the Michigan Project Leader on the Excent Project—a Special Education data solution-and leads the Michigan User Group as well as presents and trains in other ISDs. Previously, Sue taught in both Elementary and Secondary Resource Rooms for over twelve years and served as a Teacher Consultant and initiator of co-teaching for nine years both in a small rural district and in large urban districts (Alaska and Michigan). Sue earned a BS and an MA from Western Michigan University in Special Education of the Emotionally Impaired and the Learning Disabled, and approval as a Special Education Supervisor from both Grand Valley State University and Saginaw Valley State University.
Denise Belt is a CTE Curriculum Supervisor for the Jackson County Intermediate School District. In this capacity, she serves the Jackson Area Career Center and local districts including teachers, administrators, counselors, etc. by providing leadership support, curriculum support and professional development opportunities to CTE teachers, working with teachers to align CTE curriculum with GLCE’s and HSCE’s, assisting teachers with yearly TRAC reviews of their CTE programs, and working with teachers to align current CTE curriculum with new CTE standards. Additionally, Denise has been involved in the writing and implement of several grants including Perkins, Tech Prep and Mathematics/Science Center grants. Previously, Denise has been the principal at Jackson Area Career Center and a Health Occupations instructor in a Career and Technical Education Center. She completed her undergraduate studies at Lake Superior State University and Western Michigan University, Masters in Vocational Education at Western Michigan University and Masters of Educational Leadership degree at Central Michigan University. Furthermore, Denise serves on the Michigan Career Curriculum Developers committee and adjuncts at Baker College in non-educational courses.
SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.
- **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.

**LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE**