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:

[davidsonk1@michigan.gov](mailto:davidsonk1@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:

- Kristine Davidson
  Consultant
  Office of Education Improvement & Innovation
  OR
- Gloria Chapman
  Consultant
  Office of Education Improvement & Innovation

Telephone: (517) 335-4226
Email: davidsonk1@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

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

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

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

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

Applications will only be reviewed if:

1. All portions of the application are complete;

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

Applications will only be approved if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
### Exemplar

<table>
<thead>
<tr>
<th><strong>Exemplar</strong></th>
<th><strong>Total Points Possible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td><strong>Minimum Points Required for Approval</strong></td>
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</table>

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

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

- **Section 1** 15 points
- **Section 2** 10 points
- **Section 3** 10 points
- **Section 4** 10 points
- **Section 5** 10 points
- **Section 6** 10 points  **Section 6 must be completed by all applicants.**
The Application is divided into four sections.

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments
SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-3205455</td>
<td>Partners in School Innovation</td>
</tr>
</tbody>
</table>

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

Partners in School Innovation

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

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

6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Derek Mitchell</td>
<td>415-824-6196</td>
<td>415-824-6198</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
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<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1060 Tennessee Street, 2nd Floor</td>
<td>San Francisco</td>
<td>CA</td>
<td>94107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:dmitchell@partnersinschools.org">dmitchell@partnersinschools.org</a></td>
<td><a href="http://www.partnersinschools.org">www.partnersinschools.org</a></td>
</tr>
</tbody>
</table>

7. Local Contact Information (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Hill</td>
<td>443-538-2482</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
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<th>State</th>
<th>Zip</th>
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<tbody>
<tr>
<td>3 West Van Buren</td>
<td>Battle Creek</td>
<td>MI</td>
<td>49017</td>
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<table>
<thead>
<tr>
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<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:whill@partnersinschools.org">whill@partnersinschools.org</a></td>
<td><a href="http://www.partnersinschools.org">www.partnersinschools.org</a></td>
</tr>
</tbody>
</table>

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.

- [ ] Statewide

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Rapids Public Schools, Battle Creek Public Schools</td>
<td></td>
</tr>
</tbody>
</table>

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
### 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.

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**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)

The mission of Partners in School Innovation (Partners) is to transform teaching and learning in the lowest-performing public schools so that every student, regardless of background, thrives. Simply stated, our work is to improve school outcomes for students of color living in poverty, and our unique approach to changing lives rests upon a foundation of teamwork. We collaborate with teachers and leaders in vulnerable public schools to help build their capacity to support breakthrough student achievement.

Partners was founded in 1993 by Julien Phillips, a former Peace Corps volunteer and McKinsey & Co. partner, and Kim Grose Moore, a Rhodes Scholar and social justice advocate, to create systemic improvements in low-performing urban public schools. Today, more than twenty years after opening our doors, we have 51 staff members serving across 7 districts, 60 schools, and more than 1,700 teachers and leaders, and 27,000 students in California, Mississippi, New Mexico and Michigan. In the 2013-14 school year, 84 percent of these students were eligible for free or reduced lunch and 94 percent were students of color. By targeting schools with underserved populations, we aim to provide fair and equal access to high-quality education, one of the most valuable opportunities in a young person’s life.

The key to our success is a comprehensive approach to school transformation that strengthens teaching, leading and learning across a district system. Over a three to five year period, we work shoulder to shoulder with teachers and leaders at schools and in central offices, spending an average of 3.5 days a week providing technical support and coaching.

School Transformation Approach
Our School Transformation Framework and Rubric anchors our approach, specifying 77 research-based best practices in instruction, teacher professional learning and leadership. This framework provides a roadmap for the work that we support school leaders and teachers undertake in order to continuously improve their instructional programs.

Improving the Instructional Program
In order to promote instructional coherence, alignment to the school’s vision, and common high expectations, we support schools to think carefully about the design of their instructional program. We help them to define what students need to learn, identify best practices for delivering instruction, and put in place a comprehensive system for using assessments to identify learning needs and monitor progress. We have found that when supported by high-quality instructional leadership and professional learning opportunities, teachers are better able to:

- Establish or strategically adjust the scope and sequence of a rigorous, culturally-relevant, standards-based curriculum
• Develop standards-based lessons that incorporate key **instructional practices** that scaffold learning for all students, particularly African American, Latino and English Learner students

• Use a comprehensive set of **assessments** and analyze achievement results to identify student needs and determine next steps for instruction and intervention

Leaders and teachers do not adopt these practices overnight. In order to support them to realize their own capacity for change, we focus our support in specific areas that are likely to improve outcomes for students. In collaboration with school leaders, we establish a theory of action for integrating practices in these areas and work closely with our partners to support them in effective implementation. As they begin to experience success, we then help them understand how they achieved these results and slowly expand the work.

**Developing a System for Teacher Professional Learning**

In order to ensure that teachers are systematically supported to continuously improve their practice, we work with school leaders, coaches and teachers to develop and strengthen the systems and structures for teacher professional learning. We encourage leaders to use their vision to bring focus and purpose to their ongoing efforts to strengthen the quality of instruction. To that end, we guide school leaders to develop a professional learning plan that aligns the content of professional development, the agenda of teacher collaboration, and the focus of instructional coaching. We then work side-by-side with teachers and leaders to:

• Plan professional development on high-priority instructional strategies, which have shown to be highly effective in meeting the needs of students of color and English Learners

• Carry out collaboration in which teachers plan standards-based instruction, reflect on how their instruction is impacting students, and adjust their practice accordingly

• Provide high-quality instructional coaching, including focused observations and follow-up support for teachers

**Leading Results-Oriented Cycles of Inquiry**

Finally, in order to ensure sustainability of new structures and ways of working, we provide weekly coaching for school leaders to strengthen their ability to lead instructional change. This domain of the School Transformation Framework focuses on the essential leadership practices needed to create a school environment where high quality teaching and learning can take place. These actions include developing a clear and compelling vision, setting rigorous goals, developing clear strategies and plans, distributing leadership, monitoring implementation and adjusting practice based on deep understanding of results. Effective leadership is not achieved by completing this simple checklist of actions; rather, leaders must develop particular mindsets and leadership qualities as well as content knowledge. Leaders must be results-oriented, equity-focused and strategic, committed to continuous improvement for themselves and their schools. We help leaders identify and develop the qualities, mindsets and knowledge they need to be successful as they take action to improve teaching and learning.

**The Results-Oriented Cycle of Inquiry (ROCI)**

The Results-Oriented Cycle of Inquiry (ROCI) is the most powerful means we have found for building schools’ capability for continuous organizational learning and improvement. ROCI is a set of five simple steps designed to support individuals in sharpening their focus on results and developing habits that fuel continuous improvement. ROCI focuses attention directly on student-learning; stimulates people act with focus and intentionality, to gather data that enables them to learn from successes and to diagnose and
problem-solve shortfalls; and then leads them to implement provisional solutions and monitor how they are working. In this way, ROCI engages teachers and leaders at every level as leaders of ongoing organizational learning and improvement.

ROCI also anchors our approach to supporting our school partners to develop the essential practices outlined in the School Transformation Framework. Our work with schools unfolds in a series of six phases, each guided by a goal that focuses our work with teachers and leaders.

Maximizing Our Impact

Just as we encourage leaders to monitor the effectiveness of their actions in terms of how well they enable teachers to accelerate student learning, as an organization, we evaluate the effectiveness of our services in terms of the impact we are having on school leaders’ and teachers’ ability to systematically raise student achievement.

In order to engage regularly in our own cycles of continuous improvement, we monitor and reflect on the implementation of our approach, annual increases in school capacity and student performance on standardized tests.

Monitoring Implementation of Our Approach

Our staff is responsible for recording their real-time progress in implementing the elements of our Approach. This information is input into our Program Implementation Tracker, a database that enables us to review trends, successes and challenges on a monthly. These monthly date reviews lead to adjustments to our strategy and support to ensure that our schools are receiving consistent and high-quality services. On an annual basis, this record of our work also helps us understand how our actions have contributed to increases in school capacity and student achievement at each school site.

Monitoring School Capacity

Annually, we employ our School Transformation Rubric in a review process, which enables us to assess a school’s current state, set goals for growth, and evaluate our impact at the end of the year. This process helps gauge whether our schools are learning to implement the practices that they will need to sustain improvement beyond the length of our partnerships. We expect to see demonstrable changes "essential practices" in the areas of results-oriented leadership, the teacher professional learning, and instruction.
The review process incorporates evidence gathered from interviews with school leaders, focus groups with teachers, classroom observations and assessments completed by our staff. These data sources combine to inform scores for each item within the School Transformation Rubric. The resulting report is used to inform a school’s goal-setting and planning process. Additionally, these findings provide information about our progress in building a school’s capacity to transform teaching and learning.

**Student Achievement**

We believe that the ultimate measure of our success is increased student achievement. As a result, we set organizational objectives holding ourselves accountable to accelerating achievement for students of color and English Learners. Throughout the year we work with school leaders to look at evidence of student learning and adjust our approach and services to increase our potential for impact. We employ specific data-analysis tools and protocols that enable schools to:

- Monitor progress toward student learning goals
- Disaggregate data to identify patterns of performance according to race, class, gender and language status
- Identify effective leadership and teaching practices
- Inform school-wide and instructional planning

Our results show that our School Transformation Approach builds teachers and leaders capacity to accelerate student learning.

- In California, our schools are narrowing the achievement gap. 79% of our partner schools receiving direct support (11 of 14) increased their Academic Performance Index (API) ranking when compared to similar schools. 5 schools increased by one rank and 6 schools increased by more than one rank.
- When examining API gains over multiple years in California, our partner schools in SFUSD have achieved dramatic results. Three of our partner schools have averaged an impressive API increase of 97 points from 2011 to 2013, nearly seven times the district’s 14 point increase over the same period.
- From 2009-2013 during our partnership with Alum Rock in East San Jose (ARUESD), the number of schools performing at or above 800 on the API increased from 5 to 16.
- Since partnering with us, Everett Middle School in San Francisco (SFUSD) has transformed from having only 17.6% of students Proficient or Advanced in ELA to having 42.5% of students Proficient or Advanced in ELA—a 24.9 percentage point increase. Everett also had a 13.2 percentage point gain in the number of Latino students scoring Proficient or Advanced on the CST-ELA. Everett was one of the most improved middle schools in their SIG category in the state of California, prompting a visit by Secretary of Education Arne Duncan in May 2013.
- After 3.5 years in partnership, César Chávez Elementary in ARUESD, has transformed from being the lowest performing school in the district to being one of the highest performing: — 52.5% of all students are Proficient or Advanced in ELA and 71.8% of all students are Proficient or Advanced in mathematics; — Latino students, fully 82% of César Chávez’s enrollment, are now performing at higher levels in ELA (51.7% Proficient or Advanced) than Latino students in the rest of the state (45.9% Proficient or Advanced).
Exemplar 2: Use of Scientific Educational Research  
(15 points possible)

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

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The Results-Oriented Cycle of Inquiry
We guide district and school leaders as well as teachers through a continuous improvement process that involves defining a desired result, planning toward that result, putting the plans into action, and assessing the effectiveness of those actions in order to make adjustments that will enable you to get closer and closer to achieving your larger vision. The following resources guide our approach to continuous improvement and detail best practices in setting goals, planning, and using assessment to reflect and adjust.


Supporting a High-Impact Instructional Program
We support schools to build a core instructional program that ensures that all students learn at high levels. The following research selections demonstrate that in order to deliver a high-quality instructional program, teachers must learn to implement a rigorous curriculum, develop a repertoire of researched-based pedagogical practices, purposefully use assessments and data, engage in results-oriented planning, and strategically intervene when students may be behind.


Building Effective Systems for Teacher Professional Learning
We build the capacity of school leaders to develop and strengthen the systems that support teachers’ professional learning to ensure sustained student-achievement results. Research on teacher professional learning has demonstrated that when teachers receive high-quality professional development, have regular opportunities to collaborate, and are supported by a skilled instructional coach, the quality and effectiveness of their instruction improves.

Supporting Results-Oriented Leadership

We develop the capacity of school leaders to perform the practices necessary for transforming instruction and sustaining results. Our work with leaders focuses on supporting their efforts to lead whole school improvement and create a school environment where high quality teaching and learning can take place. Our approach is grounded in the research in effective school leadership, the dynamics of change, and leadership necessary for large-scale instructional improvement.


Our Coaching and Change Management Strategies

We define coaching as the practice of partnering with school leaders to transform individual and organizational capacity to maximize student achievement. We work with school leaders and teachers to help them articulate their vision for teaching and learning, to support them to learn the practices and skills needed to achieve that vision, and to learn to work collaboratively and with accountability to one another. Because this is complex work, our approach draws not only from the leadership coaching literature, but also from organizational change, social interaction and adult learning theories.


Results

Partners maintains a robust internal and external evaluation system to determine if our partner schools experience increased adult capacity and improved student achievement. When there are favorable school conditions, our research-based strategies can build school-level capacity and improve student achievement in our partner schools (Trujillo & Woulfin, 2014; Trujillo, Woulfin, & Jarrell, 2010).

Partners has contributed to longitudinal student achievement growth throughout our partner schools. The table below examines two-year average growth (2011-2013) in the percentage of students scoring Proficient or Advanced on the California Standards Test (CST) in five of our California partner schools where we were able to implement our Approach at a consistently high level. The results of the CSTs in English/Language Arts (CST-ELA), math (CST-Math), and Algebra I (CST-Algebra I) are compared to the state of California as a whole in grades 2-5 and in grades 6-8. Given that we choose to work in schools with the greatest need, it stands to reason that student achievement in our partner schools would be lower than state averages. However, the growth rates obtained by students in our partner schools far exceeded California’s overall growth rates in all tested subject areas. This is especially true at the middle school level, where growth rates were all in double digits.

Percentage Point Gain in students scoring Proficient or Advanced on the California Standards Test in Grades 2-5 and 6-8 in high-implementation PSI partner schools and the state of California: 2011-2013.

<table>
<thead>
<tr>
<th></th>
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<th>Grades 6-8</th>
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<td></td>
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<td>Growth</td>
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**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).

We believe that you can improve teacher efficacy by focusing systematically and relentlessly to anchor instructional practices at efforts that increase the specific student learning needs expressed in the data from a teacher’s classroom. We build teachers’ ability to do this through a deliberate and systematic process of reflection and analysis. They take responsibility for their students’ learning and they approach the challenges of improving classroom instruction as opportunities for their own professional growth. However, all too often, teachers are left on their own to engage in the problem solving, inquiry and reflection that are at the heart of effective teaching. Partners staff support schools to design high-quality, job embedded professional learning opportunities for teachers, knowing that the resulting instructional improvements will ultimately have a profound impact on student achievement.

Many schools leaders and teachers have attended “sit and get” workshops or one-day in-service trainings that often ignite a spark in motivation but unfortunately have little long-term effect on instruction. “These traditional approaches are generally viewed as overly fragmented, not connected closely enough to classroom practice and out of alignment with current theories of learning and school reform.” (Borko, Jacobs & Koellner, 2010). Research points to a need for teacher learning to be within context, embedded in actual practice, continuous and collaborative, where teachers are active participants in their learning. (Borko, Jacobs & Koellner, 2010; Ball & Cohen 1999).

We have found that the quality of the core instructional program cannot be improved absent a systematic and comprehensive effort to support teacher learning. Teachers must be engaged in meaningful professional learning, working alongside their colleagues toward common goals, getting support to answer the dilemmas of practice that arise in their classrooms daily. Our experience and research show that teachers are best able to improve their practice when they are engaged in:

- Professional Development that is ongoing, focused, and provides exemplars of researched based best practices.
- Collaboration with their colleagues in which they implement Results-Oriented Cycles of Inquiry, setting targeted goals, planning lessons that incorporate best practices and using data to understand what strategies have best supported student learning.
- Instructional Coaching with an experienced and trusted colleague, who can help them implement new practices in the classroom and carefully examine the impact on student learning.

But before we can begin helping a school craft a professional learning plan that includes each of these elements, we must begin by ensuring that goals for student learning and strategies for improving instruction are clear. School change initiatives often fail because leaders fail to prioritize initiatives (Fullan, 2001). Prioritizing key strategies for improving the instructional program enables school leaders to align limited resources, such as collaboration time and professional development budgets, and also allows teachers and leaders to focus on developing their practice in a few key areas of instruction. When supporting schools and districts to articulate their professional development plans, our staff begin by helping them to craft a theory of action that articulates what new practices adults need to implement in order to impact student learning.

By working with school and district leaders to systematically assess their current student achievement levels and the implementation of specific leadership and teaching practices, they develop insight into how their practice needs to transform in order to achieve their vision. Once their goals for transforming both student learning and adult practice are clear, we support district and school leaders to create a professional learning plan brings to life their theory of action for improving student achievement. It is intended to make the work of school transformation clear and concrete so that teachers and school leaders can readily implement and monitor essential practices. To accomplish this, we ensure that each
plan created includes clear expectations, structures and resources to support and monitor instructional improvement (Elmore, 2000). In addition our professional learning plans include:

- A detailed scope and sequence for professional development
- A plan for implementing regular teacher collaboration (PLCs)
- Strategies for teacher support through instructional coaching
- Detailed roles and responsibilities -- who, what and by when
- Methods for monitoring progress toward goals

Effective plans create opportunities for teachers to develop the knowledge and skills needed to implement their theory of action in a way that is culturally responsive and relevant to the students they serve. To do this, the professional learning plan must not solely focus on instructional strategies, but must also provide time for teachers to reflect on their beliefs and expectations for students, support critical thinking about the reasons their students have not been served well in the past, and facilitate learning about what it means to be culturally responsive practitioners.

Sample: Theory of Action

This one-page summary of a school’s goals and key strategies for improvements serves as an anchor for detailed quarterly professional learning plans.

As a result of developing clear theories of action and developing aligned professional learning plans in our current partnerships within the Battle Creek and Grand Rapids public schools, our School Transformation Review process has shown specific improvements in:

- The ability of school leaders to communicate clear expectations for instruction
- The ability of school leaders to monitor the quality of instruction
- The number of teacher teams engaging in regular data analysis and collaborative planning
- The quality of professional development provided to teachers
- The use of instructional practices shown to be high-impact for students of color and English Learners
Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

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

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

As a result of our intensive partnerships with schools and districts in Grand Rapids and Battle Creek, Partners in School Innovation has developed knowledge of and experience with the State and Federal Requirements of public school districts and schools in Michigan.

The Michigan Comprehensive Needs Assessment: We begin our work with schools by employing the following strategies for developing a deep understanding of the school context:

- Informal meetings and observations to learn about the leaders, teachers and history of the school
- A formal School Transformation Review process that analyzes the current state of practice in the areas of leadership, professional learning and instruction
- A collaborative analysis of the school’s student achievement data

Similar to the Comprehensive Needs Assessment, these strategies help to anchor a school’s goal-setting and planning in a deep understanding of the school’s strengths and needs.

School Improvement Planning: In our work with schools in Michigan, we have found that because of the rigorous state-wide School Improvement Planning process, the majority of our schools have been doing high-quality planning on an annual basis. We help them go one step further, utilizing our continuous improvement process to ensure that their year-long plans come alive and are broken down into actionable pieces that can be refined and adjusted as they monitor progress toward their student learning goals. Additionally, in our work, we have found great alignment between the state’s continuous improvement process and our Results-Oriented Cycle of Inquiry:

<table>
<thead>
<tr>
<th>Michigan Continuous Improvement Process</th>
<th>Results-Oriented Cycle of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather Data: Get Ready, Gather Data, Build Profile</td>
<td>Partner: Conduct analysis of student data, engage in School Transformation Reviews to understand needs</td>
</tr>
<tr>
<td>Study: Analyze data, set goals, research best practices</td>
<td>Set Goals: Define SMART goals for student achievement and improving instructional practice</td>
</tr>
<tr>
<td>Plan: Develop strategies and action steps</td>
<td>Plan: Create a 6-8 week action for supporting teachers to learn and implement new instructional strategies</td>
</tr>
<tr>
<td>Do: Implement, Monitor, Evaluate</td>
<td>Act: Monitor teacher’s use of new strategies and observe for evidence of impact on student learning</td>
</tr>
<tr>
<td></td>
<td>Assess: Analyze student learning and teacher practice data</td>
</tr>
<tr>
<td></td>
<td>Reflect and Adjust: Seek to understand how the quality of actions have impacted the results attained to date and make adjustments to ensure continued progress toward goals</td>
</tr>
</tbody>
</table>

Alignment with the Michigan School Improvement Framework: To provide schools and districts with a comprehensive framework based on current research and best practice, the Michigan Department of Education in conjunction with school improvement specialists and educators across the state, developed the Michigan School Improvement Framework. Our School Transformation Approach directly supports schools to develop the capacity for highly effective practice in 3 of the 5 strands named in the School Improvement Framework. Areas of alignment include:
### Michigan School Improvement Framework

<table>
<thead>
<tr>
<th>Strand 1: Leadership</th>
<th>School Transformation Framework Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results-Oriented Leadership:</strong> Through on-going coaching, we support school leaders to identify and develop the qualities, mindsets, and knowledge they will need to be successful as leaders of instructional change.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Strand 2: Personnel and Professional Learning</th>
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<tbody>
<tr>
<td><strong>Teacher Professional Learning:</strong> To ensure that teachers are systematically supported to continuously improve their practice, we work with school leaders, coaches, and teachers to develop and strengthen the systems for teacher collaboration, instructional coaching and professional development.</td>
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<table>
<thead>
<tr>
<th>Strand 3: Teaching for Learning</th>
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<tbody>
<tr>
<td><strong>Instruction:</strong> We support schools to build a strong core instructional program that ensures all students are learning at high levels. We help them to define what students need to learn, identify best practices for delivering instruction, and put in place a comprehensive system for using assessments to identify learning needs and monitor progress.</td>
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### Michigan Curriculum Framework Michigan and Grade Level Content Expectations (GLCEs)

As schools in Michigan transition to the Common Core State Standards Partners is supporting its partnership schools to learn about and begin planning using the new standards. Additionally, in our work with schools in Michigan, we have seen that our model for teacher collaboration (shown in the table below) helps ensure that teachers are able to attain the following ideals set forth in the Michigan Curriculum Framework.

- **Building a curriculum based on rigorous content, standards and benchmarks**
- **Using student achievement data to make decisions about continuous school improvement, curriculum, instruction, and professional development**
- **Incorporating research-supported teaching and learning standards into daily instructional practice.**

### Teacher Collaboration Guided by Results-Oriented Cycles of Inquiry:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Look Back (Reflect &amp; Adjust)</strong></td>
<td><strong>Look Forward (Set Goals &amp; Plan)</strong></td>
<td><strong>Look Back</strong></td>
</tr>
<tr>
<td>- Analyze formative assessment data to see whether students mastered the standard or skill that was taught</td>
<td>- Define specific learning objectives for a standard or skill</td>
<td>- Analyze student results in order to identify what standards and skills student have or have not yet mastered</td>
</tr>
<tr>
<td>- Reflect on what worked and identify adjustments needed for upcoming lesson(s)</td>
<td>- Develop a shared definition of what student mastery will look like</td>
<td>- Identify strategies that have been effective in supporting students’ progress toward goals</td>
</tr>
<tr>
<td><strong>Look Forward</strong></td>
<td><strong>Look Back</strong></td>
<td><strong>Look Forward</strong></td>
</tr>
<tr>
<td>- Define common assessments</td>
<td>- Create plans for re-teaching critical skills that have not yet been mastered</td>
<td></td>
</tr>
<tr>
<td>- Collaboratively plan lesson(s) using priority instructional strategies</td>
<td>- Define learning goals and backward plan for the next unit</td>
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</table>
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.
One of our goals at Partners is to “work ourselves out of a job.” Our focus from the beginning of each partnership is trained on developing leaders’ and teachers’ capacity to improve outcomes for students. To that end, we employ several specific strategies to ensure that schools and districts deeply internalize practices and mindsets that enable them ensure success for all their students.

**Close Monitoring of Increasing School Capacity**

Our School Transformation Review process enables us to closely monitor how well school leaders and teachers are using leadership and teaching practices that have been shown to have high-impact on student learning. Each of the 77 practices that are detailed in our rubric are evaluated using the following scale:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No evidence: Essential practice is not implemented (0% implementation) or not true</td>
</tr>
<tr>
<td>2</td>
<td>Readiness: Implementation of essential practice is rare and sporadic (1-25% implementation) or minimally/infrequently true</td>
</tr>
<tr>
<td>3</td>
<td>Emerging: Implementation of essential practice is occurring in some areas, but is neither systematic, nor consistent (26-50% implementation) or partially/sometimes true</td>
</tr>
<tr>
<td>4</td>
<td>Implementing: Implementation of essential practice is systematic, but is not consistent (51-75% implementation) or partially/often true</td>
</tr>
<tr>
<td>5</td>
<td>Transforming: Implementation of essential practice is systematic and consistent (76-100% implementation) or mostly/always true</td>
</tr>
<tr>
<td>6</td>
<td>Sustaining: Implementation of essential practice is systematic and consistent (76-100% implementation) or mostly/always true. In addition, there are policies, structures, and cultural conditions in place to sustain the essential practice.</td>
</tr>
</tbody>
</table>

Our goal is to support each of ours schools to achieve an **implementing** level for the majority of practices over the course of a three-year partnership. Each year, we set specific goals to increase a school’s current capacity to use these practices, ensuring they move closer and closer toward school-wide implementation.

These goals then guide the coaching strategies and techniques that our staff uses onsite. We utilize a gradual release model, wherein our support in the early stages of a partnership is highly scaffolded and we gradually releasing responsibilities to the leaders and teachers.

**District Transformation Approach**

In addition to closely monitoring school capacity, we know that the sustainability of any school-based effort is closely tied to the district’s support for and understanding of the school’s work. Alongside any school-based assistance that we provide, we simultaneously assign staff whose core responsibility is to engage with district leaders. Our goals in working with district leaders are to help them develop a deep
understanding of our School Transformation Approach and to build the capacity of the district leaders and systems to catalyze and sustain school improvement.

**Building Common Understanding of School Transformation**

As we provide support to schools, we invite district leaders to engage with us in order to learn about and identify ways they can support the schools transformation. In regular meetings (often weekly), we check-in on the progress schools are making and explore ways that the district can help schools navigate challenges they are facing. Additionally, we conduct cycle reviews following each district assessment period in which we systematically review the progress that each school is making in reaching its goals for student learning and for adopting new leadership and teaching practices. Finally, we conduct school visits to calibrate around the quality of leadership and teaching practices that are necessary to impact student learning.

**Developing District Capacity**

In parallel to our work with schools, we focus our work with district leaders in the domains of leadership, professional learning and instruction. First, we support district leaders to execute **leadership practices** needed to catalyze school transformation and continuous improvement. These actions include developing a clear and compelling vision, setting rigorous goals, developing clear strategies and plans, maintaining an unwavering focus on priorities, and monitoring implementation and adjusting practice based on deep understanding of results. The second component of our district work focuses on building a strong **system for professional learning** for both leaders and teachers. We work closely with district leaders to create opportunities across the system for leaders and teachers to deepen their professional learning and to continuously improve their practice, especially in regards to the district’s vision for instruction. Finally, our district work also focuses on the quality of supports and guidance that the district provides in order to ensure high-quality, rigorous **instructional programming** across their schools.

Similarly to our work with schools, in our district work, we employ a systematic review process, using our District Transformation Rubric to assess the district’s capacity to carry out the actions needed to lead and sustain school improvement. We work with district leaders to use the resulting insights to guide strategic planning, instructional and organizational reform, resource allocation, and ultimately their own practice. Toward the later stages of a partnership, our work with district leaders intensifies so that we ensure that the progress of each school is deeply understood and that district systems (i.e. professional development offerings, instructional expectations, monitoring practices) have been aligned to support and sustain results.
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

Partners in School Innovation currently staffs a team of 13 highly-experienced and successful former teachers, administrators and district leaders to serve schools and districts in Michigan. Our support for LEAs will be lead by three education leaders (vitae attached) who provide senior leadership, guidance and supervision to our team of school-based coaches or School Innovation Partners. As the following summaries and vitae demonstrate, when recruiting and hiring our staff, we look for teachers and administrators who have demonstrated outstanding track-records in transforming outcomes for students.

Chief Executive Officer, Derek Mitchell, was born and raised in Chicago, IL. He received his BA in Writing from Pomona College in Claremont, CA, and later earned a Ph.D. in Educational Psychology from the University of California, Los Angeles. While at UCLA, he worked at the Center for Research on Evaluation, Standards and Student Testing (CRESST), helping to pioneer school and district information management systems and data-driven technologies. He then served as the Director of Technology and Student Achievement for the Oakland Unified School District where he addressed equity-related challenges in assessment, technology and achievement. Subsequently, Derek joined the Stupski Foundation and managed efforts to support district-wide reform across the country, including efforts in districts such as Jackson Public Schools and the Baltimore City Public Schools System. Before taking the helm of Partners in June of 2009, Derek served as Executive Director of the Opportunity Zone in Prince George’s County in Maryland where he led critical efforts to instill innovative school options as a core component of district-wide reform. Derek’s work designing and implementing exceptional school and district transformation efforts, and his technical expertise in developing holistic and effective school accountability systems, has placed Partners on the forefront of organizations with proven approaches to supporting some of our country’s most challenged schools and districts.

Regional Director, Linda Ponce-de-Leon provides senior leadership to our Michigan staff and manages relationships with our district partners in Michigan. Linda began her career in education in a corps member of Teach For America. She worked as an elementary bilingual classroom teacher in Los Angeles and Chicago public schools. Linda has also served as a master teacher, mentoring student- and first-year teachers. While working as a school coach for the Bay Area Coalition for Equitable Schools (since renamed as The National Equity Project), Linda gained experience working in start-up schools and leading for equity. Additionally, Linda has experience in school leadership first as a founding dean of Garfield Charter School in Redwood City, CA and then as founding principal of the Erie Elementary Charter School in Chicago. Prior to joining Partners, Linda was most recently at the KIPP Foundation where she supported the development of the Fisher Fellows, leaders preparing to open elementary KIPP schools across the country.

District Partnership Director, Deanna Rolffs, currently leads our partnership with the Grand Rapids Public Schools. Prior to joining Partners, Deanna was a School Improvement Consultant at Kent Intermediate School District for twelve years where she partnered with school leaders and teacher teams to rethink adult practices to increase student achievement with marked gains. She specializes in leadership coaching, assessment, data analysis, adult learning and facilitation.

District Partnership Director, William Hill, leads our partnership with Battle Creek Public Schools. Born and raised in Baltimore, William attended Sojourner Douglass College, Johns Hopkins and Loyola Universities and is currently a doctoral student in the Urban Educational Leadership Program at Morgan State University. William worked as a teacher for several years in Baltimore City and Prince George’s County Public School Systems. He has served as an assistant principal and principal, receiving multiple school performance awards. Most recently, William served as the Executive Director of a network of high performing, in-district charter schools that he successfully scaled.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
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.