

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

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

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.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity							
[REDACTED]		Model Secondary Schools Project, LLC							
3. Name of Entity as you would like it to appear on the Approved List									
Model Secondary Schools Project									
4. Entity Type:	5. Check the category that best describes your entity:								
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Business</td> <td style="width: 33%;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td><input type="checkbox"/> Community-Based Organization</td> <td><input type="checkbox"/> School District</td> </tr> <tr> <td><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> </table>			<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education								
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District								
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____								
6. Applicant Contact Information									
Name of Contact Ron MacDonald		Phone 206-953-3078	Fax						
Street Address 9815 Lake Washington Blvd NE (Mail to: PO Box 1684)		City Bellevue	State Zip WA 98009						
E-Mail rm@modelschoolsproject.org		Website http://www.modelschoolsproject.org							
7. Local Contact Information (if different than information listed above)									
Name of Contact		Phone	Fax						
Street Address		City	State Zip						
E-Mail		Website							
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.									
<input checked="" type="checkbox"/> Statewide									
Intermediate School District(s):		Name(s) of District(s): Detroit Public Schools							

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: Detroit Public Schools

In what capacity are you employed or do you serve (position title): Currently under contract to provide two Detroit Public High Schools on School Turnaround support.

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)

In this proposal, the Model Secondary Schools Project offers to work in partnership with Michigan Department of Education and Michigan public school districts to turnaround student performance at public middle schools and/or high schools. This section provides details of our approach to facilitating the efforts of local school development teams to bring about a significant shift in the academic performance of students.

Key elements in our school turnaround strategy are:

- * Appreciative Inquiry model for development of a school performance plan.
- * Support for the establishment and implementation of a team based strategy throughout the school.
- * Instructional teams grouped by grade level focus on supporting performance of individuals and establishing cross content links to assist students in making meaning from content
- * Instructional teams grouped by content/responsibility area utilize an Action Research based methodology to explore strategies for more deeply engaging students.
- * Many students at all grade levels are coming to school underprepared, without many of the prerequisite skills required to meet performance standards. To be successful, every urban school needs to have in place substantial academic supports highly individualized to match the learning needs of students.

DEVELOPMENT OF A SCHOOL TURNAROUND PLAN

We utilize an Appreciative Inquiry based planning model to ensure local ownership of the turnaround plan as it develops and is implemented. Our experience has demonstrated that local buy-in by key members of the school community brings substantially reduced resistance and deeper understanding by school leaders and teachers of the scope and expected outcomes of the plan - it becomes more real and possible and has roots in the core beliefs expressed by the team, reducing the perception of an imposed solution. Using Appreciative Inquiry based strategies we begin by initiating a six phase school turnaround planning process that engages the school leadership, instructional leaders, the district, the community and students in preparation of a school development proposal.

Time scale:

- + 1 year of facilitated planning and capacity building for 2010-11
- + 1 year of fully scaled instructional and organizational team support in 2011-12
- + 1 year of focused support embedding continuous improvement practices 2012-2013.

Key elements of the school's turnaround proposal

- A vision, and a mission summarizing how to reach that vision
- Core outcomes expressed in terms of student performance
- Key strategies for supporting individual academic performance

- A set of development milestones with timeline and benchmarks
- A detailed Action Plan mapping capacity development to achieve milestones
- Three year projected school and student performance targets

MSSP anticipated baseline features of the school after completion of project

- + All learning is personalized – the student is at the center of instruction that starts from and adapts to what each student knows and does best, the student’s interests and the student’s goals. The differences between students are understood and respected. The school adapts so students succeed with their individuality, rather than in spite of it. (Wagner – The Global Achievement Gap)
- + Instruction makes best use of hybrid/blended learning models using online resources and classroom instruction, digital media, Web 2.0 resources, personalized instructional methods and materials, in an engaging, interactive, data rich environment. (Christensen – Disrupting Class)
- + Students are surrounded by academic and social supports and appropriate interventions to complete a rigorous, balanced program of study targeted to exceed proficiency standards, embedded in rigorous application of 21st century skills.
- + Facility and infrastructure planning provide a highly productive environment where adults and students are constant learners, utilizing an array of tools and resources that blend the best of technology delivered resources with one-to-one and many-to-many learning interactions.
- + A “Team Culture” is evident where civic engagement, a culture of service, a high respect for learning, high performance expectations, and a high level of interpersonal, social and academic supports are cultivated – “We succeed together”.
- + Building a “College Going Culture” begins with induction/transition into the school for all incoming students.
- + An evolving and skillfully developed support infrastructure is in place including adequate technology, professional development, instructional team supports, leadership team supports, and partnerships providing internal and external connections, student and adult mentors, and student internships.
- + Each student has a teacher/mentor who serves as a personal advisor, providing guidance, assistance with planning, developing learning strategies, monitors performance and serves as support leader.
- + The school makes best use of district and partner provided resources such as benchmark assessments and data systems.

MSSP's TEAM BASED SCHOOL TURNAROUND STRATEGY

-> CREATE A TEAM CENTERED ORGANIZATION

Focus efforts in four areas with the following success indicators:

* Organizational Effectiveness

+ We work in teams to take the steps necessary to establish this High School as a high functioning organization characterized by quality of the service we provide to the various constituencies we serve - students, parents, district, community, and our own staff.

* Support for Academic Performance

+ As an institution with an educational mission, the entire staff of this High

School continuously strives through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.

- * Develop Advanced Skills in the Art & Science of Teaching

- + As a result of our team efforts, this High School will become a school recognized for the value of its program of study, the attractiveness of its school environment and its ability to prepare students for the future.

- * Establish a School Wide High Performance Culture

- + This High School goes as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.

School Turnaround Goals:

- Goal #1
- Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides exemplary service to all our constituents.
- Goal #2
- Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by their academic performance.
- Goal #3
- Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring staff.
- Goal #4
- Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another, evidenced by academic performance and participation in school activities of all kinds.
- Goal #5
- Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas.

SHIFTING INSTRUCTIONAL PRACTICE

Shifting Instructional Practice

Meeting the instructional needs of the 21st Century for urban students calls for shift from traditional instructional practice of one teacher in one classroom, responsible for delivery of a single curriculum. For discussion and development of Instructional practice we plan to utilize the Instructional Rounds process (City, Elmore, Fiarman & Teitel - Instructional Rounds). This process adopts seven principles of the instructional core that serve as the foundation for discussion and development of a coherent plan for instruction:

1. Increases in student learning occur only as a consequence of improvements in the level of content, teacher's knowledge and skill, and student engagement.

2. If you change any single element of the instructional core, you have to change the other two (teacher, student, content).
3. If you can't see it in the core, it is not there.
4. Task predicts performance.
5. The real accountability system is in the tasks students are asked to do.
6. We learn by doing the work, not by telling other people to do the work, not by having the work done at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

A core focus of this school development process will be establishing the capacity for a team based approach that makes best use of available technologies and data. To do this instructional teams will need to collaborate in identifying and delivering solutions tuned to needs of individual students, and manage instructional activities to engage students in learning that reaches beyond the walls of the classroom.

Two key areas where technology is often under-utilized in many urban schools will be key focal points for development of the school development plan. First is the area of student engagement and second is utilizing data from assessments and other sources to deliver intervention to help students fill the gaps in their current learning that is hindering their progress.

Many traditional instructional practices focus on the delivery of curriculum with little opportunity for students to actively explore and make their own meaning from the material. Too often students are expected to learn facts and concepts with little opportunity to build personal meaning or understanding of how those details or concepts link to their prior knowledge or experience. Engaging students does not change the curriculum; rather it allows students to build enriched understanding. The potential of the Internet and student collaboration to allow students to engage in such exploration through planned activities and demonstrations of what they read, see and think can close that gap. Such activities allow students to communicate their understanding; giving teachers, peers and the global community the opportunity to expand that understanding and encourage students to build deeper understanding of the application of a concept or the uses of knowledge.

SUPPORTING INDIVIDUAL PERFORMANCE IMPROVEMENT

Many students come into our classrooms lacking critical skills or knowledge needed to successfully learn the curriculum we have defined as the knowledge and skills for that content area. Instructional teams must become adept at identifying those skill and knowledge gaps and providing opportunities that allow students to build the understanding and skills they need. Utilizing assessment and data systems effectively to identify those gaps and provide adequate and meaningful opportunities for students to close those gaps must be a core component of instructional and organizational practice.

Instructional interventions can take many shapes and forms and schools need to become adept at utilizing them in targeted ways such as:

- Flexible use of instructional time gives students the additional opportunities to

adequately learn and practice in areas where they are having difficulty.

- Identifying mentors who can work individually with students to overcome challenges and barriers.
- Adapting instructional practices to allow student strengths to serve as a foundation for developing understanding and skills they have yet to grasp.
- Making use of instructional technology, online tutors, online courses, and internet based instructional resources as learning tools.
- Extending learning beyond the standard time limits of the instructional day or instructional period through before and after school programs, summer transition programs, and access to Internet resources outside the instructional day.

COACHING FOR SUSTAINABILITY

* Our coaching practices must model the culture, environment, expectations and instructional practices we expect to see as an outcome of our work.

* Reflective practice, Action Research methodology and mining multiple forms of data are embedded in and guide our efforts to support teams.

* Successful coaching requires we ensure our teams work in the environmental conditions students have identified as most important to them: a safe setting, built on mutual respect and trust, where their voice is heard - these are critical prerequisites that must exist before expert knowledge can be deeply examined.

21ST CENTURY LEARNING

A critical sub-text in our coaching is building the skills for teachers to integrate development of skills identified as the foundation of 21st Century learning:

- + Students and teachers use technology seamlessly to communicate expectations, strategies and ideas.
- + Technology is used as a tool for inquiry, storage, exposition and reporting.
- + Students build digital portfolios demonstrating the progress of their learning.
- + Students create an individualized plan for completing their course of study linked to personal goals.
- + Students develop and test their knowledge and skills in real world applications:
- + Students communicate beyond the classroom to discover applications of their learning and develop meaning beyond the resources within their classroom.
- + Students learn how what they know and can do has application in the real world.
- + The global community becomes the classroom when students work with live data or interact with peers and professionals beyond the classroom walls.
- + Students have opportunities to engage with the real world, to make a difference through their work that goes far beyond memorization of facts or sharing ideas only within the limited community of the classroom.
- + Students are expected to be collaborative partners in developing understanding, collecting and understanding data, or bringing about change..
- + Students develop and practice higher order thinking skills when faced with the challenges of communicating across cultures, time zones, and linking their existing knowledge to applications beyond the classroom.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

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

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

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The Model Secondary Schools Project has been working with school development teams for ten years. It is our belief that, in order for schools to meet the seemingly overwhelming challenge of addressing student performance, schools will need to raise their level of understanding and use of research based methods for addressing learning challenges and delivering engaging instruction.

Central to our efforts is much of the research documented by the Education Trust (<http://www.edtrust.org>) around the relationship between organizational and instructional performance expectations and student performance.

Our efforts in school planning are adapted from the research work about team engagement, knowledge management and the affirmative results demonstrated by multiple researchers and practitioners in utilizing team based practices to focus and extend organizationa results (Communities of Practice, Etienne Wegner, 1999), (Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn by Rebecca DuFour, Robert Eaker, Gayle Karhanek, and Richard Dufour, 2004) (Instructional Rounds; City, Elmore, Fiarman & Teitel, Harvard Education Press, 2009) (Appreciative Inquiry: A Positive Revolution in Change by David L. Cooperrider, and Diana Whitney, 2005)

In addition we have drawn on the work of Michael Fullan and others on role the of moral authority and organizational ethics in school and district development. (Motion Leadership: The Skinny on Becoming Change Savvy by Michael Fullan, 2009) (Leading in a Culture of Change by Michael Fullan, 2007) (The Moral Imperative of School Leadership by Michael Fullan, 2003)

We also closely monitor the research efforts of a number of organizations devoted to improving school performance and student performance outcomes. Most notably: The Bill & Melinda Gates Foundation, Mass Insight, Inc, Education Trust, The Center for Social Organization of Schools at John Hopkins University,

Specific citations - a sampling of sources that guide our efforts:

>The Turnaround Challenge November 2007, Mass Insight Education:

1. Promote the "School as Community" Construct

Weaving a web of relationships to and from each student but also creating strong community constructs for the school as a whole

Rituals and traditions, events with schools' own vocabulary (Ex. Crews instead of advisories, community circle instead of all-school mtg).

Mandatory Saturday program for group enrichment

2. Make Expectations Explicit and Enlist students to Transmit Them

Advance acculturation programs (9th Grade Bridge, etc.) with goals for both academic and behavioral performance

3. Focus on psycho/social needs

4. Require involvement of parents

5. Provide more time in which to teach and learn

Double periods in 9th

Extended day

Saturday Enrichment

6. Use frequent Assessment to individualize instruction
7. Pay extreme attention to Human Capital
8. Data Analysis Flow from Data to Intervention
9. Authority over the critical resources: people, time and money

> “Fewer, Clearer, Higher: Moving Forward with Consistent, Rigorous Standards for all Students” –Bill & Melinda Gates Foundation June 15, 2010

New Common Core Standards bring consistency and clarity

College and career ready

Fewer:

- Necessary for access and success---means giving students enough academic preparation, without exceeding the math and literacy requirements that evidence demonstrates are necessary to enter and succeed in college.
- Teachable and Measurable--- “should use fewer criterion to create courses that can actually be taught by a competent teacher in the time allowed”
- “Coherent” body of knowledge and appropriately aligned assessments built from the standards while reducing repetition of minimal standards
- Aligned to Curriculum and Assessment- content of high school standards aligned to the syllabus for a course, the assessments connected to the course, and the teacher’s instructional materials and guides.
- Clear about Proficiency---The requirements for meeting the standards must be clear to students and to teachers.

HIGHER

- Focused on applied knowledge
- Transferable
- World class-international standards

>READINESS FOR REFORM---TEACHER’S EFFECTIVENESS – (Ongoing Research by Bill & Melinda Gates Foundation, February 2010 “Empowering Effective Teachers: Readiness for Reform”

Readiness for Reform

A teacher’s effectiveness has more impact on student learning than any other factor under the control of school systems, including class size, school size, and the quality of after-school programs.

In the summer of 2009, nine school districts and one coalition of Charter Management Organizations proposed strategies to improve the recruitment, placement, evaluation, retention, and support of highly effective teachers.

At the conclusion of these cooperative planning processes, four areas were identified as key to future success: shared leadership, vision, and commitment to action;

culture of data-driven decision making; stakeholder engagement; and policies that support, or at a minimum, do not restrict improvement efforts.

This brief explains why districts and sites considering an effective teaching agenda should assess their strengths and weaknesses in those areas and provides considerations and rubrics for use in making such an assessment.

- Shared Leadership, Vision and Commitment to Action
- Culture of Data-Driven Decision Making
- Stakeholder Engagement
- Policy Environment

>Robert J. Marzano. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (2007) "In fact, we might postulate that effective pedagogy involves three related areas: (1) the instructional strategies used by the teacher, (2) the management techniques used by the teacher, and (3) the curriculum designed by the teacher."

>National Center for Educational Achievement (NCEA) The NCEA Core Practice Framework: An Organizing Guide to Sustained School Improvement

"The lack of a coherent, big-picture approach to improvement can help to explain the disappointing lack of success of many apparently promising educational reforms.
http://www.nc4ea.org/files/organizing_guide_to_sustained_school_improvement-03-20-09.pdf

> Education Trust

"For far too long, we've tolerated intolerable schools. In response to persistent low performance, states and districts have generally chosen to do the minimum—providing money and tinkering at the margins, rather than implementing comprehensive, systematic, and effective approaches to school improvement.

As a result, thousands of young Americans continue to attend schools that don't even provide them with minimal academic skills, much less the rigorous preparation they need to succeed in college or a meaningful career."

<http://www.edtrust.org/issues/our-advocacy-agenda/turning-around-our-lowest-performing-schools>

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

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Capacity development at the school is embedded in daily activities supported by on site team coaches who are also available to work one-on one with school staff in working out solutions to operational and instructional challenges and implementing innovative strategies.

These efforts include one on one and group coaching of the school principal, administrative staff and team leaders, and key support personnel focused on organizational development issues such as strategic planning, resource allocation, entrepreneurial approaches to relationship development and problem solving, and establishing strong and lasting relationships with the community.

We typically provide phased support as follows:

- Build Coherence about School Plans - Project launch
 - Establish teams
 - Set objectives aligned with goals
 - Review initial data
 - Establish benchmarks
- Build Foundational Capacity - Year 1
 - Build capacity for team based work
 - Establish team protocols and expectations
 - Identify core instructional needs
 - Analyze instructional core and student work for alignment
- Reinforce Best Practices - Year 2
 - Review first year progress & set team goals
 - Refocus team efforts and support to align with goals
 - Deepen the focus on instructional outcomes
 - Explore new solutions
- Expand & Extend Capacity Building - Year 3
 - Review second year progress & set new team goals
 - Refocus team efforts and support to align with goals
 - Deepen the focus on instructional outcomes
 - Explore new solutions

MSSP Strategy for implementing School Wide Learning Teams

Build coherence among staff about expected outcomes and strategies

- Organization of teams
 - o Vertical (primary aim is student performance)
 - o Horizontal (primary aim is aligning content with need to close skill gaps, content area strategies)
- Discussion about heightened outcomes
 - o Expectations for staff

- Outcomes of teaming
- Participation in teams
- Action steps for raising student performance outcomes
- Data use
- Documentation
- Use of time
- Team support
 - o Team leaders
 - Role
 - Support
 - Resources
 - Planning
 - Tools
 - o Utilization of coaches
 - Guide not boss
 - Team protocols
 - Building momentum
 - o Focus on work students are asked to do
 - Looking at the work
 - What to do when outcomes and expectations don' t match
 - What does the data say
 - What do our observations say
 - Coordination to improve outcomes
 - Using additional supports
 - Utilizing increased time

Capacity development for school support staff is an area we find is often overlooked. We base our work with school support staff on building team based commitment to quality customer service utilizing parallel approaches described above for instructional staff and school leaders, including setting performance expectations and self and team monitoring of performance measures.

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

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

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

During the last ten years MSSP has worked with multiple schools in ten states in facilitating the School Development process, including the State of Michigan. Whether the effort has been ground up school development or school turnaround, it has been critical that our protocols and processes have aligned with District, State and Federal requirements. In these schools and districts throughout the Nation, MSSP has worked to reverse the underutilization of State and District School Improvement frameworks and align all work within schools in order to laser focus efforts to ensure exemplary supports for students across all performance levels.

MSSP works somewhat differently than some educational reform partners in that we facilitate a development process that uses and aligns local and state formats with a highly structured Leadership and Learning Teams process for school transformation. In the State of Michigan we have worked with school teams to utilize the Michigan Comprehensive Needs Assessment to align and guide the goals and activities development of the individual School Improvement Plan. The school's development plan used the frameworks as a guide, incorporating State and local assessments as academic measures while using additional local measures such as the newly implemented benchmark assessments in Detroit. This alignment and the facilitating of the knowledge of one common plan in the laser focus of school improvement allows schools, leadership, staff and external providers to all be on the same page for learning, professional development and instruction to best meet the needs of all students within the school.

Data driven decision making is critical to turning around underperforming schools. Both the MSSP facilitated development of School Data Teams and imbedding the analysis and use of State MME and MEAP data as well as the local benchmark data in cross curriculum grade level teams for instructional planning allows schools to daily reflect and plan for intervention strategies within the teaching plan for students identified below level on specific skills.

In the State of Michigan we specifically have most recently worked with Southwestern in clarification of causes for reclassification from School-wide to Targeted Assistance in Title 1. The plans for schools also need to individualize learning plans, not only for students with Special

Needs (Special Education), but also for students needing a 504 plan and students qualifying and needing ELL services. As school teams look at data for helping students to fill skill gaps, they need to specifically be attuned to the needs of students with either 504 classification or ELL students and to appropriate interventions for them to be allowed to achieve at or above level.

Aligning all plans to provide a laser focus on every student achieving at or above level not only turns a low performing school into a school meeting AYP but also helps to provide the foundation for a sustainability plan that gives the school the consistency and persistence needed to be a model for high expectations and achievement of all students who enter the school's door.

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)

The Model Secondary Schools Project has been working to establish and support school and district development teams for ten years in public school districts across the country. Our efforts have focused on a team based approach with the extended purpose of ensuring there is a team in place with coherent understanding of the strategies and initiatives already underway when funding for the development project comes to an end. We further focus on building the capacity for the school to carry forward by applying key skills and practices that enable teams throughout the school to continuously improve their practice and refine the focus of their efforts.

Build capacity by building skills to work in teams (job embedded skill development)

The work of teams:

Teams will have the primary role in development of the school.

Faculty will be assigned to horizontal (grade level) teams based on their primary teaching assignment and vertical (content area) teams with primary responsibility for improving student performance.

Instructional and operational support personnel will be assigned to teams based on job function and/or impact area with a primary role in improving quality of service in all aspects of school operations.

A school leadership team will have the role of monitoring and supporting team efforts and making decisions about school goals and additional planning.

To establish sustainable development of the school: (Sustainability goal)

·Build the capacity of the school to Work in Collaborative Teams within a Team Centered Organization that:

- Utilizes the talents and skills of its members to achieve common goals
- Strives for continuously improving quality of service
- Sets its own performance standards aligned with expected outcomes
- Meets frequently to establish team standards and resolve challenges
- Utilizes data to monitor performance and guide improvement

Operationally, the following are embedded in each project as foundation building elements to ensure the schools is well prepared for the future beyond the project:

+ Alignment of efforts with district and state initiatives, policies and protocols
+ Embedding operational and instructional solutions that can be fiscally maintained after dedicated grant funding is no longer available.

+ Establishing Action Plans and Performance Benchmarks that reach two years beyond the completion of the project to sustain the school's improving performance cycle.

+ Build a community of partners for the school that builds a common sense of the school as a focal element in the community and engages parents, residents, agencies and businesses in supporting and enhancing school development into the future.

+ School leaders and staff receive continued support beyond the project through participation in Model Secondary Schools Project's established leadership and instructional networks.

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)

- Linda Keller MacDonald, Co-Director MSSP:

Ms. Keller MacDonald has facilitated planning and development of school and district reform efforts that bring equity of opportunity to urban students. She has built this focus on many years in school administration, teaching, and counseling. During the last ten years she has had unique opportunities in establishing new schools and providing turnaround facilitation that utilizes research based and innovative instructional practices that meet the needs of all students. Examples of this work with ongoing success are new school development such as Tech Boston Academy and turnaround facilitation such as Chaparral High School in Clark County, Nevada.

- Ron MacDonald, Co-Director MSSP:

Mr. MacDonald has worked in education for over thirty years teaching at every level from kindergarten through college. He has worked within communities to assist parents in strengthening student performance and school/student relationships. Mr. MacDonald also brings to our efforts research and study in the areas of media communications, brain research and applications of technology to learning. He has been a key leader in every school and district where he has worked as a teacher or in an administrative role. For the past ten years he has devoted his time to the efforts of the Model Secondary Schools Project to bring equity of opportunity to the education of urban youth across the United States.

MSSP currently contracts with the following consultants to provide focused expertise:

- Orlando Bogins was a founding ELA teacher of a Small High School. He is a Detroit resident and has provided exceptional instruction that has taken entering 9th graders reading significantly below grade level and helped them achieve at or above level.

- Sandra Boyd builds teaching capacity with secondary instructors in the area of Math and Technology, utilization of data to drive instruction, technology integration and collaboration. She has her Master of Arts in Mathematics Education and Certification in Administration.

- Dr. Rodriguez holds a doctoral degree in Administration and Special Education. His area of expertise includes both ELL and Special Education. Dr. Rodriguez has extensive experience as a principal and in transformation of schools.

- Dr. Grant holds a doctoral degree in Administration and a Masters in Social Studies. Her areas of expertise are student engagement and cross-curricular integration of ELA, Social Studies, Business and Foreign Languages. She has extensive background in IB and student engagement through changing the focus of the classroom to that of a student-centered learning environment.

Additional consultants may be hired using the following criteria:

- Exemplar content knowledge
- Exemplar strategies for student engagement and interventions based on individual student data
- Ability to form relationships with staff that allow the imbedding of PD and coaching in the classroom
- Expertise in school transformation/turnaround
- Extensive background in teaming both as a teacher and administrator

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

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



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Ron's resume

Objective

To serve as an agent for effective and equitable change in urban education through technical assistance in the form of strategic planning, executive coaching, development of innovative solutions and materials, group facilitation, utilization of technology based resources, and broadening the scope of options available to school and district teams.

Qualifications

The opportunity to assist teams in bringing clarity to systemic efforts to improve the performance of urban students has developed from unique opportunities and model teachers I have had in education, technology and media. This background has allowed me to assist public schools through familiarity with technology based information and communication systems, strategic planning, project facilitation, and a wide range of technical assistance services that include development of conceptual documents, charts and narratives, development of templates and discussion protocols to map the thinking of diverse groups, collaborative development of concept documents and narratives and training in use of collaborative information systems as well as serving as key author of multiple reports and proposals.

Education

Masters Degree, Media Communications, Governors State University, Illinois.

Master's Degree, Elementary Education, Governors State University, Illinois.

Bachelor's Degree, Visual Education Studies, Empire State College, New York.

Photography Certificate, Visual Studies Workshop, Rochester, New York.

Awards, Fellowships, Grants

Model Secondary Schools Project - Bill & Melinda Gates Foundation, August, 2000.

Positions Held

Partner, Co-Director, Model Secondary Schools Project, LLC 2004 - present.

Co-Director - Model Secondary Schools Project., 2000 - 2004

Information Architect - Institute for K12 Leadership, University of Washington, 2000 - 2001

Classroom Teacher/curriculum developer, technology director, Internet Academy, 1997- 2000

Television Producer/director – local cable program - The Virtual Classroom, 1996 - 1997

Technology Specialist - Lake Washington School District, 1993 - 1997.

Independent video producer and educational technology consultant, 1982 - 1994.

Artist-in-residence projects – Washington, Idaho, Illinois, 1982 - 1985.

Graduate assistant – Film & video production, 1981 - 1982.

Teacher Corps Intern, West Harvey, Illinois School District, 1979 - 1981

Program Director – Backroom Project – community youth program, Rochester, NY, 1977 - 1979

Publications

A New Lens on Learning, Model Secondary Schools Project, 2004

Project Planning and Facilitation

Converting to Small Themed Learning Communities, Clark County School District, 2006 - 2007

Conversion of Franklin High School - Small Themed High Schools, Rochester, NY, 2004 - 2007

Conversion of Edison Tech High School Into CTE Small High Schools, Rochester, NY, 2004 - 2007

Connecting Time - A National Networked Learning Project and Video Conference, Fall 2003

Model Secondary Schools Project - Start-up of Eight Small Urban High Schools, 2000 - 2004

Information and communications systems design and development for online school, 1998-2000

Design Team - Tiger Woods Learning Center 2004-05

Conference Planning and Leadership

“Converting Edison into Four Small High Schools”, Rochester, NY, July 2004

“Rochester Technology Summit,” May 2004

“Summer Institute” New Orleans, LA, June 2004

“Summer Institute” Seattle, WA, June 2003

“Summer Institute” San Antonio, TX, June 2002

“Summer Institute” Chicago, IL, June 2001

Conference Presentations

3 Rs Framework, multiple school district sites, 2007-2008

Creating Student Centered Learning Environments in Small Urban High Schools, NECC, June 2005

Model Secondary Schools Project, NSBA Technology & Learning Conference, Fall 2004

A Working Vision for Change, Education Trust Conference, Fall 2004

A Support System for a Learner Centered School Community, MSSP Project Sites, Fall 2001

Extending Learning: Integrating Technology into the Classroom, MSSP, June, 2001

A Support System for Learning and Collaboration, Gates Foundation Network Meeting, Spring 2001

Teaching in a Networked Environment, Institute for K-12 Leadership, Fall 2000

Information Systems Design

Training and consulting in use of SharePoint as tool for knowledge management, process control and document management.

Information and education resource database, Institute for K-12 Leadership.

Design coordination of development for Personalized Student Planning System, MSSP grant.

Online curriculum development standards, integrated online student information and communication systems, and support systems for Online School—Internet Academy.

School Reform Projects

High School Reform Strategy, planning, team facilitation, author, Rochester School District, 2008.

Restructuring High Schools as Small Learning Communities - Western High School, Eldorado High School, Chaparral High School, Clark County School District, 2006 - 2008

Global Media Arts High School, Rochester City School District 2001- 2008

International Finance High School, Rochester City School District, 2004 - 2008

Bioscience High School, Rochester City School District, 2004 - 2008

School of Imaging & information Technology @ Edison , Rochester City School District, 2004 - 2008

School of Engineering and Manufacturing @ Edison, Rochester City School District, 2004 - 2008

School of Applied Technology @ Edison, Rochester City School District, 2004 - 2008

School of Business & Entrepreneurship @ Edison, Rochester City School District, 2004 - 2008

Restructuring Middle Schools as Small Learning Communities - Keller Middle School, O'Callaghan Middle School, Fremont Middle School, Clark County School District, 2006 - 2007

Tech Boston Academy, Boston Public Schools, 2000 - 2007

Detroit Technology High School, Detroit Public Schools, 2000 - 2006

Entrepreneurship High School, Cincinnati Public Schools, 2002 - 2004

Peterson Center, Clark County School District, 2002 - 2004

Success Tech Academy, Cleveland Municipal School District, 2001 - 2004

East St Louis Networking Academy, East St Louis School District, 2001 - 2004

Compton Small High School, Compton Unified School District, 2000 - 2004

Author - Planning and Facilitation Guides

Rigor, Relevance & Relationships Framework

Defining Fundamentals of Leadership

MSSP Change Theory Roadmap

Appreciative Inquiry Based School Re-Design

Connecting Time - An Instructional Guide for the Project

Design Standards for Developing Online Curriculum

Resources

Contact Information

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Objective

To serve as a change agent for effective and equitable transformation in urban education through development of innovative strategies and materials, group facilitation and technical assistance, resource and knowledge management, broadening the scope of options available to school and district teams, and Executive Coaching of Administrators at the school and district level.

Qualifications

Facilitating planning and development of school and district reform efforts that bring equity of opportunity to urban students has come to be the focus of my current efforts building on many years in school administration, teaching, and counseling. I have had unique opportunities in my career to establish new schools utilizing innovative instructional practices that provide the base and mission for this ongoing work.

Work History

Model Secondary Schools Project, Partner	2004-Present
<ul style="list-style-type: none">• School turnaround team planning and high school re-organization to drive performance shifts.• Project management for development and implementation of district wide high school reform strategy for Superintendent and Deputy Superintendent of a mid-sized urban district.• Facilitating Development and Implementation of SLCs and Small Schools in Urban Districts.• Facilitating the alignment of policies and practices to support innovative change in schools.• Executive Coaching for Principals and Central Office Administrators in leadership and planning.	
Co-Director, MSSP	2000-2004
<ul style="list-style-type: none">• Facilitated Design, Implementation and Fiscal Management of a \$5.5 million grant to create model small schools in eight urban districts across the Nation.• Facilitated meetings of Mayors, Superintendents and other public officials in the change process of creating relevant, rigorous and relationship based small schools.• Facilitated a bottom-up design while coaching at a District level to put systems in place to incubate, and align policy and practice to support these new small schools.	
Founding Principal, Internet Academy	1997-2000
<ul style="list-style-type: none">• Facilitated the Design and Implementation of the first online school in the State of Washington which at the end of three years served 900 students from within Washington, across the nation and internationally.• Managed a \$2.5 million annual budget for the school.• Developed business partners to develop, create and provide online solutions for student learning.• Trained teachers for an online environment and monitored their onsite and remote teaching online.• Instructional Leader for 20 online teachers.• Advocated and became part of a team to rewrite, at District and State level, policy and regulation changes to allow for best practices in online learning.	
Adjunct Professor, Seattle Pacific University	1997-2000
Adjunct Professor, Heritage College	1997-2000
Principal, Federal Way, WA.	1995-1997
Assistant Principal, Federal Way, WA.	1994-1995
Teacher, Federal Way, WA	1993-1994
Director/Teacher, St. George's School Spokane, WA.	1980-1993
Adjunct Professor, Whitworth College, Spokane, WA	1982-1993
Counselor, Seattle Mental Health Clinic, Seattle, WA	1977-1982

Linda Keller MacDonald

Education

Master of Arts, School Administration	Seattle Pacific University	1994
Certification Accelerated Learning	Harvard University	1984
Certification Gifted Education	Whitworth University	1980
Master of Arts, Counseling	Gonzaga University	1972
Bachelor of Science	University of Oregon	1970
Clinical Child Psychology Major, with Minors in Music, Math, Biology		

Licenses and Certificates

State of Washington, K-12 Administrative Certificate
State of Washington, K-12 Permanent Teaching Certificate
State of Washington Mental health Counselor License

Professional Affiliations

Association for Supervision and Curriculum Development (ASCD)
National Association of Secondary School Principals (NASSP)
Association for Career and Technical Education (ACTE)
North American Council for Online Learning (NACOL)

Project Planning and Facilitation

School Turnaround Partner—three urban high schools—Detroit Public Schools, 2009 - ongoing
Executive coaching and Teaching & Learning Department reorganization for Deputy Superintendent of mid-sized urban district 2007-08.
Facilitate planning and implementation of high school reform strategy for mid-sized urban school district.
Converting to Small Themed Learning Communities, Clark County School District, 2006 - 2007.
Conversion of Franklin High School Into Small Themed High Schools, Rochester, NY, 2004 - 2007.
Conversion of Edison Tech High School Into Small Career Tech High Schools, Rochester, NY, 2004 - 2007.
Design Team—Tiger Woods Learning Center, Anaheim, CA, 2004-05.
“Connecting Time” - A National Networked Learning Project and Video Conference, Fall 2003.
Model Secondary Schools Project—Start-up of Eight Small Urban Public High Schools, 2000 - 2004.

Publication

Co-author - A New Lens on Learning, Model Secondary Schools Project, 2004.

Grants Received

Model Secondary Schools Project - Bill & Melinda Gates Foundation, August, 2000.

Conference Planning and Leadership

“Converting Edison into Four Small High Schools”, Rochester, NY, July 2004
“Summer Institute” New Orleans, LA, June 2004
“Summer Institute” Seattle, WA, June 2003
“Summer Institute” San Antonio, TX, June 2002
“Summer Institute” Chicago, IL, June 2001

Linda Keller MacDonald

School Turnaround Projects

Southwestern High School, Detroit Public Schools, 2009 - ongoing
Detroit Technology High School, Detroit Public Schools, 2009 - ongoing
Pershing High School, Detroit Public Schools, 2009 - ongoing
Cimarron-Memorial High School, Clark County School District, 2007 - 2008
Western High School, Clark County School District, 2007 - 2008
Eldorado High School, Clark County School District, 2006 - 2008
Global Media Arts High School, Rochester City School District 2001- 2008
International Finance High School, Rochester City School District, 2004 - 2008
Bioscience High School, Rochester City School District, 2004 - 2008
School of Imaging & information Technology @ Edison , Rochester City School District, 2004 - 2008
School of Engineering and Manufacturing @ Edison, Rochester City School District, 2004 - 2008
School of Applied Technology @ Edison, Rochester City School District, 2004 - 2008
School of Business & Entrepreneurship @ Edison, Rochester City School District, 2004 - 2008
Keller Middle School, Clark County School District, 2006 - 2007
O'Callaghan Middle School, Clark County School District, 2006 - 2007
Fremont Middle School, Clark County School District, 2006 - 2007

New School Development Projects

Tech Boston Academy, Boston Public Schools, 2000 - 2007
Detroit Technology High School, Detroit Public Schools, 2000 - 2006
Entrepreneurship High School, Cincinnati Public Schools, 2002 - 2004
Peterson Center, Clark County School District, 2002 - 2004
Success Tech Academy, Cleveland Municipal School District, 2001 - 2004
East St Louis Networking Academy, East St Louis School District, 2001 - 2004
Compton Small High School, Compton Unified School District, 2000 - 2004

Conference Presentations

Developing a District Wide High School Strategy: A Case Study, ASCD, March, 2010
Blended Learning Environments, Detroit School Design Conference, February, 2010
Success Happens Intentionally: Balancing Organizational Development, Innovation and Academic Achievement - Association of Latino Administrators & Superintendents, November 2009
Creating Student Centered Learning Environments in Small Urban High Schools, NECC, June 2005
Model Secondary Schools Project, NSBA Technology & Learning Conference, Fall 2004
A Working Vision for Change, Education Trust Conference, Fall 2004
Another Way of Thinking About Media, Defining Global Media GMA HS, Summer 2003
A Support System for a Learner Centered School Community, MSSP Project Sites, Fall 2001
A Support System for Learning and Collaboration, Gates Foundation Network Meeting, Spring 2001

<http://www.modelschoolsproject.org>