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:

chapmang1@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:

Gloria Chapman  
Consultant  
Office of Education Improvement & Innovation  

OR

Louretta Cunningham-Powell  
Consultant  
Office of Education Improvement & Innovation

Telephone: (517) 373-4226  
Email: chapmang1@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be reviewed if:

1. All portions of the application are complete;

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

Applications will only be approved if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
<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>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<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>Total Points Possible</strong></td>
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<td><strong>Minimum Points Required for Approval</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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<tr>
<td></td>
<td>Judith Carolyn Berryman</td>
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3. Name of Entity as you would like it to appear on the Approved List

Judith C. Berryman, instruction coach

4. Entity Type: 5. Check the category that best describes your entity:

- [x] For-profit
- [ ] Non-profit
- [ ] Business
- [ ] Community-Based Organization
- [ ] Educational Service Agency (e.g., RESA or ISD)
- [ ] Institution of Higher Education
- [ ] School District
- [ ] Other
  (specify): __________

6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
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<th>Fax</th>
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<tr>
<td>Judith C. Berryman</td>
<td>269-275-1399</td>
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<td>5182 Hawk Hallow Drive East</td>
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<tr>
<td><a href="mailto:1948jberry@gmail.com">1948jberry@gmail.com</a></td>
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7. Local Contact Information (if different than information listed above)

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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.

- [x] Statewide

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
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</table>
### 9. Conflict of Interest Disclosure

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

- [ ] Yes
- [x] No

What school district are you employed by or serve: ____

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

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

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

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

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

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

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

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

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

If a department or grade level group is to be turned around every adult that contributes to that department or grade group must know what it means to become a successfully preforming department/school/Teacher. Every decision made must be based on research about what is the most effective at increasing student achievement- especially as it pertains to underperforming urban schools. Therefore, as an instructional coaching specialist I will provide these support services:

- Meet with each grade level group or department to stress the urgency to work together to improve student academic performance along with clearly communicated goals.
- Align instruction with the Common Core State Standards and Implementation of systems and measurement tools which will be used as Universal screeners and progress monitors to assess the progress toward meeting its SIG goals both in short term and long term indicators.
- Build the capacity of each teacher using research based strategies to maximize student achievement in the classroom. Strategies will include but not limited to instructional planning and delivery, differentiated instruction, brain based instruction, in class coaching, support and reflection, Multi-Tiered Support System (MTSS). All coaching activities will be in collaboration with the principal, leadership team and the Department Chair.
- Coaching and professional development will be aligned with the M Step, The Michigan Comprehensive Needs Assessment, School/District Improvement Plan, and their Transformation Plan.
- Create a structure of the departments or grade level groups to maintain the structures and support systems to continue data analysis as it pertains to increasing student achievement even after the conclusion of the SIG grant.
- Create a design that will assist failing students to receive assistance in a core class through peer tutoring.
- Implementation of MTSS (Multi-Tiered Support System) beginning in the Math Department and continue to the science and social studies department. This model can then be adopted by the remaining staff.
- Embedding of the process into the school improvement plan
In the following narrative, I will describe these elements in more detail.

Clear communication and involvement of all professionals that are important for any school improvement plan and for schools identified as qualified for SIG funding the need for open and clear communication is magnified. It is vital for every member of a grade level group or department must pull together to focus on improving student achievement every member must feel confident that all group members are focused on the same goals.

The leadership team, administration and teachers must become knowledgeable about research proven strategies that have shown to be effective in raising student achievement in low performing preforming schools such as more time on task, teacher PD in content and pedagogy, and sustained teacher support throughout the year. Robert Marzano’s Classroom Instruction That Works and John Saphier’s The Skillful Teacher will be the resources for the leadership team, administrators, and teachers in the department/grade level group. The team must adhere to the focus of governance decisions being based upon their impact on student performance. They then must take responsibility for the results of data and measurement tools that will be used to monitor and adjust their SIG plan accordingly. The data that is being monitored must be short and long term indicators. Factors that can be tracked as student achievement are as follows: daily attendance, discipline, referrals, suspensions, grades, graduation rate, and scores on standardized assessments.

Judy, review this paragraph below.

Much has been written about the importance of a good teacher in every classroom especially urban classrooms—to give students the equal educational opportunities to achieve their goals. (Sanders & Horn 1998; Darling-Hammond & Barnett, 2006) The major vehicle recommended to support in-service teachers in their learning for teaching is effective professional development. The professional development that I recommend consists of several elements; PD sessions intended to increase teachers content knowledge, focused content coaching to help teachers be successful and effectively implement instructional strategies in the classroom and coaching facilitated regular meetings that include collaboration to define curricular outcomes, create, implement, analyze common assessments, share insights, and artifacts of
student work. Discussions in meetings will also focus on the differences between teachers expected outcomes of common assessments and their actual results. Teachers can then share successful strategies that were used to change outcomes. Continued meeting with structure will continue after the SIG grant where teachers will sustain the cycle of improvement.

To meet the standards that the Department of Education has implemented for meeting the needs of all students in the classroom I will start with an exploratory beginning phase of MTSS (Multi-Tiered Support System) embedded within the each Department. MTSS is a frame work that focuses on all students. It is an integrated Multi-Tiered System of Support of instruction, assessment and intervention meant to be braided with Michigan Continuous School Improvement process. Tier 1 is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80-85% of them. Tier 2 consists of a targeted group of interventions serving approximately 15% of the learners that learners will receive in addition to Tier 1 instruction. Tier 3 interventions serve approximately 5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Tier 1 and possibly Tier 2 instruction. Keep in mind that students may be in different tiers in different subject areas. For example, a student may be Tier 1 only in reading but Tier 2 or Tier 3 in math and the level of support that the student requires may change throughout the year.

My role as an instructional coach specialist will also include the formation of a program to assist those students struggling in the classroom. I will assist teachers in building a model of assistance using peer tutors, community professionals, parents and instructional staff to work one-on-one with students. The first year at Lansing Eastern High School this model was implemented with 50 math students that were failing/not passing. The program had a 50% success rate the first year of implementation. The model has evolved over the past four years and has been sustained by the math staff, peer tutors and community participants.

As an instructional coach specialist, my ultimate goal is to help the staff acquire the capacity and mechanisms to sustain their improvement after the funding and support from the SIG grant is over and work myself out of job.
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.
In my role as an Instructional Coach Specialist, I will work with department chairs and teachers to build the capacity of the teachers through scientific, educational research. I will describe in more detail some of the strategies that I will use.

Throughout my educational career, I have used research based strategies to prepare for my work with teachers. For this work, I think of John Saphier’s *The Skillful Teacher 2008*. In his book, Saphier presents the highest leverage teacher skill-clusters for impacting student achievement. Each skillset that he suggests is research based and causes other shifts in teaching skills simultaneously. The skills are: **Planning and Objectives**; thoroughly planning a lesson digging deep into the content to identify the hierarchy concepts. Next identify the most important. **Feedback**; Teachers give students skillful detailed responses to their work every day with high frequency. **Attribution Retraining**; Teacher convinces students to believe in “effort based quality” and consistently sends these messages with tenacity and perseverance. **Making Students’ Think Visible**; this is a constellation skill, not one skill. One hears evidence that students are thinking; **Classroom Climate**; The teacher creates a climate of community, risk taking and ownership among all students. **Cognitive Strategies**; Teachers make students feel known and valued because they know about their culture and life. **Error Analysis**; Teachers know how to investigate student work all the way from item analysis of standardized tests to work samples from yesterday’s class. **Reading and Writing**; Teacher makes literacy an embedded priority regardless of subject. **Vocabulary**; Teacher is committed to and proficient in vocabulary instruction regardless of her/his academic discipline.

In addition to creating strong proficient teachers, there is a fairly substantial body of research about the need for deep content knowledge to have high quality lessons to evaluate the correctness of multiple solutions to rich task, and diagnose student difficulties or misconceptions (Shuman, 1986, 1987; Ball, 1991; Ball and Bass, 2000, 2002.) Although this ingredient is necessary to change teacher thinking, they are probably not sufficient to transform learning in the classroom. The content-specific coach accompanies the teacher back to the classroom and collaborates with the coachee to apply the newly acquired knowledge to improve
quality of the lesson. The content coach provides support for the teachers throughout the year. I also recommend that the coach conducts content specific meetings once a month. These meetings establish a professional community to collaborate and learn.

For schools in which students are significantly underperforming their peers, it is important to set up a school culture that focuses on scheduling time for students to work with peer tutors to establish a trusting environment where students can gain an understanding of an objective or lesson from a trusted peer. During my 4 years with Lansing Eastern High School I met with the Math teachers to discuss the high failure, dropout rate, and low graduation rate. Along with the Principal and the Math teachers we discussed the future needs to improve student achievement. One of the identified was a coordinated effort to address those students who fell below 50% or those at 60% but could go either way. From this discussion they put together a proposal to have a catch-up room for students to use to increase their mastery of an objective/lesson. The first year was a pilot using one teacher. All students in the above category were identified given a chance to sign up for the tutoring, and a parent slip for permission to attend. Of the 50 students identified 50% passed. Of these 50%, 5 students that attended were short one math class for graduation and were able, through this pilot, to complete this class and to graduate! During the fourth year peer tutors were used again with 57% success rate for those that attended. The teachers are interested in expanding this during pilot to expand the entire school year.

Even with the best of intentions, educational systems are not always cohesive as desired. Michigan has adopted the Kansas model of MTSS (Kansas State Department of Education (2013) Kansas Multi-Tiered System of Supports) to meet the needs of teachers, parents and students to access support for those students who are advanced learners as well as those who are struggling. A significant aspect of changing to a multi-tiered system involves a shift in thinking about how a system responds to student needs. The shift is from Intervention for a few to Prevention for all, Which student needs help to What help does each student need, Having programs and people available to Intentional design and redesign of services and supports match to the needs of students. Within the schools that I work with I will assist in the development of MTSS through the departments that I support.
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
If professional learning is to have a deep impact on the educators it serves and their students to increase achievement job embedded professional development must be ongoing and sustained. Effective Professional Learning uses the Standards for Profession Learning guide in planning, implementation, and evaluation. They identify the eight attributes of highly qualified professional learning. They address the structures and practices that need to be in place in order to support educator learning; Stephanie Hirsh and Jollen Killion *When Educators Learn, Students Learn* Eight Principles of Professional Learning (NSDC 2007) 2009

- 1 Principals shape our thoughts and words
- 2 Diversity strengthens an organization and improves its results
- 3 Leaders are responsible for building the capacity in individuals, teams and organizations to be leaders and learners
- 4 Ambitious goals to power actions and remarkable results
- 5 Maintaining the focus of professional learning on teaching and student learning produces academic success
- 6 Evaluation strengths, performance and results
- 7 Communities can solve their most complex problems by tapping internal expertise
- 8 Collaboration among educators builds shared responsibility and improves student learning

To meet the needs of the teachers and students in the building, I will provide on-site job embedded professional development based upon the needs of a school. Specific areas of sustained professional learning that will be available include

- Classroom observations
- Instructional design and decision making
- Data collection, analysis and use
- Adolescent literacy
- Algebra I, II, and Geometry
- Academic Vocabulary
- Summative and formative assessments
• M-Step/ACT test strategies and support
• Positive Behavior support
• Essentials for success of Common Core
• School Improvement Planning

As needs are identified these services will be available:
• Creating and using data bases to monitor progress
• Creating data charts/graphs/reports for existing and new data
• Communication planning for staff, parents and the community
• MTSS training and implemented with support

As a result of content job embedded professional development there will be a shift for individuals working together to genuine efforts to improve teaching and learning. Educators have a responsibility to maintain focus in their professional learning endeavors. This effort grows exponentially if teachers work collaboratively. Together, they make decisions that keep the distractors away...

When teachers ask the question whose interest are being served here? If it’s not the “students” they can return to collaboration to revamp their actions. The use of job embedded professional development creates a shift in teaching from the individual teacher making decisions, to a collaborative expertise. This committed focus is necessary to produce deep change with long-lasting results in schools that in turn produce success for students.
Exemplar 4: Experience with State and Federal Requirements (15 points possible)

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

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
I have had extensive experience with state and federal requirements over my nearly 33 years in education. My positions have included 8 years as a director of a large health grant for the Greater Battle Creek Area Public Schools where I prepared professional development, wrote curriculum, worked with parents and other community organizations that assisted the school, consulted with superintendents, school board members, union representatives from all levels of employment, principals of each buildings, and team leaders from each building.

Additionally, I had 8 years experience teaching in a nursing program for a community college, 15 years in an urban school alternative education where I implemented and trained all staff in Differentiated Instruction to focus to meet the needs of all the students in the building, and 2 years where I worked in gifted program as a member of the science staff.

My most recent experience was as an Instructional Coach for Ingham ISD working at Lansing Eastern High School as their Math Coach. During my years in education I have worked with teachers, parents, students to fulfill state and federal requirements and increase student achievement.

The following subtitles represent my understanding of the critical elements of state and federal requirements and my understanding of collaborating with school communities to fulfill these required needs to increase student achievement.

**Michigan’s School Improvement Framework makes it clear that a school has one plan.** A first step is the development and administration of a Comprehensive Needs Assessment in collaboration with all stakeholders. The assessment data is collected so as to provide a school data profile and a school process profile. The data is then analyzed and the School Improvement Plan is written to address the needs which have been identified. This consist of setting goals with measureable objectives; researched best practices to address the needs and develop action plans; implement the plan; monitor the plan, and finally evaluate and revise the plan.

**Michigan’s Comprehensive Needs Assessment identifies the strengths and weaknesses of a school from many aspects.** It serves as a starting point for identifying areas of concern. It focuses efforts on improving student achievement and meeting challenging academic contend standards. It drives decision making with data, not intuition history or convenience. All stakeholders should be involved in the development of the Comprehensive Needs Assessment.

**A school has one plan for the individual school, the district and the North Central Accreditation (NCA) that incorporates the elements of PA 25, Title 1, and NCA.** The school improvement plan must include a mission statement, goals based on student academic objectives for all students, strategies to accomplish the goals, curriculum aligned corresponding with goals, evaluation processes, staff development, utilizes of community resources, role of adults and the community in education, decision making at the building level, development of alternative methods of assessment, and methods for effective use of technology.
** Title 1 is a federal program that provides federal assistance to elementary and secondary schools with high rates of socio-economically disadvantaged to bridge the gap. The school buildings are classified based on rate: buildings can be classified as targeted or school wide. Targeted school can provide services only eligible children who are under the age of 21 and entitled to free public education through grade 12, and who are failing or most-at-risk of failing to meet the state’s challenging performance standards. The School Improvement Plan for each targeted school must include a description of the required targeted assistance program components for those identified students. A school is eligible for a school-wide program if at least 40 percent of its enrollees or residents children are from low-income families.

** State assessments are administered according to federal and state regulations. M-Step is Michigan’s required statewide testing program for students in grades 3 through 8, while the M-Step and the Michigan Merit Exam (MME) is Michigan’s required high school test. A small percentage of grades 3 through 9 students with disabilities can qualify for other state assessments such as MI-Access or MEAP-Access and some high school students can qualify for modifications on the MME as noted in their educational plan. By federal regulations Mathematics and ELA assessments are to be administered yearly in grades 3-8, while sciences and social studies are administered in grades 4 and 7 or 5 and 8 respectively. The MME combines ACT college entrances exam with a state standards-based assessments and a Work Keys assessment is administered in the spring of the year to all students in grade 11. The assessment assesses math, science, social studies, and reading.

** Common Core address expectations for students in four content areas—English/Language Arts, Mathematics, Science, and Social Studies. The common core details the content by subject area. According to federal legislation, ELA and mathematics are assessed in each year in grades 3-8.

**Michigan High School Common Core define the content expectations required for high schools course credit and the Michigan Merit Curriculum defines required credits for high school graduation started with the class of 2011. There are content expectations for ELA, mathematics, science, social studies and guidelines for visual, performing and applied arts, guidelines for physical education, and for an on-line experience. This translates into 4 credits in ELA, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 1 credit in visual art, performing and applied arts and 1 credit in physical education. Beginning with the class of 2016 there also will be a language requirement. The newly adopted Common Core State Standards Initiative is closely aligned with the Common Core. The Michigan Merit Curriculum was developed cooperatively by the Governor, Legislature and the State Board of Education. The graduation requirements are based on the successful completion of the Michigan Merit Curriculum. The identified content expectation and guidelines provide a framework for designing curriculum, assessments and relevant learning experiences for students. Teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines.

** Michigan Curriculum Framework is a state curriculum framework composed of three tiers. Tier 1 presents content standards and benchmarks and sections specific to planning teaching and learning, assessment and professional development. Tier 2 contains a collection of toolkits to help districts and Tier 3 contains specific...
content area resources. It is not a state curriculum but is specifically designed to be used by local districts as they develop their curriculum.

** Section 504 guarantees an appropriate special education as well as accessibility to regular education programs. It requires that all children with disabilities be provided a free, appropriate public education in the least restrictive environment. A person with disability under Section 504 is any person who has a physical or mental impairment which substantially limits one or more major life activities has a record of such impairment, or regarded as having such impairment such impairment. Section 504 requires identification, evaluation, provision or appropriate services notification of parents, and individualized accommodation plan, and procedural safeguards.
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.
According to the research by Richard and Rebecca Dufour Professional Learning Communities at Work 2006 Charge Session the most promising strategy for sustained school improvement is the building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities.

Sustainability of professional development is built through a focus on how we respond to the following questions:

- What do we expect our students to learn? (Goals and Expectations)
- How will we know they are learning? (Assessments per/formative/post-data)
- What will you do if they don’t learn? (Interventions Target Specific skills, MTSS, differentiated instruction, brain based learning)
- How will we respond if they already know it? (Acceleration, enrichment, differentiation , brain based learning)
- How will you know if teachers are doing it? (Collaboration with teachers, mentoring, classroom observations, pre/post meetings and reflection )

Sustainability will be built within each core subject that I work with through building the capacity of each team (common courses, vertical teams or interdisciplinary teams) to work as a learning communities that together will:

- Have a shared vision/values/goals
- Collaborate as a team
- Identify a need, research the need, identify and use “best practices” to meet the need
- Create an action plan/experiment share results and study the effects of the new practices.
- Commit to continuous improvement
- Develop common assessments, establish standards of Mastery, analyze results
- Build strategies to improve on a continuous basis
- Be results orientated
Throughout the 3 years, my sustainability plan addresses professional development and coaching practices that empower the teachers to learn how to gather and analyze pertinent data and allows the staff to guide the school improvement process after SIG funding stops.
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)

Judy Berryman is an experienced teacher of Math, Social Studies and Science with more than 30 year of instruction. As an experienced coach, Judy moves teachers toward the use of assessment to improve instruction and develop lessons plans that include differentiated instruction to improve engagement in the classroom and increased student performance. The majority of her teaching and coaching experience has been in urban schools.
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.
Judith Berryman

Career Focus

Educator with 32 years of experience in teaching, curriculum development, mentoring, and professional development of district educators

Core Strengths

- Mastery of classroom management for diverse populations
- Active participation in team planning for student improvement
- Expertise in Multiple Intelligence/Differentiated Instruction
- Effectively work with parents, School Boards, and staff
- Positive learning environment adept in assessing diverse learning styles
- Use of technology in the classroom for objective extensions for a variety of student readiness

Achievements

Administration:
- Managed Healthy Lifestyles Program that resulted in long lasting health programming in the Greater Battle Schools

Material Development:
- Created materials and curriculum targeting all students to create an engaging educational experience.
- Action Research

Curriculum Design:
- Designed, developed and implemented a new lesson plan for Differentiated classrooms.
- Established clear objectives for all lessons/projects and communicated with students, achieving a total understanding of grading rubrics and class expectations.

Lesson Planning:
- Introduce new learning methods to ensure total comprehension for all students.

Training:
- Start Certified for inclusion of Autistic Children
- Excellence in Education Grant to attend Boy’s Town for classroom management
- Starr Commonwealth Peer to Peer training
- Developed innovative lesson plans and practical application exercises for classroom use.
- Coaching in schools MAISA training
- MSU Content Coaching

School Improvement:
- As a team we improved Special Education student MEAP test scores in Science by narrowing the gap between special education and general education by 21% in one year by implementing Differentiated Instruction/Multiple Instruction in the classroom.
- Team development of School Improvement Plan
- Action Research
- Building Coaching for Multiple Intelligence/Differentiated Instruction
- Developed an end of year Catch-up Program to help students that are on the bubble or failing to succeed

Presentations:
- February 2010 MAISA leadership conference, Grand Rapids, Multiple Intelligence in the Classroom
History of Employment

**Educator**

February 2011 to present

**Lansing Eastern High School**
- Math Instructional coach

August 1994 to June 2010

**Battle Creek Public Schools**
- Middle Schools 6, 7, 9 Science, Social Studies, Math
- High School 9 & 10 Physics, Biology
- 14 years with Alternative Education

**Executive Director of Healthy Lifestyles Project**

March 1985 to 1993

**Greater Battle Creek Schools**

**Education**

**Central Michigan University 1983**
Mt. Pleasant Michigan
Science Education
MAT with a concentration in development of course work to meet the needs of all students in the classroom

**Central Michigan University**
Mt. Pleasant, Michigan
Elementary Education

**BS Education**

**Certifications**
- Michigan Elementary Teaching Certificate – All subjects K-8 Biology 9
- High Qualified in Science and Social Studies

Key Responsibilities:

While Directing the Healthy Lifestyles Project my responsibilities included public speaking, school health promotion, curriculum development through the Michigan Department of Education, In-service training, development of community support for networking of health education in schools & program evaluation. Management responsibilities included hiring, training and supervision of professional staff, budget management of private, state and federal grants.

**Instructor of Science in grades 6th – 8th**
**Instructor of Health Education grades 6, 7 & 8**
**Instructor of Social Studies in grades 6, 7 & 8**
**Instructor of Math in grades 6, 7**

References:

**Carl Word**
Assistant Principal
Lansing Public Schools
Lansing, Michigan
School Phone: 517-755-1080

**Carol McNally**
6th, 7th, and 8th grade Advanced/Accelerated English
Springfield Middle School
Battle Creek Public Schools
Battle Creek, Michigan 49037-7605
School Phone 269-965-9640

**Harvey Crawley**
Battle Creek Public Schools
Battle Creek, Michigan
School Phone 269-965-9529
FAX 269-965-9529

**Jane Berger**
Retired Principal of Springfield Middle School
Battle Creek Public School
Instructional Coach Social Studies
Clarke County School District
Athens, Georgia
School Phone: 706-546-7721
Email: bergerj@clarke.k12.ga.us
To whom it may concern:

This is to verify that an application has been submitted to State Farm Specialty Insurance Department for E&O coverage for Judy Berryman, LLC. We have submitted the application on 12-10-2014. Contact me with any questions you might have.

Sincerely,

Dave Tuls

Dave Tuls, Agent
Providing Insurance and Financial Services

Address : 181 North Ave, Battle Creek, MI 49017
Phone : 269-968-8177
Fax : 269-968-3080
E-mail : dave@davetuls.com
Website : www.davetuls.com
ARTICLES OF ORGANIZATION

For use by Domestic Limited Liability Companies
(Please read information and instructions on reverse side)

Pursuant to the provisions of Act 23, Public Acts of 1993, the undersigned executes the following Articles:

ARTICLE I
The name of the limited liability company is: Judy Berryman Educational Coaching

ARTICLE II
The purpose or purposes for which the limited liability company is formed is to engage in any activity within the purposes for which a limited liability company may be formed under the Limited Liability Company Act of Michigan.

ARTICLE III
The duration of the limited liability company if other than perpetual is:______

ARTICLE IV
1. The name of the resident agent at the registered office is: Judith C. Berryman
2. The street address of the location of the registered office is:
   21621 Capital Avenue N.E, Battle Creek, Michigan 49017
   (Street Address) (City) (Zip Code)
3. The mailing address of the registered office if different than above:
   (P.O. Box or Street Address) (City) (Zip Code)

ARTICLE V (insert any desired additional provision authorized by the Act; attach additional pages if needed.)

Signed this 22 day of October, 2014 by Judith C. Berryman

By Judith C. Berryman
(Signature(s) of Organizer(s))

(Typed or Print Name(s) of Organizer(s))
Exemplar 1: Description of Comprehensive Improvement Services

The applicant must describe comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban high schools will be delivered to LEA’s who contract for 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.

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<td>Applicant does not provide evidence of past achievements in delivery of comprehensive improvement services that have had a dramatic impact on one or more underperforming urban (or other) high schools.</td>
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<td>Applicant provides evidence of successful past performance in providing comprehensive services in one or more urban high schools. The evidence supports successful performance in at least 3 of the 4 areas listed above.</td>
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<tr>
<td><strong>Highly Recommended</strong></td>
</tr>
<tr>
<td>Applicant provides detailed data that supports successful performance in providing comprehensive services that have resulted in dramatic and sustainable improvement in underperforming urban high schools. The data supports successful performance in all areas listed above.</td>
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MAXIMUM 25 POINTS

Comments are on the next page
Exemplar 2: Use of Scientific Educational Research
The applicant must 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 response 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.

### Instructional Program – 15 Points Possible

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<tr>
<td>Applicant does not provide a clear explanation or demonstrate knowledge of how research and evidence-based practices will be used as the foundation for the delivery of services provided to the LEA. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 2.</td>
<td>Applicant provides some evidence of successful past practice of using research and evidence based practices in the delivery of systems and services.</td>
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### Comments

**Points this Section, Maximum of 15: **__10___
Exemplar 3: Job Embedded Professional Development

The applicant must describe how a job-embedded professional development plan will be put in place to support:
- Building principals
- School leadership teams
- Teachers
- Building support staff

15 Points Possible

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Applicant does not provide a clear explanation or demonstrate knowledge of how a job-embedded professional development plan will be put in place for the entire school team.
Response does not answer the question.
Applicant did not respond to the question.

Applicant provides some evidence of successful past practice of putting in place a job-embedded professional development plan for at least 2 of the groups named above.

Applicant provides detailed data that supports successful performance in developing job-embedded professional development plans for all 4 of the above listed groups.

Comments

Points this Section, Maximum of 15: __10__

Exemplar 4: Experience with State and Federal Requirements

The applicant must describe 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)
  - Demonstrate(s) 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)

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Applicant does not have significant experience with stated and federal requirements as related to the needs of the grant.
Response does not answer the question.
Applicant did not respond to the question. Does not wish to provide services in Area 4.

Applicant has some knowledge of and experience with state and federal requirements in at least 4 of the areas specified above.

Applicant has significant knowledge and experience in dealing with the state and federal requirements required above.

**Comments**

**Points this Section, Maximum of 15:** _13___

**Exemplar 5: Sustainability Plan**

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

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Applicant's response to the sustainability plan.
<table>
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<tr>
<th>Lack of Clarity (0-5 points)</th>
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<tbody>
<tr>
<td>Applicant does not have significant experience in developing a sustainability plan. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 5.</td>
<td>Applicant has reasonable knowledge and experience with the development of sustainability plans</td>
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**Comments**

**Points this Section, Maximum of 15: ** **10**

**Exemplar 6: Staff Qualifications**

The applicant must 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. Attach vitae of primary staff in Section D.

**15 Points Possible**

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<td>6. Staff Qualifications</td>
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**APPLICATION TOTAL**

77

Recommended for Approval? (Total Score is 70 or Higher)

☑ YES  □ NO

TO BE COMPLETED FOR APPLICANTS APPLYING IN SELECTED AREAS ONLY

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<td><strong>Recommended for Approval (Each individual exemplar applied for met the minimum score?)</strong></td>
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Applicant does not provide evidence of past achievements in delivery of comprehensive improvement services that have had a dramatic impact on one or more underperforming urban (or other) high schools.

Response does not answer the question.

Applicant provides evidence of successful past performance in providing comprehensive services in one or more urban high schools. The evidence supports successful performance in at least 3 of the 4 areas listed above.

Applicant provides detailed data that supports successful performance in providing comprehensive services that have resulted in dramatic and sustainable improvement in underperforming urban high schools. The data supports successful performance in all areas listed above.

Comments are on the next page
Exemplar 2: Use of Scientific Educational Research

Comments

Points this Section, Maximum of 25 __20__
The applicant must 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 response 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.

### Instructional Program – 15 Points Possible

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### Comments

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Exemplar 3: Job Embedded Professional Development

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- School leadership teams
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Applicant does not provide a clear explanation or demonstrate knowledge of how a job-embedded professional development plan will be put in place for the entire school team.

Response does not answer the question.

Applicant did not respond to the question.

Applicant provides some evidence of successful past practice of putting in place a job-embedded professional development plan for at least 2 of the groups named above.

Applicant provides detailed data that supports successful performance in developing job-embedded professional development plans for all 4 of the above listed groups.

Comments

Points this Section, Maximum of 15: _7____

Exemplar 4: Experience with State and Federal Requirements

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Comments

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Exemplar 5: Sustainability Plan

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**Exemplar 6: Staff Qualifications**

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<tr>
<td>5. Sustainability Plan</td>
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<tr>
<td>6. Staff Qualifications</td>
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</tbody>
</table>

APPLICATION TOTAL: 75

Recommended for Approval? (Total Score is 70 or Higher) YES ☐ NO ☑

TO BE COMPLETED FOR APPLICANTS APPLYING IN SELECTED AREAS ONLY

<table>
<thead>
<tr>
<th>EXEMPLAR</th>
<th>APPLYING FOR THIS EXEMPLAR? (yes/no)</th>
<th>MINIMUM REQUIRED</th>
<th>POINTS AWARDED</th>
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<tr>
<td>1. Description of comprehensive improvement services</td>
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<tr>
<td>2. Use of scientific educational research</td>
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<tr>
<td>3. Job embedded professional development</td>
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<tr>
<td><strong>5. Sustainability Plan</strong></td>
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</tr>
<tr>
<td><strong>6. Staff Qualifications (MUST BE COMPLETED)</strong></td>
<td><strong>YES</strong></td>
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</tr>
<tr>
<td><strong>Recommended for Approval (Each individual exemplar applied for met the minimum score?)</strong></td>
<td>□ <strong>YES</strong></td>
<td>□ <strong>NO</strong></td>
<td></td>
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</tbody>
</table>