

# 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

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Consultant  
Office of Education Improvement & Innovation

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## 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

<b>Exemplar</b>	<b>Total Points Possible</b>
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
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

**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			
37-5582527		Readiness, LLC			
3. Name of Entity as you would like it to appear on the Approved List					
Readiness (Prontitud)					
4. Entity Type:		5. Check the category that best describes your entity:			
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information					
Name of Contact Mary Almon		Phone 313-544-8330		Fax 313-638-1827	
Street Address 300 River Front Drive Suite 6A		City Detroit		State MI	Zip 48226
E-Mail Readiness3@gmail.com		Website			
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)?

Yes                      X No

What school district are you employed by or serve: \_\_\_\_\_

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

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

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

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

- Change in service area
- Change in services to be offered
- Change in method of offering services

## **SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES**

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

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

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

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

## **Exemplar 1: Description of Comprehensive Improvement Services (4 pages)**

**The Readiness Intervention Team (RIT)** has a product that is a Systematic Program designed to assist school organizations make systemic changes to ensure students, teachers, and administrator's success. RIT has dispelled the myth that urban secondary schools are incapable of achieving success for under privileged students, especially children of color and the economically disadvantaged. Many urban high school students enter their school year with a variety of needs such as social, emotional, academic and behavioral challenges that have not been identified earlier. RIT is prepared to meet the fore- mentioned challenges with a proven record of success. RIT educational principles have operated in-school and offsite satellite programs that have assisted over 500 public and charter K-12 students improve their academic skills, cognitive skills and self-esteem. These programs provide a number of "indicators of effectiveness" in increasing the academic proficiency of low-income, under-achieving students highlighted below.

**Indicator 1:** Our model of instruction is synonymous with state objectives for improving state assessment scores for tests such as i.e. (MEAP/MME/ACT/HSCes). **Indicator 2:** Students who attend the In-school and off-school sites programs saw an increase in their test scores on state testing. The following data is an indication of how well our program lines up with Michigan state objectives for improvement. Using proficiency data taken from the *Michigan School Report Card*. Western International High School and Priest Elementary School off-site Saturday programs consist of 75% bilingual speaking students who received service in reading and mathematics demonstrated steady and consistent increases in years 2006 – 2008. Western High a 26% increase in English and a 14.26% increase in Mathematics. Priest Elementary a 43.27% increase in English and 65.38% in Mathematics. While the percent of proficiency was lower in 2007-2008 the overall student achievement levels improved (Exemplar #2). Stakeholders have also provided positive feedback regarding our in-school and off-site programs. **Indicator 3:** Measurable outcome objectives have impacted Reading and Mathematics grades. Our program is linked to the local curriculum and state standards. Measurement of each student's progress is done through a systematic evaluation of outcome objectives during instruction and after instruction. One tool of linkage used to connect progress is the *Brigance CIBS-R* pre/posttest scores and the DISTAR-Quiz mastery level skills that are correlated to the pre-identified state standards. Each outcome performance objective is fluid and adjustable according to each student's progress. Students have shown an increase of one or more grade levels in reading &/or mathematics by the time school/teacher administered their subject area post-test assessments. \*201 students in 2007-2008 and 256 students in 2009 – 2010, at Western High and Priest Elementary schools respectively, met their individual outcome objectives by 80% or higher. Student's confidence in both areas grew as a result of positive experiences with our program. These objectives are incorporated into each student's Individualized Learning Paths (ILP). **Indicator 4:** Student academic performance has been assessed using responses to survives which was designed to gauge satisfaction with our tutoring program. Our findings indicate that an average of 78 % of parents, 95 % of teachers, 90% of student, who took our survey agreed that the student's

academic grades, homework, behavior, etc., had improved. **Indicator 5:** In addition to the positive impact that our program has on students' academic performance. The program has had a positive impact on both student attendance and behavior. Nearly 88% of the students who began our program this year have had consistent attendance. We attribute this to our unique teaching style of direct instruction along with computer-aided learning, which our students look forward to during each session; our attendance and achievement-based incentives, include daily snacks, pizza parties for good attendance, and after-tutoring game time.

The comprehensive services of the RIT Systematic Program provides a unique opportunity for teachers to use Best Practice research techniques while gathering data and implementing results that are specific to underperforming urban secondary schools. Our professional development in-services are interactive and research based practices that focus on English Language Arts, Science, Social Studies, Mathematics, Technology and Instructional Leadership. The core values that describe Best Practices are embodied in four categories as follows: leadership, student-centered education, teacher and staff focused and summative assessment with performance results. RIT has received numerous recognition of excellent for providing teachers and administrators with quality professional development over the past three years, based on survey responses.

**RIT support systems ensure student and teacher success and sustain improvement** by implementing evidence – based practices in teaching, expectation, support and learning. Fixsen (2005) describes sustainability of evidence-based practices and programs as intense and lengthy often requiring 2-4 years. RIT Systematic Program mirrors Fixsen stages and sustainability will be accomplished by focusing on the following:

- How the School Improvement Plan (SIP) addresses student support, parent support, staff support, district and state support
- How the SIP addresses goals, expectations, action plans and student-staff development
- How the school analyzes and aligns test data with their curriculum and state standards
- How the school determines the academic needs of high, mid, and low performing students
- How the school tracks and monitors attendance, grades and mobility rate of students

RIT will provide direct support and implement the following steps: identify and analyze the problem; select the appropriate behavior for the intervention; model, finalize, and implement effective strategies; as well as use progress monitoring to determine the next steps to sustain improvement. RIT utilizes a *Multi- Seamless Service Delivery Model*, with a focus on tiered intervention. Each area of the delivery model has intense comprehensive services to equally address staff and student needs. This model provides instructional processes that will improve student needs, whether it is academic, social, attendance or behavior. The model also provides effective job-embedded professional development activities to administrators, teachers support staff, focusing on the Honor Guard, small group direct instruction, intervention and technology. RIT intent is to work collaboratively with the administrators, counselors, school psychologist, school leadership team, social worker, teachers, and attendance officer as a unit not in isolation. Other stake holders will be linked to the program, such as, health and social service personnel.

**Content and Delivery Systems** - RIT goal is to provide early identification of students who may be at risk for academic failure. Our mission is to select delivery systems proven to improve the academic performance by meeting needs of students, teachers, parents and assisting the learning community. RIT desires to create long-term relationships that are essential in fostering sustainable improvement. To foster sustainable improvement in all content areas - data driven instruction is provided to students through various delivery systems i.e. small group, individualized, lectures, technology, tools for special needs, cognitive and language enhancers, student in-services, etc. RIT fosters sustainable by using the researched method of progress monitoring which is Curriculum-Based Measurement (CBM). Crucial to identifying at risk students and helping them progress through high school is monitoring the various aspects of their performance such as, attendance, testing and educational history. Research findings suggest that the best method is to use Curriculum-Based Measurement (CBM), (The National Research Center on Learning Disabilities 2008). This monitoring method according to the report is used to monitor basic skills of students at the secondary school level and to measure their mastery of content in all subject areas. Research has shown Curriculum-Based Measurement to be both reliable and valid (Fuch, L. &Fuch, D. 2008). A variety of testing and instructional programs and materials are used in order to deliver whatever type of academic program a student or district may need for academic success.

Response to Intervention (RtI) reform efforts that seek increased student achievement reflect the premise that the quality of student learning is directly related to the quality of teaching (The National Commission on Teaching America's Future 1996). To be effective, job-embedded professional development is tailored to provide teachers with a way to directly apply what they learn to their teaching. Two recent studies that support focusing professional development on curriculum have positive implications for states striving to connect education policy to instruction. David Cohen and Heather Hill (2001) found that teachers whose learning focused directly on the curriculum that they taught would be the teachers who adopted the practices taught in their professional development.

In another study, Michael Garet and colleagues surveyed a nationally representative sample of teachers who, in the late 1990s, participated in the Eisenhower Professional Development Program, which emphasized mathematics and science (2001). The study found that teachers were more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development linked directly to their daily experiences and aligned with standards and assessments.

**Job Embedded Professional Development** - RIT utilizes job embedded professional development training as a cornerstone to meet the needs of the administrators, school leadership team, teachers, students and support staff. The Job-embedded professional development model will focus on the following: Also see (Exemplar #5)

- Best Practices for Making Teachers Smart Data Users and Collectors
- Techniques for Using Data to Raise Promotion Rates

- Writing/Reading Across the Curriculum
- Innovative Approaches for Leveraging Data to Make Annual Yearly Progress (AYP)
- Inclusion Learning
- Strategies for Making the Most of Statewide Data Systems
- Small Schools within the School

RIT offers a cutting edge/unique Student Development Model. The Student Development Model (*Honor Guard: "Making Smart Kids Smarter"*) focus on preparing Honor students to assist other students. The Honor Guard Facilitation Team consists of university graduate students supervising college upper classmen. The age and academic achievement levels of the Honor Guard Facilitation Team will foster relationships that will bridge the social gap that exists between traditional classroom teachers and their students. The Honor Guard Facilitation Team members are trained to coach middle and high school students as academic tutors and peer mentors. The skills acquired in the Honor Guard in-services are then taught to the Honor Guard Students and their classroom teachers; the trickledown effect takes place in the classroom as the honor students serve as peer tutors/mentors to their classmates in and out of the school settings (Klein, J. R., 2006).

The school's entire instructional staff will receive job-embedded professional development on Cooperative Learning, Collaborative Learning and several Peer-Tutoring/Mentoring Implementation Strategies. Teachers will also improve their delivery of instruction in the classroom; as they utilize the strategies presented to them in the job-embedded professional development sessions. The professional development also assists in the facilitation of the peer-tutoring mentoring component. As the regular classroom students receive academic assistance from the honor students, the academic achievement of *all students* will improve.

**Comprehensive short cycle and summative assessment systems** - RIT systems are both formal and informal. The outcomes of this phenomenal program will increase both the affective and cognitive levels of the students. Teacher Survey data and Student Pre and Post Test with Survey data will provide the evidence that students have increased their self-concept, improved relationships; increased achievement levels (Report Card Grades); improved their understanding and utilization of concept mapping, cognitive strategies, mathematic and advanced reading/writing skills. RIT uses a balanced summative assessment system and comprehensive short cycle assessments as a part of gathering information. Short cycle assessments such as the **Individualized Learning Path Matrix (ILP Matrix)** are used for reading and math. The **ILP Matrix** helps the teacher (tutor) to develop **Direct Instruction DISTAR-Q** and **Computer Based Instructional (CBI) lesson plans** for intervention purposes. Summative assessment at the district and classroom level is an accountability measure that will gauge student learning relative to content standards. The goals of the School Improvement Plan (SIP) and our goals will be synonymous in order to evaluate and ensure academic progress. The **Brigance CIBS-R** is particularly well-suited to handle a wide range of students, including students with needs who are struggling with reading and mathematics. These short cycle summative assessment tools are used by the Honor Guard Facilitation Team as outlined in Exemplar # 2.

**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**

Cecilia Rouse (2005) Professor of Economics and Public Affairs at Princeton University, conducted research to show that each dropout, over his or her lifetime, costs the nation approximately \$260,000 (2005). Obviously, dropouts are a drain on the nation's economy and the economies of each state. To increase the number of students who graduate from high school, the nation's secondary schools must be dramatically improved. Too many of America's high schools fail to serve students with needs. According to the 2007 National Assessment of Educational Progress in reading, only about 30 % of entering high school freshmen read proficiently, which generally means that as the material in their textbooks becomes more challenging, they drop even further behind. Whatever the causes, the nation can no longer afford to have one third of its students leaving high school without a diploma (The Alliance for Excellent Education, 2007).

In 1999, at the center of secondary level of school improvement was Thomas B. Doherty High School in Colorado Springs, Colorado. The freshmen failure rate was 40 percent, the graduation rate was 76 percent, the dropout rate was significant, and the school ranked "average" on the Colorado School Accountability Report. In seven years, Dr. J. Martin and her staff made significant changes that led to improvements in academic progress for their 2,000 students. Dr Martin attributes much of the success to the implementation of the Response to Intervention multi-tiered model that led to students meeting learning and behavioral standards (Martin 2007). The school targeted a subgroup of struggling juniors and seniors who were not making it during the day program and developed night school classes for them. The incoming freshmen that were at risk were placed in the newly developed Freshmen Academy, a special course that would help prepare students for the rigors of high school.

Dr. Martin and her staff began adopting a three tiered model of support and organized their resources into the different levels, intensive, strategic and universal to improve student achievement and increase student graduation rates. At the first indication of non-response to classroom instruction, appropriate scientifically based interventions were provided. The Resource to Intervention team looked at student data that was aligned with curriculum standards. The professional development team was involved with staff development for teachers in classroom interventions that supported all students (2007). Results showed that the intervention was successful and was demonstrated by their measure of progress; an increased graduation rate to 84.1 percent, a decrease dropout rate to 0.88 percent, and a freshmen failure rate that was reduced by 57 percent, with 91 percent of ninth graders reporting a smooth adjustment to high school (Martin 2007). The report attributes additional success to the implementation of the Professional Learning Communities (PLC), and data-driven decision making as part of the school improvement efforts.

Due to the increased focus on accountability and assessment in the legislation of the No Child Left Behind Act (2001), researchers Ernst, Miller, Robinson, and Tilly (2005) note how critical it is that appropriate evaluative measures and intervention practices be in place for students who are not performing at the expected standard. Marston, Muyskens, Lau, & Canter (2003) report a Michigan Department of Education  
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positive finding on the use of Response to Intervention (RtI) in Minneapolis Public Schools. Research and evidence-based practices were implemented such as, interventions designed to accelerate acquisition of skills for student needs to prevent dropout. A school wide system of interventions for academics, behavior, social-emotional competence and physical health were implemented. The Minnesota Department of Education designed a Systemic High School Redesign: Building a Minnesota Model. The model was a multi-year initiative from 2006-2009 with a variety of supports for high school redesign (Minnesota Department of Education). This field research data showed a reduction in the number of African-American students referred for special education and a decrease in the number placed in special education over a four-year period. Numerous research studies by the National Institute of Child Health and Human Development (NICHD) and Lyon, et al. (2001) advocate that early identification of students with needs prevention programs can lead to a reduction of students being at risk for failure.

Both the No Child Left Behind Act (2001) and the Individuals with Disabilities Education Improvement Act (2004) focus on the quality of instruction received by students in the general education setting. The Individual with Disabilities Education Improvement Act (IDEIA) 2004 and NCLB require the use of research-based instruction and interventions. The Readiness Intervention Team (RIT) uses the Multi-Seamless Delivery System, a tiered system of interventions similar to Colorado and Minnesota that will address the diverse needs of students. Research-based programs will include the Differentiated Instruction Model. Tomlinson and McTighe (2006) state the Differentiated Model focuses on whom we teach, where we teach and how we teach. Differentiated instruction allows students to access the same classroom curriculum by providing entry points (2006). Learning tasks and outcomes are tailored to students' needs (Hall, Strangeman, Meyer, 2003). Differentiated Instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies (Tomlinson, 1999).

To measure RIT program's effectiveness, RIT administers the ***Brigance Comprehensive Inventory of Basic Skills – Revised (CIBS-R)***. The CIBS-R was chosen as the pre/post-test assessment tool because it has the capability to assess students from preschool through adulthood. It is also designed for students who possess special needs and those who struggle with core subjects. CIBS-R stands out as the logical choice for failing schools because students with learning challenges represent the majority of students in schools that are not making AYP. CIBS-R has a high degree of accuracy and correctly classifies 75% of “at-risk” students and 82% of typically developing children (Glascoe, 1992). CIBS-R is comprehensive, criterion-reference, text-reference and has been Validated.<sup>1</sup> Each student is assessed individually to facilitate evaluation. The test data is used to differentiate the instructional “entry point”, to establish outcome performance objectives, and to measure academic progress.

**Computer-Based Instruction (CBI)** is another method that the RIT utilize along with differentiating levels of comprehension in the content level of reading/language arts, science, social studies and mathematics (Stubborn, 1999). The instructional strategies at the intended

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<sup>1</sup> Validated study was conducted by Frances Page Glascoe, Ph.D of Vanderbilt University Nashville, Tennessee.  
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grade levels (9-12) are designed to actively engage students in their learning process; increased time on task which will yield increased learning (Brophy, 1998).

A primary goal of No Child Left Behind (2001) is that schools will “assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student enters high school, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.” The Michigan Educational Technology Standards for Students (METSS) are aligned with the International Society (NETS-S) and the Framework for 21st Century Learning. Through the development of the Honor Guard Program, a culture of data-driven decision-making will be based on the Michigan Education Technology Standards for Students (METSS). The one to one support to students and staff will provide evidence-based interventions to create communities of practice that will focus on student achievement.

Research indicates that teaching and learning improve with sound instructional practices. The effective instructional practices that are embedded in the design of our program are evidenced-based practices. Additionally, urban high schools that will become involved with RIT will experience one or more of our internet-based programs, which offers a range of student activities for helping students in grades 9-12 improve comprehension of core academic subject content area. The student activities in this internet program correspond to Michigan High School Content Expectations (HSCEs), the State Core standards, and are an effective and motivating way for students at all grade levels to increase their proficiency in the core academic subject on the various state tests (i.e., MEAP, MME, and ACT).

Feedback is an effective instructional practice that has been utilized by RIT. When feedback denotes where and why students have made errors, it seems significant increases in student learning results (Walberg, 1999). One of the most important practices used to improve student achievement is student feedback, according to Hattie (1992). Walberg (1999) also reported that the level of achievement varies depending on the type of teacher feedback a student receives. Marzano, Pickering, and Pollock (2001) promote that students remain involved on a task until the standard is reached if achievement is to be enhanced.

Indicator 2 cites data taken from the Michigan Report card.

**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**

Kukic, S. (1996) states that job-embedded professional development is learning that occurs as educators engage in their daily work activities. It can be formal and informal and includes but is not limited to discussion with others, peer coaching, mentoring, study groups and action research. Job-embedded professional or staff development comes from research on effective staff development. Sparks (1994) called for a paradigm shift in staff development. A shift which is usually “educators sitting relatively passively while an “expert” exposed them to new ideas or train them in new practices (Sparks, 1994, p. 26).

Similar to students as learners, teachers as learners benefit from multiple opportunities to learn just like students. The opportunities are created when administrators, school leadership teams, teachers and staff support are afforded the time, space and professional support to engage in job-embedded professional development (Hawley & Valli, 1999). In addition, job-embedded professional development produces enduring effects when it is matched to the school curriculum, state standards, and assessment of student learning. The principles of the Readiness Intervention Team (RIT) have been successful since 2003 providing adequate job-embedded professional development services to local school agencies that demonstrated the understanding of the shifting paradigm of professional development. The types of professional activities we provided were labeled as “Targeted Instructional Strategies Program”. The list of activities included, Reading/ Writing across the Curriculum, Small Learning Communities, Inclusive Learning and Data-driven Test Analysis. Any one of these instructional strategies could be incorporated into their daily workday. Documented feedback data such as JEPD evaluations, surveys, sample lesson plans, student work samples and notes from journals were given to Readiness in order to demonstrate what skills had been achieved to promote student learning.

Successful job-embedded professional development requires administrators to see themselves as leaders of learning and as designers of structures that support high levels of learning by being the facilitator of adult learning (Sparks, 1997). The Readiness Intervention Team (RIT) will support job-embedded professional development (JEPD) for school administrators as a long term strategic plan by implementing the following:

- Assist administrators identify effective instruction, lesson design and best teaching strategies, through principal development and performance review discussion. Engage principal in JEPD at the school site
- Assist administrators plan and support JEPD implementation, establishing procedures to support school JEPD facilitators to advance teaching and learning and meet the School Improvement Plan goals.
- Support administrators in utilizing data to drive decision- making, school wide interventions, and monitoring student learning
- Meet and debrief with administrators on a regular basis to discuss, identify challenges, and success

In job-embedded professional development, teachers primarily draw from the professional knowledge that exists in their own school and among their colleagues (Wei, Ruth, 2009). Teachers are more likely to change their teaching practices when professional development is directly linked to the program they are teaching and the standards and assessment that they use. Teacher's professional development can improve student achievement when it focuses on teachers' knowledge of the subject matter and how students achieve. The Readiness Intervention Team (RIT) will support teachers by implementing the following job-embedded professional development strategies (JEPD):

- Plan and design activities for the Professional Learning Communities (PLC), such as, peer observation, mentoring, coaching and curriculum alignment processes
- Support teachers in utilizing data to plan and implement academic interventions for struggling students with needs
- Assist teachers in identifying barriers that prevent instruction and ways to address challenges

Although the school leadership team is not directly involved in the day-to-day operations of the school, it is involved in a number of tasks, including policy development that affects the operation of the school. The school leadership team facilitates the school community in the development of the School Improvement Plan. In addition, the team encourages, supports and creates opportunities for involvement from parents in the community. RIT will support the school leadership team by employing the following job-embedded professional development strategies:

- Offer support by co-facilitating communication within the professional learning community
- Assist with building the capacity of the school to improve in the following areas: 1) Academic achievement, 2) Safe and orderly schools, 3) Strong parent and community relations and 4) Effective instructional strategies

RIT has a unique student support model entitled Honor **Guard**, "**Making Smart Kids Smarter**". Achtenberg (2005) suggest that several studies identify that honor students have specific characteristics different from non-honor students. The Honor Guard provides an opportunity to increase the academics of all students. The Honor Guard Facilitation support team will provide job-embedded professional development as discussed in (Exemplar #1) to do the following:

- Support to the entire instructional staff
- Provide peer-tutoring and mentoring implementation strategies

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

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

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

#### **Exemplar 4 Narrative Limit: 2 pages**

The Readiness Intervention Team (RIT) has an experienced team of professionals who are highly qualified as defined in the federal legislation, ESEA/No Child Left Behind. The team is entrenched with strong curriculum experience, management skills and federal and state requirement knowledge. New Federal requirements such as the new Elementary and Secondary Education Act (ESEA) revealed by President Barack Obama and U.S. Secretary of Education, Arne Duncan, (Elementary and Secondary Education Act (ESEA) Reauthorization: A Blueprint for Reform). The Blueprint was designed to help achieve President Obama's goal of ensuring that every student has meaningful opportunities to succeed and provide flexibility to state and local educators to innovate and create local solutions. In addition, the RIT is knowledgeable regarding the State of Michigan being one of the 41 States that has submitted to the United States Department of Education as of October 2011, a request of flexibility, on behalf of itself, its local school agencies and schools, in order to focus on improving student learning and the quality of instruction. (Title 1 Part A, United States Department of Education, 2011).

Both the State of Michigan and the Federal Government requirements are synonymous as they are requiring low performing schools to select one of the four federally-required school improvement models. The models suggested by President Obama's Blueprint are: 1) Transformation Model, 2) Turnaround Model 3) Restart Model and 4) Close/Consolidate Model. The office of School Reform/Redesign was signed into Michigan State Law, January 2011. According to PA 182, section 380.1280c., the superintendent of public instruction shall publish a list identifying the public schools in the state that the department has determined to be the lowest achieving 5% of all public schools in this state as defined for the purpose of the federal incentive grant program created under sections 14005 of title XIV of the American Recovery and Reinvestment Act of 2009, Public Law 111-5.

The Michigan Department of Education has implemented, "One Common Voice-One Plan" across the state that include creating a common vocabulary in the School Improvement Plan to address the School Improvement Planning requirements of Public Act 25 of the Revised School Code and the Elementary Secondary Education Act (ESEA). The new requirements are based on whether a school is Non Title 1, Title 1 Targeted Assistance or Title 1 School-wide. The differences between Title 1 Targeted Assistance and School-wide programs are the Targeted Assistance Programs focus on the quality instruction provided by the Title 1 teacher, the School-wide Programs focus on meeting the needs identified in the Comprehensive Needs Assessment. Both programs must address scientifically research-based instructional methods that strengthen the core academic program of the school. One voice-one plan, one report will include all requirements specific to the individual school building and Districts that will be required to create the District Improvement Plan (DIP), (Warren, Sue, MAS/FPS, and May 2010).

The School Improvement criteria should include a school reform model and align the model to Comprehensive Needs Assessment. The needs assessment is the vehicle for clarifying and providing districts and schools with a clear view of their strengths, areas of improvement, challenges and successes. Most importantly, the one common voice-one plan Michigan Continuous School Improvement stages and steps are: gather data, study/analyze, plan and do the

plans outlined in the strategies and action steps. The Continuous School Improvement Process supports the development and maintenance of a Response to Intervention system. A well implemented RTI system will support and operationalize the School Improvement Process (Michigan Department of Education, 2010).

The Michigan Continuous School Improvement suggests a school should include a school reform model. Readiness Intervention Team is familiar with the Transformation Model that must contain these four strategies: 1) developing and increasing teacher and school leader effectiveness, 2) comprehensive instructional reform strategies, 3) increasing learning time and creating community-oriented schools and 4) providing operational flexibility and sustained support. The strategies are embedded in the School Improvement Framework. The framework is organized in a typical curriculum development layout with strands, standards and benchmarks.

The AdvancED is a part of the National Central Association that is responsible for the accreditation of colleges and schools. Accreditation is designed primarily to distinguish schools adhering to a set of educational standards. According to AdvancEd, there is a link between accreditation and school improvement using accreditation as a dynamic catalyst of the continuous improvement process. The School Improvement Plan provides a method for schools to address the state's requirement of Public Act 25 of the Revised School code and the ESEA including appropriate Title 1 requirements based on whether a school is Non Title 1, Title 1 Targeted assistance or Title 1 School wide.

The special education teacher on the team brings a wealth of knowledge concerning section 504 of the Individuals with Disabilities Education Act (IDEA). Revisions to 504 was signed into law in 2004 and became effective in July 2005. Response to Intervention (RtI) is specifically mentioned in the regulations in conjunction with the identification of a specific learning disability. IDEA 2004 states, "A local educational agency may use a process that determines if a child responds to scientific, research-based intervention as a part of the evaluation procedures" (NCLB 2001 Act).

RIT principles are aligned with the Michigan Curriculum Framework and the Comprehension Needs Assessment. District's School Improvement Committees use the framework and content standards to determine what students should know. The Michigan Grade Level Content Expectations (GLCEs) are used to drive grade level expectations and provide clarity for what students are expected to know and be able to do at the end of the school year. The Michigan Education Assessment Program (MEAP) is the test that determines if schools make their Adequate Yearly Progress (AYP) and students make adequate performance levels each year. The Michigan Merit Curriculum holds students to consistent high standards that will prepare them for the "College-and Career-Ready Student Program. Successfully completing the rigorous Michigan High School Content Expectations (HSCEs) will give high school students a competitive edge for preparing to pass the Michigan Merit Exam (MME) and to give students a strong foundation for the College- and Career- Ready Student Program.

### **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

Glickman (2002) states that the first principle of sustainability is to develop something that is itself is sustaining. He further elaborates that sustain means to nourish. Sustaining learning is therefore learning that matters, that lasts and that engages students intellectually, socially and emotionally. The prime responsibility of all educational leaders is to sustain learning (2002). Further, sustainability by definition requires continuous improvement, adaptation, accountability and effective ongoing self-evaluation. It is a shared responsibility coupled with continuity. Continuity is an essential part of strategic planning and vital in the facilitation of a common goal.

Sustainability will be determined by the training linked to student achievement which will be how much time the school's staff spend in job-embedded professional development activities. Professional development activities include study circles, sharing groups and inquiry groups made up of vertical and horizontal teaming. The focus is on developing teacher knowledge in the content area, analyzing student thinking, and identifying how that knowledge can be applied to changes in instructional practices tailored to the local educational context (Ball, D.L., Cohen, D. K. 1999). In essence, the Readiness Intervention Team will be aligning substantive training with the curriculum and teachers' actual work experiences. The training provided by the Readiness Intervention Team (RIT) will provide five types of test wiseness practices that help students more fully demonstrate their knowledge and skills on high stake tests. These include (a) teaching the content domain, (b) using a variety of assessment approaches and formats, (c) teaching time management skills, (d) fostering student motivation, and (e) reducing test anxiety.

The success of the RIT at the high school level rests on the capacity of educational professionals to collect and interpret student achievement data and to identify and implement interventions that support student progress. It is the goal of the RIT to successfully employ universal interventions throughout the school and focus our attention from identifying deficiencies in students to identifying scientifically based instructional practices that support the academic achievement of all students. Therefore, the framework of this plan is designed to provide training and implement flexible approaches that can be adjusted to individual needs of students with regard to instructional and assessment practices.

Research demonstrates that the development of a strong community among educators is a key ingredient in improving schools (Fullan 1999). RIT principles have been successful creating strong Professional Learning Communities ( PLC) that have created several potential advantages. Among the positive outcomes reported in feedback were reduction in teacher isolation, higher teacher morale, substantial improvement in teaching strategies, increased content knowledge, and a decrease in dropout rates and absenteeism. To sustain the Professional Learning Community, the administrators and the leadership team will play a key role in fostering the success of progress monitoring, a scientifically based practice of assessing students' academic performance on a regular basis, scheduling and sufficient planning time lines. Horde (1997) emphasizes that sustainability will occur when teachers collaborate, analyze and discuss new strategies and tactics, testing them in the classroom and reporting the results to each other.

The first year, RIT will conduct a process evaluation to determine if the comprehensive improvement services are being implemented and sustained as intended. The data will be available throughout the program phases so that corrective actions can be implemented in a

timely manner. The process evaluation provides meaning for the outcome evaluation. Outcome evaluation measures the impact of the population being served. Monthly meetings will be conducted to discuss staff and leadership team. Measures and data collection activities will be put in place to provide details on how the comprehensive improvement services record staff activity, peer coaching (Honor Guard), grades, attendance, test scores and academic achievement. We will use the data to identify students who are at risk at the first indication of non-response to classroom instruction. Kennelly, L. & Monrad, M. (2007) reveal that many potential dropouts can be identified in the first year of high school and provided with interventions that may help them stay in school. They suggest the following:

- Track student attendance, grades, promotion status and determine criteria for who is off track
- Track ninth grade students who miss 10 days or more in the first 30 days
- Monitor first-quarter freshmen grades and identify students who are failing core academic subjects
- Monitor end of year grades
- Track students who will not be promoted to tenth grade as a result of failing too many core subjects

We will focus on tier 1, the universal level that involves all students who receive research based high quality instruction across the content areas and differentiated instructional techniques that will help ensure students access to instructional interventions. It is critical early to identify relevant screening and progress monitoring tools across subject areas, tying student progress monitoring measures to local curricular and state content standards, and making sure measures are sensitive enough to discern benchmarks (Arnberger, K. & Shoop, R. J., 2008). RIT will not compromise and succumb to the rhetoric that secondary students are incapable of acquiring literacy skills. It is incumbent upon the RIT to address in sustainable ways the literacy problem of high school students. Therefore, year two, the focus will be to evaluate year one, identify common needs of students for tier 2 instruction/intervention and continue professional development outlined in (Exemplar #1 JEPD)

Sustainability will be confirmed when all staff members and stakeholders can explain the school's approach to Response to Intervention(RtI) and how the model implemented works. The Professional Learning Community (PLC) will be an on-going process to establish a school wide professional culture based on improvement efforts. The process can be sustained when staff members establish mutual cooperation and personal growth regarding common achievement goals for students. Sustainability will be demonstrated by a strong professional community with vertical (grade levels) and horizontal (content areas) teams in order to improve their teaching craft to improve student achievement. The final year RIT will evaluate outcomes of year two, continue with job-embedded professional development, technical assistant and focus on summative assessment and intervention strategies to integrate in tiers 2 and 3.

**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 principles and goals of RIT are to prepare students to be successful in urban classrooms, communities, institutions of higher learning or a career in the workforce. Readiness offers programming designed especially for 9-12 teachers, students, administrators, support staff and parents who are interested in improving the MEAP/MME/ACT and other standardized tests. Readiness delivers a variety of research-based strategies and effective tools to assist general education students and students with special needs. The services provided will impact the district's goals of increasing student achievement. Our expert learning team is comprised of educators with years of expertise in teaching, school administration, curriculum specialization and coaching. Team membership requires dedication, coupled with a strong commitment to assist urban students who struggle in the secondary environment. . It is our core belief that we should provide all students with the opportunity to perform to their fullest potential and ensure that there is no discernable difference between the achievement gaps of students by race, gender or socio-economic level.

The program outlined in this proposal will be spear-headed by the following Readiness Intervention Team (RIT), vitas included:

- Sharon J. Dennis, Organization Facilitator (Secondary Principal) - will develop, organize, and manage the Readiness Intervention Team (RIT) to be responsible for implementing the proposal specifications. This individual will collaborate with the principal and leadership team to build their capacity to sustain the work. In addition, the facilitator will support the principal with continuously utilizing data to drive decision making, identify challenges, success and next steps. The facilitator will model instructional leadership behaviors that promote a laser-like focus on teaching and learning. Lastly, plan and co-facilitate effective meetings and professional development that is aligned with the instructional focus of the project.
- Roderica F. James, Cognitive Trainer - will perform duties related to the Cognitive Strategies and Technology, provide assessment tools, and collect cognitive surveys and data analyses.
- Francina James, Teacher Facilitators - monitor academic profiles, utilize the assessment tools and prepare professional development workshops.
- Mary James, Data Specialist – collect data, analyze, compile and align to classroom instructions.
- Attendance Officer – collaborate with school to track attendance, grades, and monitor first grade markings as an early intervention to prevent failure.
- Marcie Wilson, Special Education Teacher – Transition Specialist, help identify at risk students.
- Cheryl Lang, School Psychologist – provide expertise on diagnostic testing, social issues and lead student support groups.

## **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.