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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
</tr>
<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Muskegon Area Intermediate School District</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muskegon Area ISD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Non-profit</td>
<td>☐ Business</td>
</tr>
<tr>
<td></td>
<td>☐ Community-Based Organization</td>
</tr>
<tr>
<td></td>
<td>☑ Educational Service Agency (e.g., RESA or ISD)</td>
</tr>
<tr>
<td></td>
<td>☐ Institution of Higher Education</td>
</tr>
<tr>
<td></td>
<td>☐ School District</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify): ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Applicant Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Fax</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Zip</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td>Website</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Local Contact Information (if different than information listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.</td>
</tr>
</tbody>
</table>

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

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

- [x] Yes
- [ ] No

What school district are you employed by or serve: **Muskegon Area ISD**

In what capacity are you employed or do you serve (position title): **School Improvement/RtI/High Priority Schools Consultant**

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.
Muskegon Area ISD will provide a variety of comprehensive improvement services to Muskegon Heights High School. Muskegon Area ISD (MAISD) staff have a proven history of providing services that result in documented and sustainable improvement in the schools that we serve in our county including schools located in urban settings serving highly at-risk students.

Research on the kind of support necessary to produce sustainable, measurable improvement shows that professional development must be on-going and embedded in practice, and it must be collaborative in order to become part of the culture of the school and community. This approach is the foundation of the support systems MAISD will provide MHHS as an external provider in this project.

Establishing a systemic process of continuous improvement is vital for any school, but particularly for schools with a history of persistently low academic achievement. In our work with Muskegon Heights High School, we will support them in the process of establishing and extending school improvement structures. This support will be provided primarily through a process of consulting and embedded coaching. MHHS leadership and staff have begun to implement structures for continuous school improvement over the past two years with the support of consultants including a leadership coach, David Neifer, a private consultant group, and the school improvement consultant from MAISD.

This structure begins with a viable school improvement plan. The plan was developed by the leadership coach and building leadership with the support of the MAISD School Improvement Consultant. The plan was developed following a comprehensive needs assessment that included analyses of multiple sources of data including demographic, perception, process, and academic achievement data. Goals, strategies, etc. were developed by the school improvement team that address the needs evident from data analyses. School improvement is an on-going process. The MAISD consultant will continue to support MHHS leadership in monitoring progress toward goals and making adjustments as indicated.

Structures that are being implemented to drive and inform the continuous improvement process in the school include the following task forces: language arts, math, science, social studies, professional development, technology and data. These task forces are lead by teacher leaders and meet at least monthly. MAISD consultants assist in facilitating task force meetings and follow-up on resulting action steps. The task forces were initially formed during the 2008/09 school year. Refinements are needed in order to make the task forces truly collaborative and focused on student achievement. The focus of the agendas for each task force will be student achievement data analysis and progress toward school improvement goals and objectives. The leadership coach and school improvement consultant will continue to support the building leadership in strengthening this structure and establishing appropriate
processes including agendas, data collection and analysis, reporting protocols, monitoring, etc.

MAISD has a history of supporting local districts and schools in the areas of content and instructional delivery systems. Content area consultants will be available to work with MHHS staff in various content areas to assist them in deepening their understanding of the High School Content Expectations and Common Core Standards, identifying specific learning targets, articulating appropriate assessment techniques, and designing effective instructional and learning activities and interventions. These services will be scheduled as needed for content teams with follow-up sessions provided. In addition, instructional coaches will be embedded in the school to assist in facilitating collaborative meetings for content area staff. Instructional coaches will collaborate with teachers in the classroom to improve instructional strategies and student learning. The goal of collaborative meetings will be to ensure teacher success and growth and improved student achievement.

Agendas, meeting minutes, and classroom walkthroughs by consultants, coaches and building leaders will be used to gather process data in order to identify successes and ongoing challenges to inform and drive continuous improvement.

Examples of previous successful professional development offered by MAISD consulting staff include a Teaching American History Grant, Muskegon Area Middle School Mathematics Improvement Project, High School-Math and Science Success, On-going county wide professional development K-12 in Reading Workshop and Writers’ Workshop. Each of these initiatives have resulted in reported teacher success and documented increases in student achievement.

MAISD has a system in place to support Muskegon Heights High School and all schools in the county in the use of short cycle and summative assessments to measure performance and goal attainment. Schools in the county have full access to IGOR, a data warehouse system housed at Kent ISD. The previous leadership at MHHS received training in using IGOR and its vast array of reports available to access summative data from MEAP, MME and ACT. Staff at the school did not take advantage of indepth training offered by ISD consultants during the 2009/10 school year on accessing IGOR reports and using the information to inform instruction and school improvement. MAISD staff will provide training for MHHS administrators and teacher leaders on accessing the IGOR data tool during the 2010/11 school year. This training is a series of sessions focusing on using data for instructional decision-making and continuous school improvement within the context of professional learning communities (PLC’s).

MAISD will also be supporting Muskegon Heights High School staff to improve development, collection, and use of formative assessments on an on-going basis through our Balanced Assessment Project that is launching in August, 2010. A teacher leader from MHHS will be trained in August to coach a team of teachers on formative assessment. The team will receive initial training in September. The professional
development will be embedded and on-going through PLC meetings held at least monthly throughout the school year in the building. The coach will receive further training and guidance through an online system designed by MDE and the Michigan Assessment Consortium. MAISD staff will support the coach as she works with her team to develop learning targets, formative assessments and intervention/instructional strategies for meeting the learning needs of students.

The leadership coach, David Neifer, will work with the new principal and the building teacher leadership to identify systems and processes that require strengthening at MHHS. These interactions will take a number of forms. Dave will meet individually with the principal at least weekly, discuss successes, issues and challenges, identify action steps and who will be responsible. Dave will join with building administrators on classroom walkthroughs, then facilitate a conversation to discuss observations and make plans for improvement of instruction through individual feedback and various professional development strategies. The leadership coach will also assist the administrator in developing a tool for teacher evaluations as well as developing a schedule for conducting evaluations, followed by debriefing regarding teacher strengths, weaknesses and recommendations for improvement.

The leadership coach will attend building leadership team meetings to offer guidance and participate in discussions to help facilitate meaningful conversations. The coach will then debrief with the building administrator to identify action steps related to improvement of teaching and learning.

The role of the leadership coach is to mentor building leaders by facilitating conversations and asking leading questions rather than offer answers to problems or questions. The goal is to improve the leaders’ ability to prioritize tasks and focus on the important issues of ensuring effective instruction and improved student achievement.

MAISD will coordinate the placement of instructional coaches at MHHS in all content areas. Instructional coaches will work directly with teachers by participating in task force meetings and content team meetings to facilitate professional development related to unpacking content standards, identifying learning targets, designing appropriate assessments, collecting and analyzing resulting data, then assisting teachers with adjusting instruction and interventions. Math and ELA instructional coaches will provide specific professional development for teachers and support staff who are responsible for delivering interventions for under-performing students. Coaches will assist building leaders in monitoring classroom instruction to determine need for on-going professional development. Instructional coaches will work directly with individual teachers by observing in classrooms and providing feedback to assist teachers in improving teaching strategies and student learning. Coaches will also model best practices in classrooms for teachers.
One of the identified initiatives at MHHS within the SIG is to implement a schoolwide system of Response to Intervention (RtI) in order to support all students to achieve at high levels. The MAISD RtI consultant will support MHHS by offering guidance and appropriate resources and by coordinating and/or providing professional development for all staff. The goals will include assisting with a self-assessment of current RtI structures and practices, developing an implementation plan including structures, processes and systems for student support teams that examine student progress, identify students below benchmark, and support identifying and implementing appropriate supports/interventions at all tiers.

The MAISD high priority schools consultant will act as liaison between MHHS staff and MAISD consultants and resource staff to facilitate professional development and other support systems and resources as needs are identified to support teaching and increased student achievement.
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.
Muskegon Area ISD consultants consistently utilize scientific educational research to the extent possible to guide decision-making when planning for work with local districts and buildings for professional development and providing guidance in selecting instructional approaches and interventions.

Resources and documents from the US Department of Education's What Works Clearing House (WWC) are a primary source of guidance and direction for MAISD staff when assisting local schools in selecting research or evidence-based practices.

For example, in our current collaboration with Muskegon Heights High School, the student achievement data indicated a high percentage of students are not meeting objectives in language arts. Staff at MAISD searched the WWC website for information on adolescent literacy. WWC offers a series of practice guides to assist educators in making informed decisions. MAISD staff used the IES "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" practice guide. Building upon the five recommendations from the practice guide, staff identified areas of focus for improving literacy instruction in ELA classes and content classes. The leadership team then conducted a review of research literature on possible interventions to meet the needs of students performing significantly below grade level that also incorporated the recommendations of the WWC practice guide on adolescent literacy.

Scientific educational research on adolescent literacy conducted by University of Kansas KU Center on Research for Learning has shown improvement in student reading achievement using Strategic Instructional Model and Fusion Reading Program. Scientific research studies have been conducted using treatment groups and control groups to measure effects of intervention. Results of the research are showing students in the treatment groups are making greater gains than students in the control groups. Extensive research has been conducted and is on-going with these materials. A description of Fusion and a summary of the body of research supporting it is available from: "A Short Description of Fusion Reading", 2009. KU-CRL: Hock, Brasseur-Hock-Hock, Deshler, Contact Info: mhock@ku.edu. Downloaded from: http://www.ksde.org/LinkClick.aspx?fileticket=9zoV0-z64b4%3D&tabid=3763&mid=9930.

The Strategic Instruction Model and Fusion Reading Program were implemented during the 2009-10 school year at MHHS based on the evidence presented in the research. Trained presenters conducted professional development with the MHHS staff, and a KU-trained instructional coach began working with the staff at the school. The instructional coach will continue to work with the MHHS staff to implement these programs in classrooms.

Research on evidence based practices is also used when planning for professional development at MAISD. Consultants are continually scanning current literature and research for indications of how to structure and deliver professional development to have the greatest impact on changed instructional practices and improved student
One evidence-based practice is instructional and leadership coaching. Professional development can take a number of forms including conferences, workshops, and coaching. MAISD will be assisting MHHS by facilitating the placement of instructional coaches to support content teachers. Many researchers agree that for professional development to be effective in changing instruction, it must be "ongoing and deeply embedded in teachers' classroom work with students." ("Taking the Lead", 2006, Killion, J. & Harrison, C., National Staff Development Council.) The authors describe research by Joyce and Showers (p. 14) which found that when presentation of theory, demonstration and low-risk practice were combined with coaching and other forms of follow-up support, teachers' use of the new instructional strategies increased dramatically.

Other research on instructional coaching cited by Killion and Harrison in "Taking The Lead" indicates improvements in student achievement linked to implementation of instructional coaching in the America's Choice programs, in Boston Public Schools, and in South Carolina as a result of the state's Math and Science Reform Program. University of Kansas has conducted research on the impact of coaching for changing teacher instructional practices. Knight and Cornett, in their research article, "Studying the Impact of Instructional Coaching," state that, "results clearly indicated that teachers who were coached were more likely than teachers who only attended a workshop to use a new teaching practice inside the classroom during the study and after RA's stopped observing." (p. 16). These research results do not directly link to improved student achievement, however, students cannot benefit from improved instructional practices that are never implemented or implemented briefly and abandoned. Evidence from teacher observation and teacher self-reporting indicate instructional coaching to be a promising practice for improving low-achieving schools.

MAISD consultants will be supporting MHHS through the Formative Assessment Project being launched this fall. Instructional Services staff were given the goal of building a (county-wide) culture in which all staff use data continually to measure student progress and, as a result, make adjustments to instruction. Consultants spent several months surveying the literature and research on formative assessment to determine if this initiative would meet that goal. Dylan Wiliam and Paul Black have conducted a meta-analysis of 23 research projects on formative assessment. In their article, "Inside the Black Box," (Phi Delta Kappan, October, 1998, p. 139-148) the results are summarized. The 23 research projects selected for inclusion yielded quantitative data that compared students involved in formative assessment to a control group not involved. Black and Wiliam state that, "Typical effect sizes of the formative assessment experiments were between 0.4 and 0.7" (p. 141). In addition to significant growth for students overall, the studies indicated that using the instructional practice of formative assessment yields even greater gains for the lowest achieving students, thus reducing the gap in achievement scores, making this project particularly important for persistently lowest-achieving schools.

Based on this and other research literature, the MAISD Instructional Services staff...
designed a multi-year professional development project on formative assessment within a balanced assessment system. The initiative consists of training of teacher leaders to serve as embedded coaches. Coaches will receive on-going training through webinars scheduled by MDE OEAA and follow-up by MAISD staff. Coaches and building teams will participate in initial training followed by on-going team meetings in a PLC format to support teachers as they implement the strategies in their classrooms. MAISD consultants are also organizing a leadership training strand to build capacity at the building and district leadership level to support the initiative and ensure the sustainability beyond the scope of the training project.

The steps described in the examples above will be used to conduct a review of the literature to identify scientific educational research and evidence-based interventions to meet the needs of staff and students as the MAISD consulting staff and instructional coaches continue to collaborate through the implementation of the School Improvement Grant at MHHS.
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
Muskegon Area ISD (MAISD) has a comprehensive system and plan for providing professional development for local districts and buildings. Professional development plans have historically been developed and implemented based in part on specific process and perception feedback from district and building leaders and instructional staff. Feedback is routinely sought from curriculum leaders and building administrators as to needs in each district. Participant evaluations collected following all professional development sessions help to inform planning for further professional development and for follow-up sessions. In addition, MAISD administrative leadership collect data from district leaders through focus group "audit" interviews conducted with each district to gather information to assist in improving services to locals and for identifying specific needs. That data is used to plan professional development topics and delivery systems.

The other primary consideration in planning for professional development is analysis of county-wide student achievement data. MAISD staff collect and analyze summative achievement data from MEAP and MME to help determine strengths and challenges in content areas. Data collection includes analysis of student performance grade by grade on content assessments overall, trend performance on strands, item analysis and trends over time. Findings inform and drive planning for professional development topics, and help to identify target audience and method of delivery.

Analysis of data on student performance showed that, for example, in fall 2005, out of 12 LEA’s and one charter academy, more than half had percentages of students scoring proficiently on MEAP writing assessments that were below the state averages for each grade level. At third grade, 11 of 12 districts/charter academies had proficiency levels below the state average of 52%. At sixth and seventh grades, 7 of 13 districts/charter academies were below the state average of 75%, and at eighth grade, 7 of 12 districts/charter academies were proficient at levels below the state average of 65%. Gaps were as much as 37 percentage points below state average for one urban district at the elementary level and as much as 50 percentage points below state average for one urban district at 7th grade.

To address this area of need, the MAISD literacy consultants met with district and building leadership, conducted research on evidence supporting best instructional practices in teaching of writing and began an intensive professional development project in Writer’s Workshop. Components of the project included monthly full day workshops for all teachers by grade level. Teachers were immersed in each teaching unit on a monthly basis using PD delivery methods supported by the National Staff Development Council and research on adult learning. Participants went back to their classrooms, taught the lessons, then brought back student writing samples to subsequent sessions to collaboratively analyze student progress, strengths and weaknesses, and utilize results to guide discussions around planning of future direction for instruction. In addition, MAISD conducted a series of professional development workshops for building principals and district leaders to ensure that
leaders had an in-depth understanding of writing instruction, knew what to look for in the classroom, and were equipped to make decisions for providing appropriate support and resources for teachers.

MAISD staff also recognized the need for further job-embedded support for teachers. A series of workshops were conducted for a select group of teacher leaders from each building to train them in leading and sustaining the initiative at their individual buildings. Teacher leaders were provided with tools for collaborative team meetings and for whole-staff professional development at the building level.

Consultants also worked with individual building staff by working one-on-one and with small collaborative teacher groups by modeling and observing in classrooms, then debriefing to answer questions and improve instruction and learning.

This professional development plan has been effective in changing teacher practices as well as improving student performance in writing. Teachers are reporting improvement in student performance on classroom assignments and district common assessments. MEAP results also support improved student performance on summative assessments. For example, at 6th grade, students in the eight districts that participated in this professional development and implemented the approach to teaching writing showed an overall increase in writing scores from 64% proficient in 2007 to 73% proficient in 2008, an increase of 9 percentage points. This is compared to results for 5 non-participating districts, who showed overall scores of 64% proficient in 2007 to 70% proficient in 2008, an increase of 6 percentage points, 3 percentage points lower than the participating districts.

MAISD consultants and on-site coaches will work together with MHHS administrators, teacher leaders, teachers and staff to plan for professional development using an approach based on study of multiple forms of data similar to the example described above. Data to be considered includes process data from the administrators, school leadership, teachers and staff. Data will be collected from NCA process indicators, surveys of the above groups, observation in classrooms, staff meetings and task force and content team meetings. In addition, achievement data, including formative, interim and summative, will be used extensively to determine need for on-going, job-embedded professional development. The professional development plan will be designed collaboratively to be comprehensive and to meet the needs of all leadership and staff who are teaching and supporting students. The PD plan will include professional development for support for individuals, groups and whole staff, based on need identified through multiple sources of data and will be adjusted as needed.
Exemplar 4: Experience with State and Federal Requirements (15 points possible)

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

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title I (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Staff at MAISD have extensive experience with State and Federal Requirements. MAISD staff who will be working with MHHS in the implementation of this project include the School Improvement/Response to Intervention/High Priority Schools Consultant, consultants for specific content areas including math, science, social studies, literacy and instructional technology, and the Associate Superintendent for Academic Services.

All of the MAISD consultants have knowledge and experience with alignment of reform initiatives with the Michigan School Improvement Framework. The School Improvement/Response to Intervention/High Priority Schools Consultant, Pam Varga, has had training from MDE consultants and others on the School Improvement Framework. In her experience as a principal in an urban school district, she was immersed in working with school leadership teams to develop, revise and implement school improvement plans. That process included on-going use of multiple sources of data including a comprehensive needs assessment.

Mrs. Varga has conducted training for district state and federal program directors and for building leadership on the various components of continuous school/district improvement. The training included the comprehensive needs assessment, setting goals, objectives, strategies, etc., and using process, perception, demographic and achievement data for continuous improvement. Mrs. Varga also has experience serving on a NCA review team for a district seeking NCA accreditation.

ISD consultants have direct experience with aligning initiatives with the School Improvement Framework through planning and implementing MiBLSi, Reading First, response to intervention strategies, and a county-wide Balanced Assessment Project in which all local districts will be fielding a team to participate in on-going, job-embedded professional development on formative assessment. Support for this project for local schools and districts includes alignment with existing initiatives and with decision-making related to continuous school improvement.

The Associate Superintendent for Academic Services, Jeanette Magsig, provides technical assistance and guidance for the Instructional Services consultants working with MHHS. Mrs. Magsig spent ten years as an administrator in a local district before coming to MAISD. During those years, her positions included building administrator, Curriculum Director, State and Federal Programs Director and Superintendent. At the ISD she facilitates the regional meetings with State and Federal Program Directors along with the Michigan Department of Education Field Services Representative, giving her comprehensive and up-to-date knowledge and experience regarding state and federal grants and programs.

The content area consultants have been in their positions for an average of 5 years.
During that time, they have all been deeply immersed in working with the Michigan state assessments at all levels and with the state content expectations including the Grade level Content Expectations, the High School Content Expectations, the Michigan Merit Curriculum, the Michigan Curriculum Framework and now the Common Core Standards. Consultants in all 4 core curricular areas have conducted on-going professional development with local district teachers to unpack the state curriculum documents, design learning targets and related assessments in order to support student achievement.

As former building administrators, several of the consultants, the leadership coach and the math instructional coach have experience with facilitating accommodation/support plans for students under Section 504 of the Individuals with Disabilities Education Act.
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.
Research and current literature regarding successful sustainability of innovations and reforms focus on a number of key factors. These include: strong leadership that "champions" the innovation making it part of the culture of the school, district and administrative supports, external community partnerships, sustained professional development of teachers, but particularly teacher leadership teams, monitoring and evaluation of the initiative, and evidence of benefits for students.

MAISD consultants and coaches have already begun establishing strong relationships with the building administration and teacher leaders. It will be imperative that consultants and coaches collaborate with building leadership to continually assess implementation of reforms and progress regarding teacher adaptation of innovations and student achievement and make adjustments as needed. This includes celebrating successes, focusing on lessons learned and highlighting best practices. Our goal in this work is to take a mentoring approach by asking questions rather than providing "answers" to build a culture of efficacy among the staff and leadership.

The goal of the MAISD in supporting the staff and leadership at MHHS will be on creating a Professional Learning Community in which team collaboration becomes the expectation and the norm. All of the activities that will be facilitated by MAISD consultants and coaches will be focused on on-going professional development to build capacity at the school level. Research on adult learning shows that innovations are most effective and sustained when the learning takes place over time with on-going support for adults as they implement new learning.

Professional development will be scaffolded in such a way that staff receives highest levels of support in the initial year of the project. In subsequent years, responsibility for decision making, implementation, monitoring and evaluation of programs will reside increasingly with administration and teaching staff.

Monitoring and evaluation at multiple levels is essential for ensuring sustainability of the initiatives of the School Improvement Grant for MHHS. MAISD consultants and coaches will collaborate with MHHS staff in developing a system for monitoring processes of the instructional program at the building including agendas and minutes for leadership task forces meetings, content team meeting, and school improvement team meetings. Systemic plans for evaluating all professional development will be established along with procedures for follow-up monitoring of implementation of instructional strategies in the classroom. Results of evaluation and monitoring of program components will be used throughout the project to determine effectiveness of initiatives and make adjustments as needed.

MAISD consultants and coaches will collaborate with MHHS staff to develop sustainable systems of monitoring student achievement in order to evaluate the effectiveness of initiatives and ensure benefits for students. An on-going, balanced assessment system that provides immediate data must be easily accessible to all staff so that use of data becomes routine for instructional decision-making.

Of particular importance is the training of the MHHS leadership team to develop the
skills, structures and processes necessary to successfully facilitate and drive the innovations. MAISD coaches and consultants will be working with the entire staff, but also with task force leaders and content chair-persons to build their skills at leading collaborative conversations, facilitating action research, and monitoring progress toward student learning goals. It is solid establishment of this leadership team that will ensure the sustainability of the initiatives beyond the scope of the funding of the School Improvement Grant. Establishing a strong leadership team with a shared vision and common beliefs and goals will help to ensure sustainability.
Exemplar 6: Staff Qualifications  
(15 points possible)

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

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

The following staff will support MHHS staff and leadership in implementing the planned school reforms:

Pam Varga: School Improvement/Response to Intervention/High Priority Schools Consultant for Muskegon Area ISD. Pam will support MHHS in collecting and analyzing data, developing continuous school improvement processes and structures, and by coordinating ISD curricular resources to meet the professional development needs of staff.

David Neifer will support MHHS in the role of leadership coach to the principal and teacher leaders. David has extensive experience as a building and district administrator. He is extremely skilled in mentoring and facilitating collaborative conversations.

Carmen Hannah will support MHHS in the role of instructional coach for mathematics. Carmen recently began working with MHHS staff as an Instructional Math Coach. During that time, she introduced data collection to drive instruction. She has been a successful leadership coach. The high priority school in which she was coaching went from Phase IV to achieving AYP status. She has 21 years experience as an innovative administrator at middle school level, elementary level, and an internship at central office.

Kathy Lutkus will support MHHS in the role of instructional coach for literacy. Kathy has experience teaching English Language Arts in an urban high school where she focused on working with at-risk students in need of intensive intervention. Kathy is a trainer for University of Kansas.

See attachments for resumes of personnel who will be supporting MHHS.

There may be a need for additional staff to work with MHHS to provide specific professional development or coaching for instruction, leadership, or use of data. Candidates will be recruited and selected based on criteria such as proven successful experience conducting professional development, knowledge of how adults learn, program implementation and change theory, selection of programs/interventions based on research or evidence of success, successful experience in an urban, secondary setting and other factors related to specific needs. Candidates should also have successful experience in leadership or professional development roles in urban secondary school settings.
SECTION C: ASSURANCES

The applicant entity:

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

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

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

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

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

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

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

8. assures they will comply with SEA and LEA requirements and procedures.
• **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

• **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

**Licensure and Insurance Documents are on file with MDE**
Summary

- 22 Years experience in numerous educational positions including school improvement consultant, Response to Intervention, High Priority Schools Consultant, elementary principal, classroom teacher, Reading Recovery teacher, district consulting teacher for literacy and technology.
- Passionate about ensuring instructional best practices that result in accelerated achievement for all students at all levels of readiness.
- Organized and flexible in balancing a variety of responsibilities.
- Proven effectiveness in leading, providing professional development, communicating and collaborating with adults.
- Ability to organize and implement initiatives at a building and district level.
- Successful in analyzing multiple data sources and accelerating student achievement.

Work Experience

Elementary Principal

- Responsible for leadership in all aspects of elementary education including:
  - Accelerating student achievement
  - Data analysis from multiple sources using comprehensive needs analysis in collaboration with teacher leaders in building
  - Facilitating staff in development and implementation of school improvement strategies using MDE School Improvement Template
  - Successfully conducting teacher and staff evaluation to ensure student academic success
  - Providing professional development at building and district level
  - Managing and coordination of budgets
  - Enhancing and maintaining positive, open school climate
  - Supervising of students
  - Maintaining a safe, orderly environment
  - Promoting parent and community involvement
  - Managing of physical plant
- Experience working with at-risk, high-needs students resulting in improved achievement.
- In collaboration with the building reading coach, responsible for overseeing the Reading First program at Oakview with a focus on using data to drive instruction within a three-tiered Response to Intervention model of meeting students' needs, resulting in decreased referrals for special education services.
- Served on district team negotiating collective agreement with the teachers’ union.

Classroom Teaching

- As a kindergarten through fifth grade compensatory education teacher at Angell Elementary, piloted a process approach to writing resulting in increased student achievement.
- As a fourth and fifth grade teacher at Nelson Elementary, utilized an integrated approach to teaching and learning. Collaborated on school leadership team to develop school improvement plan and various school-based initiatives.
- As a Reading Recovery Teacher, analyzed and accelerated at-risk first graders' literacy development resulting in the highest number of students reaching grade level expectations in the program.
Program Implementation

- Researched and implemented Responsive Classroom, a pro-active approach to positive discipline support and school climate, at Oakview Elementary. After realizing the successful impact on school climate in the building and in classrooms, was influential in expanding the program across the district. Was instrumental in spear-heading the initiative to have two district teachers trained to become Responsive Classroom trainers through the Northeast Foundation for Children.
- Organized and implemented MPS district-wide summer school/staff development institute funded by a Goals 2000 grant through the Michigan Department of Education two summers.
- Trained and assisted in supervising elementary technology and library/media paraprofessionals in the use of technology and technology-related student activities integrated into the curriculum.
- Implemented various district-wide programs in the areas of reading, writing, social studies and technology.
- Developed supplementary materials to support MacMillan anthology for first grade literacy.
- Assisted in organization of Dr. Martin Luther King, Jr. writing contest for MPS students sponsored by a collaborative of district, community and community churches leadership.

Staff Development

- Extensive experiences planning and implementing professional development for building staff based on needs of staff and students resulting in improved student achievement.
- Trained and assisted in supervising elementary technology and library/media paraprofessionals in the use of technology and curriculum integration of technological tools.
- Responsible for planning and implementing staff development opportunities for MPS staff in the use of technology as a tool for teaching and learning during summers, release time and before and after school.
- Trained MPS teachers to implement the 4 Block Model of literacy instruction in their classrooms.
- Organized training for first grade teachers in the use of Running Records for literacy assessment.
- Collaborated with other resource staff to train teachers in holistic scoring of student writing and familiarize teachers when the writing portion of the MEAP was initially implemented.
- Collaborated with other MPS staff to implement and train paraprofessionals to conduct tutoring sessions in reading and writing with first and second grade students.
- Wrote and implemented grants at the district and building level in technology student projects, curriculum material development, staff development in technology, social studies and literacy.

Curricula Development

- Facilitated district-level grade level committees to develop curriculum/pacing guides for teaching writing.
- Co-chaired the district Language Arts Committee. Developed curriculum (prior to MDE development of State Standards and Benchmarks), selected materials and presented materials and instructional strategies to teachers.
- Served on district Social Studies Curriculum Committee to develop curriculum, select materials and present related materials and instructional strategies to teachers.
- Served on curriculum committee to develop standards and objectives for teaching and learning technology skills and to integrate technology into other curricular areas.
Presentations, Workshops
- Served on North Central Accreditation Team for Three Rivers School District.
- Presented sessions at Michigan Reading Association on integrating science, language arts and technology. Other topics presented include instructional strategies for teaching language arts and social studies and integrating curricular areas.
- Presented at Early Literacy Conferences sponsored by the Michigan Department of Education. Topics included “Assessment Driven Instruction” and analyzing students’ progress in reading and writing.
- Conducted workshops for Ottawa Area ISD and Kent ISD on various technology related topics.
- Michigan Users of Computers in Learning conference presentations. Topics included models for staff development and creating a comprehensive web site as a resource for teaching social studies.

Grants
- Michigan Users of Computers in Learning technology training grant.
- Michigan Department of Education (MDE) Competitive grant for summer school/teacher training institute.
- Michigan School Readiness grant for Pre-kindergarten.
- Collaborated on writing MDE Reading First grant.

Other Experience
- Served on the Michigan Department of Education Early Literacy Committee. Contributed to the writing of the Michigan Literacy Progress Profile.
- Successfully supervised Michigan School Readiness Program serving 216 four-year-old preschool students in 6 centers.
- Successfully supervised the Even Start Family Literacy Program serving 30-40 adult education students and their children.

Work History
- Currently, School Improvement, RtI, High Priority Schools Consultant, Muskegon Area ISD
- Muskegon Public Schools
  - Ten years experience Elementary principal currently at Oakview School serving 520 students in Pre-K –5th grades
  - Instructional Technology, Language Arts Resource Teacher
  - Oakview School, Reading Recovery Teacher
  - Nelson Elementary, fourth and fifth grade teacher
  - Angell Elementary, Compensatory Education Teacher
- Part Owner Rags To Riches Quilt Shop
- Vocational Evaluator/Counselor, Goodwill Industries and Opportunities Ind. Center

Education
- Currently, WMU, Completing coursework for Doctoral degree in Educational Leadership. Dissertation topic: The Role of In-service Mentoring for Beginning Principals
- WMU, Master of Arts, Elementary Reading
- WMU, Reading Recovery Teacher Certification
- WMU, Elementary Teaching Certificate, Social Studies Major
- Michigan State University, BS, Psychology Major
David Carl Neifer  
2883 Hidden View Drive SE  
Caledonia MI 49413-8960  
616-403-3050  
daveneifer@yahoo.com

**Education**
Educational Specialist, Michigan State University, East Lansing, Michigan  
Major: Elementary Education. Emphasis Areas: Elementary Curriculum, Elementary  
and Secondary Reading, Elementary Administration, and Curriculum Construction

Master of Arts. Western Michigan University, Kalamazoo, Michigan.  
Major: Elementary Administration and Supervision. Emphasis Areas: School Low,  
School Finance, Elementary Curriculum, and Staff Leadership.

Bachelor of Arts, Augustana College, Rock Island, Illinois.  
Major: Elementary Education. Minor: Social Studies. Emphasis areas:  
Child Development, Psychology, Elementary Curriculum, Speech, and History

**Work Experiences**
**Leadership Coach, Michigan Principals Fellowship**  
Serve as leadership coach for t Muskegon Heights High School  
2008 –

**Owner, My2SenseWorth, Inc.**  
Holland Michigan  
Facilitation of focus groups and book studies  
Presentations on leadership, motivation, change process, adult learners, focusing on  
results, and dialogue  
Leadership development series for potential school administrators, curriculum leaders,  
practicing school administrators, and teacher leaders  
Personal and professional coaching for school administrators and small business  
owners  
Lead strategic planning processes for schools and non-profits  
Organizational development for non-profits and small businesses  
2003 -

**Program Manager, Kent School Services Network**  
Coordinate Kent School Services Network Leadership and Program Manager Teams  
Develop protocols and procedures for Kent School Services Network  
Liaison between various program components  
Provided leadership in the implementation of this community school model  
2006 –2009

**Assistant Superintendent of Instructional Services**  
Ottawa Area Intermediate School District  
Holland, Michigan  
1990 - 2003

**Assistant Superintendent of Curriculum and Instruction**  
Holland Public Schools,  
1985 - 1990
Holland, Michigan

David Carl Neifer: Page 2

Elementary Principal, Holland Public Schools
Holland Michigan 1983 - 1985

Associate Broker/Owner, Four Worlds Realty
Holland, Michigan 1979 – 1983

Elementary Coordinating Principal, Hamilton Community Schools
Hamilton, Michigan 1973 - 1979

Elementary Teacher, Kalamazoo Public Schools
Kalamazoo Michigan 1968 – 1973

Related Professional Activities
Presentations:
National, regional, state, and local conferences and meetings on topics including:
• Leadership Development
• Leading Dialogues
• The Adult Learner
• Brain Based Learning
• Managing Change
• The Art of Great Presentations
• A Guide to Facilitation Skills and Strategies
• Using a Results Model to Focus Student Achievement

Facilitations:
• Leading strategic planning processes
• Developing school improvement plans
• Creating vision and belief statements
• Managing focus groups
• Leading teams in consensus building
• Developing dialogue skills

Coaching:
• Coaching through the Michigan Coaching Institute
• Working as a coach for several veteran and new administrators
Other Associations
- Outdoor Discovery Board of Directors
  Founding member and current board president
- Wavecrest Career Academy Board of Directors
  Current board president and part of the original development team
- Midwest Brain and Learning Institute
  A partner in the development of the institute and member of the planning team

Professional Associations
Association for Supervision and Curriculum Development
National Staff Development Council

Credentials
Placement Services, Michigan State University, East Lansing, Michigan 48824
Objective

Instructional Coach for Muskegon Heights High School Math Department

Qualifications

Successful Leadership Coach: Phase IV school achieved AYP.
Innovative Administrator: 21 years of administrative experience at middle school level, elementary level, and an internship at central office.

Professional Experience

Muskegon Area Intermediate School District
Leadership Coach, Muskegon Heights School District
• Summer 2007 to June 2009

Michigan Department of Education
Reading First Facilitator, Benton Harbor Area Schools
• Spring 2003 to June 2006

Holland Public Schools
Elementary Principal
• Fall 1988 to June 2003

Corunna Public Schools
Assistant Middle School Principal
• Fall 1983 to June 1988

Baraga Public Schools, Detroit Public Schools, Ludington Area Schools
Teacher for grades 1st, 2nd, 4th, 5th, 6th, 7th, 8th
• Fall 1974 to June 1983

Interests

Cycling, yoga, photography, travel, pottery

Education

M.A. in Educational Administration
University of Michigan—Ann Arbor, Michigan

B.S. in Math, Creative Arts, & Education
Western Michigan University—Kalamazoo, Michigan

References

Mark Coscarrelli
Office of School Improvement
Michigan Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909
517-335-2797
coscarrelli@michigan.gov

Susan W. Meston, Ph.D.
Superintendent
Muskegon Area Intermediate School District
231-767-7201
smeston@muskegonisd.org

Nancy Anne Colflesh, Ph.D.
Educational & Organizational Consultant
Colflesh & Associates
5688 Bayonne Avenue
Haslett, Michigan 48840
517-339-5268
ncolflesh@st Cochop.net

Jaronique Benjamin
Principal, Roosevelt Elementary
Muskegon Heights Public Schools
525 W Summit Street
Muskegon Heights MI 49444
231-830-3500
BENJARON@mhpsnet.org
QUALIFICATIONS of Carmen R. Hannah

Qualifications

**Instructional Math Coach:** Introduced data collection to drive instruction.

**Successful Leadership Coach:** Phase IV school achieved AYP status.

**Innovative Administrator:** 21 years of successful administrative experience at middle school level, elementary level, and an internship at central office.

**Facilitator:** 3 years as a presenter, developer, and monitor of federally funded program.

**Teacher:** grades 1st, 2nd, 4th, 5th, 6th, 7th, 8th

Training and Certifications

**Instructional Coach**
- Attended Instructional Coaches Academy for High Priority Schools
- Certified by MAISA June 2010
  (Michigan Association of Intermediate School Administrators)

**Leadership Coach**
- Attended Michigan State University Fellowship Program
- Summer Institutes and Monthly Meetings for two years
- July 2007 through July 2009

**Thinking Maps Professional Development**
- Certified presenter and coach of Thinking Maps
- June 2007

**Reading First Facilitator**
- Trained as a coach and facilitator
- Presented staff development training

**Quality Schools Training**
- Glasser Certification August 1995

Education

**M.A. in Educational Administration**
University of Michigan—Ann Arbor, Michigan (1978)

**B.S. in Math, Creative Arts, & Education**
Western Michigan University—Kalamazoo, Michigan (1974)
Professional Profile

Over thirty years of teaching experience in the fields of English and Reading. A certified professional trainer in the University of Kansas Learning strategies. A high school reading expert who has taught beginning reading and decoding skills to ESL, adults, grade school and high school readers, who has taught comprehension strategies to high-school students and adults, and who also has an extensive background in teaching high school English classes.

Since retirement, I have worked extensively with districts in the Midwest Project Grant under the University of Kansas as a professional developer and instructional coach for the Fusion reading program. I have also worked as an ELA Coach since March, 2010 to present with Muskegon Heights High School.

- Holds a Masters Degree in Education, Reading and Bachelors Degree in English.
- Professional developer in the University of Kansas Learning and Content enhancement Strategies
- Teacher in the award winning Muskegon program for Word Identification (DISSECT) and reading strategies classes

Program Recognition

- The Muskegon High School DISSECT program featured on the University of Kansas Center for Research and Learning and The Knowledge Loom: What Works in Teaching and Learning websites in detail as a model intervention for adolescent literacy in an urban setting.
- North Central report for Muskegon High School (2004) documented 444 students reading below grade level in the DISSECT program from 1999-2003 scored an average gains of 2.4- 2.7 grade levels.
- The success of the program led to a comparison research study done by the University of Kansas with a Grand Rapids High school and reported in the article Adolescent Literacy: Ensuring that No Child Is Left Behind.
- An analysis of 59 students from the Muskegon Strategic Reading program, done by Sue Woodruff for the University of Kansas, compared their MEAP results from grade 7 to grade 11. Whereas only one student passed the MEAP in grade 7, 35 passed in grade 11 from this same group. The study recorded other significant gains for students who had instruction in the comprehension learning strategies through this class.
"...I consider Kathy Lutkus to be one of the most outstanding professional educators I have known during my 31 years as a school administrator...the growth in student reading achievement has been incredibly high as a result of Mrs. Lutkus' instruction."

June, 2005

S. Arlyn Zack, Principal
Muskegon High School

"...Male African-Americans, male Hispanics, and students with learning disabilities at the experimental high school made mean gains of about three grade levels with regard to decoding while they were in the program. Similar students in the comparison high school made either small gains or no gains on the average."

--quoted from the article "Adolescent Literacy: Ensuring that No Child is Left Behind" in research on the Muskegon DISSECT program

---

**Key Qualifications**

- Certified in Secondary (9-12) English and Reading (K-12)
- Certified instructor in all the University of Kansas writing and reading strategies and content enhancement routines
- Certification in the Lindamood-Bell beginning reading (LIPS) and visualization strategies.
- Member of the award-winning team from Muskegon High School for development of the DISSECT program for at-risk student readers.
- Professional trainer in the University of Kansas Learning strategies and trainer and co-presenter in workshop trainings in school districts in Michigan, Iowa, Indianapolis and Ohio.
- Experienced teacher in a wide variety of secondary English courses as well as sentence, paragraph, and essay writing strategies.
- Organized the school-wide program for reading testing of all incoming 9th grade students (1999 to present) and follow-up testing and remedial programs for students scoring significantly below grade level.
- Collaboratively worked with 9th grade teachers to develop an Honors English curriculum to be used in 2006-07 school year, the testing and selection of students for the program, a program to improve student essay writing for the MEAP social studies test, and programs to remediate students struggling in sentence writing.
- Instructional coach for the Midwest Project grant for Fusion reading and Content Enhancement working as an instructional coach and professional developer for school districts in Detroit, Michigan; Indianapolis, Indiana; Akron, Ohio; and Newton, Iowa.
- Level Two certified coach with Jim Knight's Instructional Coaching Program from the University of Kansas
- Instructional Coaches Academy registered MAISA coach working with high-priority schools
Employment and Professional Development

Professional Employment and Development in Education

- Teacher, English and Reading, 1972-1962
  - *Elizabeth Seton High School*, South Holland, Illinois
- Adult Basic Education Teacher, 1986-1988
  - *Grand Haven Community Education Program*, Grand Haven, Michigan
- Teacher, Reading and English, October 1997 to September 2008
  - *Muskegon High School*, Muskegon, Michigan
- University of Kansas Learning Strategies Professional Developer, completed June, 2005
- Midwest Project Grant, University of Kansas, Fusion reading coach and professional developer September 2008-March 2010
- Instructional Coaching Institute with Jim Knight, University of Kansas, Level Two completed in March, 2009
- University of Kansas Content Enhancement Routine Professional Developer, completed March, 2010
- ELA Instructional Coach, Muskegon Heights High School March, 2010 to present
- MAISA Instructional Coach Certification for work with high priority schools, completed in June, 2010

Certification and Education

- State of Michigan Professional Certificate
  - Grades 9-12 English /Language Arts
  - Grades K-12 Reading
- Bachelor's Degree, English 1968-1972
  - *University of Illinois*, Urbana, Illinois
  - Magna cum Laude with Honors in English Education coursework, *Western Illinois University*, 1973
- Master's Degree, Education-Reading 1978-80
  - *Northeastern Illinois University*
  - Chicago, Illinois