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:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

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

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: hatfieldt@michigan.gov

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**
	New Frontier 21

3. Name of Entity as you would like it to appear on the Approved List
New Frontier 21

4. Entity Type:	**5. Check the category that best describes your entity:**	
X For-profit	X Business	☐ Institution of Higher Education
☐ Non-profit	☐ Community-Based Organization	☐ School District
	☐ Educational Service Agency (e.g., RESA or ISD)	☐ Other (specify): _____

6. Applicant Contact Information			
Name of Contact Anthony Muhammad	Phone 248-770-4759	Fax 248-770-4759	
Street Address 6030 Orchard Woods Drive	City West Bloomfield	State MI	Zip 48324
E-Mail amuhammad@newfrontier21.com	Website www.newfrontier21.com		

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.	
X Statewide	
Intermediate School District(s):	Name(s) of District(s):

9. Conflict of Interest Disclosure
Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)? X Yes ☐ No What school district are you employed by or serve: Alex McNeese is a K-6 principal in Garden City Public Schools. In what capacity are you employed or do you serve (position title): Garden City Public Schools 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)***

New Frontier 21 LLC provides a system for increasing the performance of schools by specializing in the following areas:

- Transforming School Culture and structure
- Continuous School Improvement Process
- Building data literacy capacity

Transforming School Culture and Structure

Transforming School Culture

- This professional development session will provide a framework for understanding dynamic relationships within school cultures and ensuring a positive environment that supports changes necessary to improve learning for all students. The process explores many aspects of human behavior, social conditions, and history to reveal best practices for transforming toxic cultures into healthy ones. Participants will discuss the importance of: shared vision, belief, and values of staff, shared leadership: principal and teacher leadership, organizational language and professional learning communities.

Shared vision, belief, and values

- This professional development session focuses on the importance of having a shared vision, belief, and values for a positive school culture. A healthy culture begins with a belief in children. Healthy cultures also institutionalize their belief through a series of policies and practices that align with their belief system. The staff will follow a process and protocol to identify and create these for the school. This will be used as a foundation for organizational language, professional learning communities, school improvement, and staff meetings.

Organizational Language

- As schools and systems struggle to focus and align the talents of the diverse members of their organization, one critical tool stands out more than any other. That tool is Language. Language is our auditory expression of thought. Whoever controls the language controls the organizational thinking. Culture is Language and Language is Culture. Participants will explore a healthy school culture and a toxic school culture. Data Driven Dialogue, focus on student work and needs, Response to Intervention, and shared responsibility will be used as the foundation for language and a healthy school culture.

Creating Professional Learning Communities

- Effective schools are staffed with educators who realize that the commitment to be professional is life-long and on-going. Participants will discuss the value and purpose of Professional Learning Communities (PLCs). Staff will establish norms, working agreements, and protocols for working together in PLCs with a purposeful focus on collaborative relationship and an increase in quality instruction and student achievement.

The Principal's Role in Assuring Quality Instruction

- In this workshop, participants will learn how to intentionally reshape the internal practices of their schools to foster a culture of professional inquiry through the use of data, distributed leadership and systems thinking, with the singular goal of improving student achievement outcomes. Building this culture entails developing a vision of effective data use, adopting a continuous data use process, achieving "buy-in" from an engaged teaching staff, creating a program of professional development informed by perception and other school process data, selecting and deploying the right data management and analysis tools, communicating

consistently with staff about data use outcomes, and identifying the right people in the organization to take the lead on data inquiry and analysis.

Continuous School Improvement Process

Continuous School Improvement Process

- This professional development will dissect the true meaning and value of School Improvement as a continuous process. Participants will address the compliance issues and explore the relationships between gather, study, plan, and do. Staff will identify systems for monitoring interventions and evaluating student learning and achievement. Staff will discover how to use PLCs to examine student work, make data-driven decisions, plan assessments, and identify effective instruction within the continuous school improvement process. Staff will decide how often to monitor, evaluate, and assess the SIP on a regular and on-going basis as a matter of policy and practice within the school. The emphasis is on the "do" of school improvement.

Researching and Selecting an Evidence Based Intervention

- This training will give participants a practical application of the research and selection of an evidence-based intervention. School teams that have completed a thorough data analysis process and have identified root causes and are at the stage of being ready to choose an evidence-based intervention. An intervention is defined as an educational program, policy, or practice. Choosing an intervention is the next step in the PLAN phase of the AdvancEd Continuous School Improvement Cycle. Participants will understand the difference between evidence-based and research-based interventions, and will learn how to determine whether the intervention is backed by "strong" evidence of effectiveness or "possible" evidence of effectiveness. Finally participants will review important factors to consider when choosing and implementing an evidence-based intervention in their school organization.

Generating a Monitoring Plan for Intervention

- Participants in this training will focus on the interventions they have chosen and create a monitoring plan that will cause them to focus on three primary tasks: 1) What do we want to achieve? 2) How will we achieve it? and 3) How will we know when we have achieved it? Monitoring the effectiveness of an intervention (educational practice, program or policy) is different from evaluating a program. The focus of monitoring is to determine if the plan needs adjustments, improvements, and/or adaptations. School teams will develop a logic model that will outline the steps and strategies needed to move from the student-learning problem to the desired results. This logic model will provide a graphical representation of the disciplined thinking that progresses from the stated problem to the outcome. Inherent in the logic model is the development of a realistic and attainable monitoring plan for gathering and analyzing data to determine whether the outcomes have been met. Participants will develop a logic model ready for implementation.

Monitoring Progress Through Assessment

- This professional development session teaches participants to pinpoint their school's performance relative to strands, standards, mathematics focal points, and associated GLCEs or HSCEs. This will be followed by a detailed process that teaches participants how to write meaningful formative assessments. These formative assessments become an integral piece to the monitoring system a school puts in place to assess progress on their school improvement goals and objectives.

Understanding by Design

- This professional development session helps participants develop units using the "Understanding by Design" or "Backwards Design" model. The main idea is to understand the content standards to be mastered and develop assessments that assess those content standards. Participants will learn the differences between formative and summative

assessments. Participants will learn how to measure and evaluate student knowledge and learning throughout the unit.

Implementation Process

- The purpose of this training is to introduce school teams to the six stages of the Implementation Science Process as outlined on the Michigan Implementation Network. The Implementation framework is designed to improve the fidelity of effective practices, enhance the sustainability of implementation efforts, and scale-up desired programs and practices with the goal of delivering quality services to students.

Building Data Literacy Capacity

Utilizing Data in the Elementary, Middle School, and High School

- The purpose of this training is to teach school leaders, school improvement teams, teachers, and support staff a Data Analysis Methodology to increase the likelihood of structured data analysis leading to informed and confident decisions relative to needed professional development for staff. This training will cause the school to identify key people in the school organization to lead data-informed professional development. The focus of this training is building capacity.

Gap Analysis Math/Reading

- Using the Summary Gap Analysis Report for Math/Reading that was prepared for school teams in advance, this training will introduce school principals, leadership teams, and school support staff to the data analysis process. NF21 staff will first model how to study the gap analysis document to determine math/reading GLCEs that are a challenge to the school. Participants will learn how to identify the MEAP items that assess G.L.C.E.s, how to identify individual students near proficiency, and how to write a clear and comprehensive data narrative statement that targets not only the specific areas of student performance identified in the gap analysis, but also which students are most at-risk. The focus of this training is building capacity.

GLCE's Over Time Math/Reading

- Utilizing an analysis of proficiency gaps in the subjects of Math/Reading, this training will introduce school-level staff to the gap analysis process. This training will teach them to develop data narrative statements, which will help them update their Comprehensive Needs Assessment and School Improvement Plan. NF21 staff will first model how to study the gap analysis document to determine Math/Reading GLCEs that are challenging for the school, how to identify the MEAP items that assess the GLCEs, how to identify individual students near proficiency, and ensure that staff can replicate these inquiries. The focus is on building capacity.

Students Near Proficiency Math/Reading

- This professional development session will focus specifically on those students who were near the proficiency cut-off score on the state assessment. Following a demonstration, participants will access their school's achievement data and search for students who were near the proficiency cut score in the MEAP Mathematics and/or Reading test. Once the students are identified participants will learn the students' individual performance for each strand on the MEAP mathematics and/or reading test. Participants will then seek patterns in the students' performance levels for each strand and choose a strand of interest to focus on. The strand of interest will then be broken down into its component Grade Level Content Expectations. An unwrapping process will serve to clarify the GLCE for participants who will be asked to apply their learning to a future lesson plan. The focus of this training is building capacity.

Examining Student Work

- Using a protocol developed by researchers at NF21that is based in part on the Standards in Practice™ (Kennedy & Smith, 2007) model, as well as the School Improvement in Maryland Examining Student Work Protocol and the ATLAS: Learning from Student Work Protocol, participants will examine the work collected for this workshop, ask questions, and begin the

process of collaboratively and systematically thinking about how student work fits into the broader contexts of school improvement and professional development.

MEAP - Building, Grade Level and Subgroups Over Time Math/Reading

- This professional development session will allow participants to examine their students' state assessment proficiency levels over a three year period at the elementary and middle levels. Participants will examine their students first by looking at the building level proficiency rates. Grade level proficiency will be examined next followed by subgroup proficiency. Through the process of analyzing data at the building, grade level, and subgroup level, participants will be caused to synthesize their findings into a focused data narrative statement that can be used in the Comprehensive Needs Assessment and the School Improvement Plan. The focus of this training is building capacity

MME - Building and Subgroups Over Time Math/Reading

- This professional development session will allow participants to examine their students' state assessment proficiency levels over a two year period at the high school level in Mathematics and/or Reading. Participants will examine their students' proficiency levels first by looking at the building level proficiency rates. This will be followed by an examination of subgroup proficiency. Through the process of analyzing data at the building and subgroup level, participants will be caused to synthesize their findings. The session will conclude with participants learning and writing data narrative statements statement that can be used in the Comprehensive Needs Assessment and the School Improvement Plan. The focus of this training is building capacity among the school staff.

HS Standard Analysis Math/Reading

- Utilizing a system for analyzing Michigan Merit Exam Standards participants in this workshop will be learn to identify the most challenging high school standard in Math and Reading, as tested on last year's Michigan Merit Exam (MME). Participants will be taught how to access the Standard Analysis data, what information to gather into an Excel spreadsheet, and how to interpret the results. In addition to identifying the most challenging standard for all students, participants will also be able to analyze how their students with disabilities have performed on the individual standards. Participants will also learn how to "unpack" the standard(s) and content expectation(s) to determine concepts and skills assessed by the MME. Participants will leave with a focused data narrative statement(s) that may be taken to their department teams for further discussion. The focus of this training is building capacity.

HS Standard Analysis Over Time Math/Reading

- Participants in this workshop will learn to identify the most challenging high school standard in Math/Reading, as tested on the Michigan Merit Exam (MME). Participants will be taught how to access data relative to MME standards and synthesize the information using a prepared template. In addition to identifying the most difficult standard for students, participants will also be able to analyze how students with disabilities have performed in comparison to non-disabled students. Participants will also learn how to "unpack" the standard(s) and content expectation(s) to determine concepts and skills assessed by the MME. Participants will leave with a focused data narrative statement(s) that may be taken to their department teams for further discussion. The focus of this training is building capacity.

Triangulation of Data Process Overview

- The process of triangulation, or looking at multiple data sources to validate, illuminate, confirm or dispute original assumptions formed after looking at a single data source, can be a powerful tool for discovering new information in the data. This training demonstrates how the investigation of three different data sources can promote a deeper analysis of a student learning problem and lead inquiries into more productive and informed decision-making. Designed for school improvement teams or whole staff training, this module will give participants the tools to be better prepared to use multiple sources of data. The focus of this training is building capacity.

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)***

Transforming School Culture and Structure

Researcher Dr. Anthony Muhammad found from an extensive study of 34 schools from around the U.S., that participants are introduced to four typical groups of educators:

- The Believers are those who are committed to the learning of each student and who operate under the assumption that their efforts can make an enormous difference in that learning.
- The Fundamentalists are preservers of the status quo.
- The Tweeners are members of a staff who are typically new to a school and are attempting to learn its prevailing culture.
- The Survivors are those who have been so overwhelmed by the stress and demands of the profession that their primary goal becomes making it through the day, the week, and the year.

Participating schools will learn the underlying tensions that result from these groups working together, their prevailing beliefs, and the resulting dynamics that ultimately determine school culture. Specific strategies for working with each group will help administrators create a positive atmosphere conducive to change that maximize organizational effectiveness for the benefit of all students.

(From the research of Dr. Anthony Muhammad found in his book, Transforming School Culture. How to Overcome Staff Division)

Muhammad adds that the question in the 21st century should not be "who is in charge?" The question should be "what is my role and my responsibility?" The level of interaction necessary to create competitive and proficient school systems requires relinquishing ego in exchange for committed service. Instructional coaches and curriculum leaders should not have to fight an immature battle of privilege through legacy. Educators should embrace the expertise and assistance that they provide to ease the burden of the responsibility for preparing students for a world very different than we experienced decades ago.

In Dr. Muhammad's research on creating optimum learning environments, he found that healthy school cultures embrace the assistance and guidance of those who can help them meet their goals and improve their professional practice. This embrace of assistance did not happen in a vacuum. In these learning environments, he found that three primary commitments were established.

Commitment #1 – A Focus on Service

The highly collaborative environments in Dr. Muhammad's studies have made a profound and selfless commitment to service. This commitment went beyond the idealistic mission statement and innocuous posters on the walls, and these commitments were materialized in solid policies, practices, and procedures. These schools developed goals collectively and held one another mutually accountable for their role in the school's ascension. In these learning environments, educators embraced the support of experts, both internally and externally, because the focus was on the pursuit of student development, not personal privilege and autonomy.

Commitment #2 – A Commitment to Learning for Professionals

The second commitment that was evident in healthy schools was the staff's consistent pursuit of

knowledge. Rick DuFour, Rebecca DuFour, and Robert Eaker wrote in the book *Professional Learning Communities at Work* that, "professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators"(DuFour and Eaker 1998). Effective schools are staffed with educators who realize that the commitment to be professional is life-long and does not stop after completing a university course of study. These schools had no problem embracing a colleague who may be able to guide them in an area where they needed help because the end result of that collaborative relationship would be gains for children.

Commitment #3 – A Collaborative Infrastructure

It is not reasonable to expect a school that does not practice collaboration among its own staff to embrace and collaborative with a coach or curriculum specialist from the outside. Steven Covey identifies that human being are creatures of 'habit' and habits have to be nurtured and cultivated (Covey 1989). District administrators must be careful about their investment of resources in schools that do not embrace internal collaboration. If this variable is not present, how can district leaders expect them to embrace the expertise of a curriculum and instructional coach from the outside?

Work Cited: Covey, S. (1989). The Seven Habits of Highly Effective People, Free Press. DuFour, R. and R. Eaker (1998). Professional Learning Communities at Work. Bloomington, Indiana, Solution Tree.

Continuous School Improvement Process

The Planning, Implementation, and Monitoring (PIM) Study as described in The Learning Leader: How to Focus School Improvement for Better Results, 2006 by Douglas Reeves, reveals a "curious finding…" "If you believe that adults make a difference in student achievement, you are right. If you believe that adults are helpless bystanders while demographic characteristics work their inexorable will on the academic lives of students, you are right. Both of these statements become self-fulfilling prophesies…" The research indicated that "when adults expect that teachers and leaders are associated with student achievement, then the adults rise to those expectations….Once the leadership team and faculty are empowered with a sense of efficacy and the conviction that their work matters, they can proceed confidently to the heart of implementation and monitoring. They are beyond document drills and the paralysis of analysis, and they can use data to inform their daily work as educators and leaders….Characteristics of effective monitoring include not only frequency but also the specification of the levels of implementation." (pgs 76-79)

Mike Schmoker writes on page 129 in his book, Results Now. How We Can Achieve Unprecedented Improvements in Teaching and Learning, 2006 that the monitoring of effective instruction is the heart of effective instruction (quoting Lortie, 1975, p. 41). He adds, "I believe we won't have a guaranteed and viable curriculum until principals or teacher leaders begin to meet with teacher teams by month or quarter to review and discuss evidence of what is actually being taught. Robert Marzano recommends the same kind of administrative review (2003, p. 31), and Richard and Rebecca DuFour conducted them for years. These reviews provide an occasion for teams to demonstrate that the essential, agreed-upon learning outcomes are being taught – and how successfully – per the results on common, formative assessments. They also provide an opportunity for teams to reflect on results, discuss problems, and ask for support from the leader or administrator on a frequent, timely basis. Does it even need to be said that there is simply no substitute for such regular reviews, focused on teaching and its impact, between teachers and leaders? In many schools, such reviews would have more impact than all the initiatives we have ever launched, combined. (pg 130) Schmoker cites a 2005 conversation with Dr. Anthony Muhammad and reports, "in…Southfield (Michigan), Principal Anthony Muhammad ensured that teams of teachers carefully scheduled when they would teach the most essential state standards and that the teams monitored their progress. Over a three-year period, scores in every category went up by an

average of 24 points." (pg. 39)

Building data literacy capacity

Increasing the capacity among school principals, school leadership teams, teachers, and school staff is a vital link in the school improvement process. NF21 draws inspiration from The Data Coach's Guide to improving Learning for All Students by Love, Stiles, Mundry, and DiRanna. They explain a fundamental assumption that is the basis for their book, "Every member of a collaborative school community can act as a leader, dramatically impacting the quality of relationships, the school culture, and student learning." (pg. 7) They add that "…data use is no longer a specialty of the assessment or central office or the principal. Everyone in the school understands and uses data in ways that contribute to instructional improvement." (pg. 7)

New Frontier 21 is committed to teaching school principals, school leadership teams, teachers, and support staff a methodology for disaggregating and synthesizing data to inform critical decisions relative to curriculum, instruction, and assessment are the focus of chapter three in Taking the Lead: New Roles for Teachers and School-Based Coaches (2006): "Staff development that improves the learning of all students utilizes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Data Driven Dialogue and Data Coaching: Prepares disaggregated data from multiple sources for teacher use, Teaches data access and organization, Teaches analysis and interpretation of data from multiple sources, Engages teachers in data analysis and interpretation to determine student and teacher needs, Designs professional learning that improves student achievement based on disaggregated data, Ensures continuous analysis of school and classroom data to refine improvement strategies." (Killion and Harrison, 2006, p. 175-176)

New Frontier 21 understands the need for professional development in the area of increasing the schools staff's ability to base important instructional, assessment, and curricular decisions on thoughtfully and carefully disaggregated data. Mike Schmoker reveals an issue still found in schools today that is at the heart of NF21's desire to work with schools:

"With increased accountability, American schools and the people who work in them are being asked to do something new – to engage in systematic, continuous improvement in the quality of the educational experiences of students and to subject themselves to the discipline of measuring their success by the metric of students' academic performance. Most people who currently work in public schools weren't hired to do this work, nor have they been adequately prepared to do it either by their professional education or their prior experience in schools." (Richard F. Elmore, 2004 as quoted in Mike Schmoker's Results Now, 2006)

Finally, the professional development opportunities associated with Building Data Literacy and Capacity create an environment of focus and team work. These professional development opportunities are designed to result in staff collaboration as described by Rick Stiggins in the book, On Common Ground: The Power of Professional Learning Communities (2005), "as a result of this teamwork-based learning experience, teachers can continue to collaborate in the development and use of both assessments OF and FOR learning. To the extent that we team to (1) analyze, understand, and deconstruct standards, (2) transform them into high-quality classroom assessments, and (3) share and interpret results together, we benefit from the union of our wisdom about how to help our students continue to grow as learners."

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).***

New Frontier 21 has extensive experience nationally and internationally providing job-embedded professional development to school principals, leadership teams, teachers, and school staff. Our objective is to deliver high quality professional development and support in such a way that increases the school's capacity and eliminates, or significantly reduce, the need for the school to rely on an outside source of support.

New Frontier 21 believes a vital strategy relative to job-embedded professional development is to **improve the culture of the school** and pave the way for a purposeful and laser-like focus on the continuous school improvement process and the data inquiry that is vital to a well-conceived school improvement plan.

Transforming school culture and structure professional development will benefit school leaders, school leadership teams, teachers, and school staff by improving the focus on the central mission of all schools – improving student achievement. Job-embedded professional development takes the form of:

- Providing a framework for understanding dynamic relationships within school cultures and ensuring a positive environment that supports changes necessary to improve learning for all students.
- Exploring many aspects of human behavior, social conditions, and history to reveal best practices for transforming toxic cultures into healthy ones.
- Discuss about the importance of: shared vision, belief, and values of staff, shared leadership: principal and teacher leadership, organizational language and professional learning communities.
- Engaging participants in reflective thinking designed to cause participants to become introspective about the language they use individually and collectively in the context of the school. The school will be taught effective strategies and trained to integrate effective tools into their daily work lives.
- A framework for establishing and maintaining Professional Learning Communities(PLCs). Effective schools are staffed with educators who realize that the commitment to be professional is life-long and on-going. Participants will discuss the value and purpose of PLCs. Staff will establish norms, working agreements, and protocols for working together in a PLC with a purposeful focus on collaborative relationship and an increase in quality instruction and student achievement.
- Useful and effective data inquiry tools. Participants will experience job-embedded professional development with data inquiry tools designed to intentionally reshape the internal practices of their schools foster a culture of professional inquiry through the use of data. School leaders, school leadership teams, teachers, and school staff will learn a system for integrating a culture of continuous data inquiry.

New Frontier 21 strategy believes a vital strategy relative to job-embedded professional development is to emphasize the process of **Continuous School Improvement** and pave the way for a purposeful and laser-like focus on the school's goals, objectives, strategies, and related tasks that must materialize in the classroom in the form of effective instruction.

Continuous School Improvement professional development will benefit school leaders, school leadership teams, teachers, and school staff by improving the focus on the central mission of all schools – improving student achievement. Job-embedded professional development takes the form of:

- Understanding State and Federal compliance issues as they relate to continuous school

improvement. These must be understood by school leaders, school leadership teams, teachers, and school support staff and will be taught in parallel with the continuous school improvement process. School leaders, school leadership teams, teachers, and school support staff will learn to utilize tools to help them navigate through State and Federal compliance topics while maintaining their focus on delivering high quality instruction to students.

- A detailed process for selecting interventions, monitoring the implementation of intervention(s), and evaluating the effectiveness of intervention(s) in terms of formative and summative assessments. Staff will create and deploy PLCs to examine student work, make data-driven decisions, plan assessments, and identify effective instruction within the continuous school improvement process. Staff will decide how often to monitor, evaluate, and assess the SIP on a regular and on-going basis as a matter of policy and practice within the school. School leaders, school leadership teams, teachers, and school support staff will collectively create a logic model that provides a graphical representation of the disciplined thinking that progresses from the stated problem to the outcome. Inherent in the logic model is the development of a realistic and attainable monitoring plan for gathering and analyzing data to determine whether the outcomes have been met.
- A process for reflection relative to the stages of implementing an intervention. Schools often lose their focus and zeal for an intervention when they do not see immediate results. The intervention can become "watered down" and/or implemented by some while resisted by others. NF21 will introduce a process for reflecting on the stages of implementation that will have the effect of causing the school to set realistic expectations and focus on the important tasks associated with the intervention's sustainability.

New Frontier 21 strategy believes a vital strategy relative to job-embedded professional development is to emphasize the process of **Building Data Literacy Capacity** and pave the way for a purposeful and laser-like focus on the school's goals, objectives, strategies, and related tasks that must materialize in the classroom in the form of effective instruction.

Building Data Literacy Capacity professional development will benefit school leaders, school leadership teams, teachers, and school staff by improving the focus on the central mission of all schools – improving student achievement. Job-embedded professional development takes the form of:

- Teaching staff how to read and understand a **methodology for analyzing data**
- Teaching staff how to read and create a **GLCE gap analysis report** for all grade levels represented in their school. All staff with access to state level achievement data will be able to read and create a GLCE gap analysis.
- Teaching staff how to read and create a **trend analysis report** for the school building and all grade levels represented in their school. All staff with access to state achievement data will be able to read and create a trend analysis report.
- Teaching staff how to read and create a **students near proficiency analysis** for the school building and all grade levels associated in their school. All staff with access to state achievement data will be able to read and create a students near proficiency analysis.
- Teaching staff the process of triangulation, or looking at multiple data sources to validate, illuminate, confirm or dispute assumptions formed after looking at a single data source, can be a powerful tool for discovering new information. This training demonstrates how the investigation of three different data sources can promote a deeper analysis of student performance and lead inquiries into more productive and informed decision-making. There is a focus on teaching the staff this process so they can replicate.

<u>Exemplar 4:</u> ***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)***

New Frontier 21 staff have extensive experience with State and Federal Requirements:

Aligning model(s) to be implemented with the School Improvement Framework:
NF21 staff is comprised of current and former practitioners including teachers, principals, researchers, educational specialist, and State-level directors that incorporate the five strands of the school improvement into their practices. NF21 staff has a track record of raising student achievement through a focus on **Teaching for Learning** in schools found in numerous Michigan schools including those in Southfield, Lansing, Williamston, and Garden City. NF21 staff are current practitioners with teaching and administrative experience. All have provided effective **Leadership** directly leading to increases in student achievement. **Personnel and Professional Learning** is a cornerstone of NF21's work. The vast majority of NF21 staff holds advanced degrees, and all are researchers, practitioners, and have led professional development workshops for K-12 educators. Key NF21 staff have school principal experience and understand the need for effective **school and community relations** as a key to supporting the school's effort to increase student achievement. Each key NF21 staff member has experience strengthening the relationship between the school and community. NF21 also specializes in disaggregating and synthesizing demographic, student achievement, process, and perception data relative to the Comprehensive Needs Assessment, the Continuous School Improvement Process, and the School Improvement Plan. NF21 is experienced and well-versed in **data and information management** and understands this strand of the school improvement framework is an extremely important factor relative to informing key decisions.

The Michigan Comprehensive Needs Assessment:
New Frontier 21 employs individuals who are required to lead their staff through the process of creating and continuously updating their school's Comprehensive Needs Assessment. In addition, NF21 has developed effective tools for disaggregating data, analyzing data, and updating the School Data Profile and School Data Analysis sections of the Comprehensive Needs Assessment. New Frontier 21 staff include the former director of NCA and all staff have a sound understanding of the scope, process, and importance of linking the process of completing the Comprehensive Needs Assessment and the School Improvement Plan.

Individual School/District Improvement Plans, North Central Association (NCA)

- **Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."**

New Frontier 21 staff include the former director of NCA and have experience in schools throughout Michigan and have also shared their expertise with schools throughout the country. Their experience with the processes and practices of NCA are extensive. While working with Michigan schools NF21 professional development has helped schools gain insight and clarity relative to their School Process Rubrics and Standards Assessment Reports. Helping schools reflect on their own practices, policies, and results has led to meaningful School Process Analysis and Summary Report. In turn, schools are much more likely to create a meaningful school improvement plan. NF21 staff also include individuals who have served on NCA Visitation Teams.

Understanding of Title 1 (differences between Targeted Assistance and School-wide)
New Frontier 21 staff include current principals of schools receiving School-Wide Title I Assistance and Targeted Assistance and clearly understand the relationship between Title I Assistance and the impact it has on the Continuous School Improvement Process and the School Improvement Plan.

State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)

New Frontier 21 staff have worked with over fifty schools in the State of Michigan using various data analytics and processes to aid schools in their understanding of student performance and identification of problematic and celebratory MEAP/MME points of interest. Data Analytics include the disaggregation of building, grade level, subgroup, strand, focal point, GLCE, and item data relative to the MEAP. Data Analytics include the disaggregation of building, grade level (when appropriate), subgroup, standard, HSCE, and College Readiness Standards relative to the MME. Data Analytics also include ACT Explore and ACT Plan data resulting in and analysis of College Readiness Standards that can be cross-referenced with those College Readiness Standards. The State Match Supplement is very useful in this process.

Michigan Grade Level Content Expectations (GLCEs)

New Frontier 21 has developed a data analysis methodology, analytic tools, and customizable templates to help school principals, school leadership teams, teachers, and school support staff to break down aggregate State level student achievement data (MEAP) to the point where Grade Level Content Expectations can be analyzed. An effective professional development activity that New Frontier 21 staff has delivered to schools includes an analysis of Grade Level Content Expectations and engages in a process of breaking the GLCE down into its associated verbs and nouns. The verbs describe the level of critical thinking when applied to Bloom's Taxonomy. The nouns found within a GLCE are the subject matter content like "divide" and "metaphor." These are both extremely important areas to be understood by classroom teachers. Our experience indicates that professional development relative to GLCEs creates an environment for rich discussion and immediately results in improved unit and lesson planning – leading to improved instruction. It is noteworthy that breaking down a GLCE can have the effect of causing all school staff to understand the GLCE leading to an increase in contributions to student learning from school staff in addition to the content-area teachers.

Michigan High School Content Expectations (HSCEs)

New Frontier 21 has developed a data analysis methodology, analytic tools, and customizable templates to help school principals, school leadership teams, teachers, and school support staff to break down aggregate State level student achievement data (MME) to the point where High School Content Expectations can be identified through an analysis of Standard performance and subsequently be analyzed. An effective professional development activity that New Frontier 21 staff has delivered to schools includes an analysis of High School Content Expectations that the school chooses to focus on (as a result of their data analysis) and engages in a process of breaking the HSCE down into its associated verbs and nouns. The verbs describe the level of critical thinking when applied to Bloom's Taxonomy. The nouns found within a GLCE are the subject matter content like "divide" and "metaphor." These are both extremely important areas to be understood by classroom teachers. Our experience indicates that professional development relative to GLCEs creates an environment for rich discussion and immediately results in improved unit and lesson planning – leading to improved instruction. It is noteworthy that breaking down an HSCE can have the effect of causing all school staff to understand the HSCE leading to an increase in contributions to student learning from school staff in addition to the content-area teacher.

Michigan Merit Curriculum

New Frontier 21 primary staff are current practitioners and certified school administrators who have a sound understanding of the Michigan Merit Curriculum and rely on their knowledge and understanding of it to effectively lead their schools.

Section 504 of the Individuals with Disabilities Education Act (IDEA)

New Frontier 21 primary staff are current practitioners and certified school administrators who have a sound understanding of the Michigan Merit Curriculum and rely on their knowledge and understanding of it to effectively lead their schools.

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)*

New Frontier 21 has extensive experience providing professional development to schools in Michigan and across the United States including schools considered "high priority." New Frontier 21 staff is committed to working with the school principal, school leadership teams, teachers, and support staff who are serving schools.

New Frontier 21 staff will provide professional development to generate understanding and the ability for the staff to replicate their learning. School staff will increase their expertise in each phase of theNF21 plan to increase capacity among the staff. More capacity to replicate the skills and tools NF21 is teaching means an increase in the likelihood of sustainability. NF21 will work toward a gradual release of responsibility through delivering professional development, modeling, observing, and responding to feedback. The following are the professional development modules available to schools and what their customized plan will be drawn from:

Phase 1

Transforming School Culture

This professional development session will provide a framework for understanding dynamic relationships within school cultures and ensuring a positive environment that supports changes necessary to improve learning for all students.

Shared vision, belief, and values

This professional development session focuses on the importance of having a shared vision, belief, and values for a positive school culture.

Organizational Language

As schools and systems struggle to focus and align the talents of the diverse members of their organization, one critical tool stands out more than any other. That tool is Language

Phase 2

Professional Learning Communities

Participants will discuss the value and purpose of Professional Learning Communities (PLCs). Staff will establish norms, working agreements, and protocols for working together in PLCs with a purposeful focus on collaborative relationship and an increase in quality instruction and student achievement.

Building An Effective Data Culture Through-Distributed Leadership

In this workshop, participants will learn how to intentionally reshape the internal practices of their schools to foster a culture of professional inquiry through the use of data, distributed leadership and systems thinking, with the singular goal of improving student achievement outcomes.

Continuous School Improvement Process

This professional development will dissect the true meaning and value of School Improvement as a continuous process. Participants will address the compliance issues and explore the relationships between gather, study, plan, and do.

Phase 3

Data Analysis Methodology for Elementary, Middle School, High School

The purpose of this training is to teach school leaders, school improvement teams, teachers, and support staff a Data Analysis Methodology to increase the likelihood of structured data analysis leading to informed and confident decisions relative to needed professional development for staff.

Gap Analysis Math/Reading

NF21 staff will first model how to study the gap analysis document to determine math/reading GLCEs that are a challenge to the school. Participants will learn how to identify the MEAP items that assess G.L.C.E.s, how to identify individual students near proficiency, and how to write a clear and comprehensive data narrative statement.

GLCE's Over Time Math/Reading

Utilizing an analysis of proficiency gaps in the subjects of Math/Reading, this training will introduce school-level staff to the gap analysis process over a multi-year period.

Students Near Proficiency Math/Reading

This professional development session will focus specifically on those students who were near the proficiency cut-off score on the state assessment.

Examining Student Work

participants will engage in the process of collaboratively and systematically thinking about how student work fits into the broader contexts of school improvement and professional development.

MEAP - Building, Grade Level and Subgroups Over Time Math/Reading

This professional development session will allow participants to examine their students' state assessment proficiency levels over a three year period at the elementary and middle levels.

MME - Building and Subgroups Over Time Math/Reading

This professional development session will allow participants to examine their students' state assessment proficiency levels over a two year period at the high school level in Mathematics and/or Reading.

HS Standard Analysis Math/Reading

Utilizing a system for analyzing Michigan Merit Exam Standards participants in this workshop will be learn to identify the most challenging high school standard in Math and Reading, as tested on last year's Michigan Merit Exam (MME

HS Standard Analysis Over Time Math/Reading

Participants in this workshop will learn to identify the most challenging high school standard in Math/Reading, as tested on the Michigan Merit Exam (MME).

Triangulation of Data Process Overview

The process of triangulation, or looking at multiple data sources to validate, illuminate, confirm or dispute original assumptions formed after looking at a single data source, can be a powerful tool for discovering new information in the data.

Phase 4

Researching and Selecting an Evidence Based Intervention

This training will give participants a practical application of the research and selection of an evidence-based intervention.

Generating a Monitoring Plan for Intervention

Participants in this training will focus on the interventions they have chosen and create a plan for monitoring its implementation.

Monitoring Progress Through Assessment

This professional development session teaches participants to pinpoint their school's performance relative to strands, standards, mathematics focal points, and associated GLCEs or HSCEs.

Understanding by Design

This professional development session helps participants develop units using the "Understanding by Design" or "Backwards Design" model.

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)

Dr. Anthony Muhammad:

Anthony Muhammad is one of the most sought after educational consultants in North America. As a practitioner of nearly twenty years, Dr. Muhammad has served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal.

Dr. Luis Cruz:

Dr. Cruz is a dedicated and committed educator who is currently the principal at Baldwin Park High School, a school located approximately 30 miles east of Los Angeles. After having experienced notable success as the principal at Holland Middle School in the Baldwin Park Unified School District, Luis has embarked on a mission to the same at Baldwin Park High School by adopting and implementing a Professional Learning Community framework. Luis has taught and has been an administrator at the elementary, middle and high school levels and is well versed in effectively working with English Language Learners.

Carlos Johnson:

Johnson and his team of consultants have successfully turned around three failing charter schools while transitioning them from traditional company management style schools into independent models. This accomplishment has saved these schools hundreds of thousands of dollars and brought many more valuable programs and resources directly into the classroom.

Alexander McNeese:

Alexander McNeece is an award-winning school administrator whose goal is to eliminate the Achievement Gap by using motivational reading material, developing a school culture of writing, and integrating 21st Century technology into every facet of his teachers' teaching and his students' learning.

Shahid Muhammad:

Shahid Muhammad has been a high school mathematics instructor for the past decade receiving recognition for his teaching, and research excellence. Mr. Muhammad has become a powerfully dynamic and inspirational speaker. He has a special interest in, and dedication to, improving the mathematical competency and performance of all underrepresented students. Known as "The Math Doctor," Shahid Muhammad has written and published several books.

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.

Auto-Owners INSURANCE COMPANY
6101 ANACAPRI BLVD., LANSING, MI 48917-3999

55040 (11/87)
Issued 06-15-2010

TAILORED PROTECTION POLICY DECLARATIONS

Renewal Effective 07-22-2010

AGENCY GODDARD-TALMAY AGENCY INC
11-0705-00 MKT TERR 004 (248) 624-1531 **POLICY NUMBER 094611-04094913-10**

INSURED NEW FRONTIER 21 LLC
..
ADDRESS 43422 W OAKS DR STE 132
NOVI, MI 48377-3300

Company Bill

POLICY TERM
12:01 a.m. 07-22-2010 to 12:01 a.m. 07-22-2011

In consideration of payment of the premium shown below, this policy is renewed. Please attach this Declarations and attachments to your policy. If you have any questions, please consult with your agent.

COMMERCIAL GENERAL LIABILITY COVERAGE

LIMITS OF INSURANCE

General Aggregate (Other Than Products-Completed Operations)	$1,000,000
Products-Completed Operations Aggregate	1,000,000
Personal Injury And Advertising Injury	1,000,000
Each Occurrence	1,000,000

Commercial General Liability Plus Endorsement 55091

Damage to Premises Rented to You (Fire, Lightning, Explosion, Smoke or Water Damage)	300,000	Any One Premises
Medical Payments	10,000	Any One Person
Hired Auto & Non-Owned Auto	1,000,000	Each Occurrence

Expanded Coverage Details See Form:
- Extended Watercraft
- Personal Injury Extension
- Broadened Supplementary Payments
- Broadened Knowledge Of Occurrence
- Additional Products-Completed Operations Aggregate
- Blanket Additional Insured - Lessor of Leased Equipment
- Blanket Additional Insured - Managers or Lessors of Premises
- Newly Formed or Acquired Organizations Extension
- Blanket Waiver of Subrogation

Twice the "General Aggregate Limit", shown above, is provided at no additional charge for each 12 month period in accordance with form 55300.

AUDIT TYPE: Annual Audit

FORMS THAT APPLY TO THIS COVERAGE: 59350 (01-08) 55146 (06-04) CG2116 (11-85) 55350 (12-04) 55337 (12-04) IL0021 (11-85) 55296 (07-05) 55300 (07-05) CG0168 (10-92) IL0017 (11-85) IL0286 (12-90) 55091 (10-08)

LOCATION OF PREMISES YOU OWN, RENT OR OCCUPY

LOC 001 **BLDG** 001 6030 Orchard Woods Dr
West Bloomfield, MI 48324-3280

TERRITORY: 003 **COUNTY:** Oakland

MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES
CORPORATION, SECURITIES AND LAND DEVELOPMENT BUREAU

Date Received

(FOR BUREAU USE ONLY)

FILED

ADJUSTED PURSUANT TO TELEPHONE AUTHORIZATION
ANTHONY

MAY 3 0 2006

Administrator
BUREAU OF COMMERCIAL SERVICES

This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

Tran Info:1 11850637-1 05/23/0
Chk#: 1243 Amt: $60.00
ID: ANTHONY S MUHAMMAD

Name
New Frontier 21

Address
298 Arnold Avenue

City State Zip Code
Pontiac, Michigan 48341

EFFECTIVE DATE

Document will be returned to the name and address you enter above.
If left blank document will be mailed to the registered office.

ARTICLES OF ORGANIZATION
For use by Domestic Limited Liability Companies
(Please read information and instructions on last page)

D04625

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

ARTICLE I

The name of the limited liability company is: **New Frontier 21**, LLC

ARTICLE II

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

ARTICLE III

The duration of the limited liability if other than perpetual is: _____

ARTICLE IV

1. The street address of the location of the registered office is:

298 Arnold Avenue , Pontiac, Michigan 48341
(Street Address) (City) (Zip Code)

2. The mailing address of the registered office if different than above:

_____, Michigan _____
(Street Address or P.O. Box) (City) (Zip Code)

3. The name of the resident agent at the registered office is: Anthony Muhammad

Appendix
Resumes

Alexander McNeece

32502 Sprucewood
Farmington Hills, MI
48334

248-854-7274
alexandermcneece@yahoo.com
www.alexandermcneece.com

Education

2010 – 2014 Eastern Michigan University Ypsilanti, MI

Doctorate
Educational Leadership

1999 – 2004 Michigan State University East Lansing, MI

Master of Arts
Curriculum and Teaching

1994 – 1998 Michigan State University East Lansing, MI

Bachelor of Arts
Major: Education
Minor: Communication
Minor: English

Professional Experience

2008 – Present New Frontier 21, LLC Novi, MI
Consultant

2007 – Present Garden City Public Schools Garden City, MI
Principal, Lathers Pre-K- K
Principal, Douglas K-8

2000 – 2007 Southfield Public School Southfield, MI
Football Coach, Fourth, Seventh, Eighth Grade Teacher

Professional Activities

- 2010 Speaker, New Frontier 21 Summit for Unprecedented Achievement (Dallas, TX), *Title I Students: Literacy Growth, Writing Achievement, and 0% Retention (K-6)*
- 2010 Presenter, Torchlight Academy (Raleigh, North Carolina) *Lights, Camera, Action, Learn!*
- 2010 Presenter, Michigan Reading Association, *Eliminating the ELA Achievement Gap*
- 2010 Presenter, (Garden City, MI) *Transforming Your District's Culture*
- 2010 Co-Presenter, New Frontier 21 (Louisville, KY) *Transforming School Culture*
- 2009 Runner Up, Wayne County RESA Principal of the Year
- 2009 Presenter, New Frontier 21 Summit for Unprecedented Achievement (Detroit, MI), *Eliminating the ELA Achievement Gap*
- 2009 Presenter, Michigan PTA Conference, *The Bell Curve Just Won't Do*
- 2009 Presenter, Michigan Reading Association, *The Bell Curve Just Won't Do*
- 2008 Actor, A Midsummer Night's Dream, Barefoot Production
- 2008 Presenter, New Frontier 21 Summit (Dallas, Texas), *Success for Boys in English/Language Arts*
- 2008 Presenter, Michigan Reading Association, *Boys, the MEAP, and My Book*
- 2002 Co-Presenter, NCA Conference, *Bringing a School to Accreditation*
- 2001 Co-Chair, Author's Garden, Michigan Reading Association Conference

Professional Membership

- Association for Supervision and Curriculum Development
- International Reading Association
- Michigan Elementary Principal Association
- Michigan Reading Association
- National Association of Elementary School Principals
- Society of Children's Book Writers and Illustrators

Videos Produced

- 2009 Acme Elementary: Not Afraid to Maintain the Status Quo, McNeece Productions
- 2006 Magic Dust: The Real Solution, (Solution Tree Publishing)
- 2005 Opening Day Video, Southfield Public Schools
- 2004 Millage Renewal Video, Southfield Challenge Committee

Books

- 2010 Author, Read to Me, Daddy: My First Football Book (Ferne Press)
- 2009 Author, Sam Iyer: Imminent Threat (Star)
- 2008 Author, Ryan and Ruby Go To Kindergarten (Ferne Press)

Anthony S. Muhammad, Ph.D.
Professional Vitae

Work Experience

1987-1995 Teacher, Rich Middle School, Lansing, MI

1995-2001 Principal, Sankofa Shule Academy, Lansing, MI

2001-2006 Principal, Levey Middle School, Southfield, MI

2006-Present President, New Frontier 21 Consulting

Education

1987 Bachelor of Arts, International Relations, Michigan State University

2000 Masters of Arts, Educational Administration, Michigan State University

2003-2005 Educational Administration Doctoral Program, Michigan State University

2007 Doctor of Philosophy, Educational Administration, Nova Southeastern University

Published Works

2009 ***Transforming School Culture: How to End Staff Division***, Solution Tree Press, Bloomington, IN

2008 ***The Collaborative Administrator: Working Together as a Professional Learning Community***, Solution Tree Press, Bloomington, IN

Awards

2005 Michigan Middle School Principal of the Year Award, Michigan Association of School Boards

1994 Teacher of the Year, Lansing School District, Lansing, Michigan

CARLOS JOHNSON – VITAE
SPEAKER / TRAINER / AUTHOR

Work Experience

1990 – Present	President, IMAGE of Success, Inc. Classroom Management and Parent Involvement Consulting
2010 – Present	Plymouth Christian Academy Board of Regents
2004 – Present	Global Preparatory Academy, Board President
2010 – Present	Speaker, New Frontier 21 Consulting
2008 -- 2010	Co-Owner, Transitons Educational Consultants School Management Consultants

Published Works

2009	The Pains & Joys of Raising Boys Video/Training DVD
2008	The Pains & Joys of Raising Boys
2002	Power Paren-T-een Prescriptions: Daily Prescriptions for the Common Parental Headache, Volume 1 & 2
2002	The Power Paren-T-een Audio CD
2000	I.M.A.G.E. Personal Success Failure Prevention System, Life Skills Curriculum
2003	Art of War: Classroom Without Causalities – Classroom Management Training
1998	The 7- Parenting Styles Schools Must Know

Education

2009	Certified Trainer for Gender Based Learning Gurian Institute, Color Sprigs, CO
2009	Systemic Theology Detroit Bible Institute
1982 – 1986	Bachelor of Science, Psychology, Ohio State University, Columbus, OH

Luis F. Cruz, Ph.D

1100 Regal Canyon Drive
Walnut, CA 91789
(626) 705-9415
E-mail:lcruz@newfrontier21.com

Education

Doctorate:	Institutional Leadership and Policy Studies, University of California, Riverside, 2009
Master of Arts:	Curriculum and Instruction, Claremont Graduate University, 1996
Bachelor of Arts:	Sociology, California State University, Fullerton, 1994
Associate of Arts:	Mount San Antonio Community College, 1991

Credentials

California Professional Clear Administrative Service Credential (Expires 07-01-2014)
California Professional Clear Teaching Credential (Expires 07-01-2014)

Professional Work History

Administrative Experience

2006-Present Baldwin Park Unified School District
High School Principal, Baldwin Park High School

Since being appointed as Principal of Baldwin Park High School, I have successfully led, organized and supervised faculty and staff at the site in accomplishing the following:

- Enhanced California's Academic Performance Index (API) points each year in my tenure as principal by 80 total points, far exceeding targets set by the state.
- Significantly increased schools graduation rate into the 90 percentile.
- Significantly increased academic performance of English Learners and as a result was recognized by the State of California with Golden Bell Award for closing achievement gap between English Only students and English Learners.
- Significantly decreased incidents of violence and graffiti on campus.
- Significantly increased parent involvement to include Spanish speaking community.
- Established a Small Learning Community structure to more effectively personalize educational experience of the over 2400 students at our site.
- Created foundation for a Professional Learning Community via:
    - Creation and daily implementation of school mission
    - Creation and implementation of formative assessment process
    - Creation and implementation of collaborative school culture
    - Creation and implementation of collective inquiry process
    - Creation and implementation of student intervention process

2003-2006 Baldwin Park Unified School District:
Middle School Principal, Holland Middle School

- Improved API and AYP status of school 2 consecutive years.
- Initiated and developed nationally recognized *Advancement Via Individual Determination* (AVID) program.
- Initiated and implemented staff development program to include literacy strategies, academic vocabulary, Cornell note taking, and other research based instructional strategies, in particular checking for student learning during academic lessons.
- Established structure for leadership inclusivity of faculty, staff, and students.
- Developed and coordinated parent education program for all parents in both English and Spanish.

2001-2002 Baldwin Park Unified School District:
Assistant Principal, Central Elementary School

- Assisted principal in the development of strategies aimed at increasing student achievement.
- Introduced and implemented research based approach to addressing chronic student absenteeism.
- Strengthened and coordinated Dual Language Program to promote bilingual education in both English and Spanish.
- Coordinated student activities aimed at raising consciousness of state testing structure and importance.
- Created parent involvement program aimed at sharing with parents in both English and Spanish research based practices aimed at increasing student learning.

1999-2001 Baldwin Park Unified School District
Teacher on Special Assignment Overseeing District-Wide Parent Involvement

- Coordinated and presented district-wide parent workshops and seminars in both English and Spanish.
- Established parent field trips aimed at exposure to colleges and universities
- Facilitated communication between schools and culturally diverse home environments.
- Developed and implemented district-wide recognition ceremony to honor parent involvement.
- Worked collaboratively with school personnel to increase effective parent involvement

Teaching Experience

2002-2004 Whittier College, Whittier, California

- Adjunct Faculty Member-Department of Curriculum and Instruction, undergraduate and graduate level courses. Emphasis on Multicultural Education

1994-1999 Rowland Unified School District, Hurley Elementary, La Puente, California

- Fifth Grade Bilingual Teacher

1993-1994 Whittier Union High School District, Whittier High School

- Ethnic Studies Teacher 11th and 12th grade

1994 (summer) **City of El Monte, El Monte, California**

- Provided at –risk high school students with goal setting course as part of youth employment program

Professional Consulting

New Frontier 21 Consulting (2008-present)

- **Provided schools and school districts throughout the United States professional consulting aimed at significantly enhancing student achievement. Array of presentations have included but are not limited to the following:**
  - Irving, Texas, December, 2008**,** *The Leadership Necessary to Raise the Academic Achievement of English Learners.*
  - Merced, California, Crows Landing School District, October 2008, August 2009, Understanding *School Change and How to Effectively Embrace It!*
  - St. Joseph School District, Missouri, August 2009, Motivational Keynote Speaker
  - St. Paul Minnesota, June 2009, *The Essential Elements of Leadership*
  - Omaha, Nebraska, April 2010, *Addressing the Dropout Dilemma.*
  - Phoenix, Arizona, July 2010, *Implementing a Professional Learning Community*
  - Tampa, Florida, August 2010, *Latino Leadership for Latinos Student Achievement.*
  - Atlanta, Georgia, September 2010, *Transforming School Culture.*
  - Visalia, California, November 2010, *Working Effectively with Latino Spanish-Speaking Parents.*

Professional References

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Objective

To effectively raise the level of mathematical literacy and competency of urban youth and adults, through innovative teaching and through the creation of appropriate educational products.

Education

Masters of Science **May 2001**

Mathematics-Lincoln University

Masters of Science **August 1996**

Adult Education Developmental Studies-National Louis University

Bachelors of Science **August 1989**

Experience

Grambling State University **2004-2005 & 2006-2007**

Assistant Professor & Coordinator of Mathematics for Grambling State Lab Schools

Malcolm X College **2007-Present**

Math Professor

National Louis University

Assistant Professor Adult Education Developmental Studies **1997 to 1999**

Muhammad University of Islam **1989-1999 & 2002-2004 & 2007-Present**

Math Instructor High School & Upper Grades

Philadelphia Public Schools **1999-2002**

High School Math Instructor

Triton College **1995-1997**

Adjunct Math Professor

Olive Harvey College **1994-1995**

Adjunct Math Professor

Publications

How to Teach Math to Black Students by Shahid Muhammad 1995

Learn Math Quick & Easy Instructional Math DVDs by Shahid Muhammad 2000

Math Doctor Workbooks for K thru First Grades by Shahid Muhammad 2002