

SUBMISSION INSTRUCTIONS

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



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on **May 21, 2010** to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

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

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

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

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

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

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

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

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

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

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

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

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity			
[REDACTED]		Success for All Foundation, Inc.			
3. Name of Entity as you would like it to appear on the Approved List					
Success for All Foundation, Inc.					
4. Entity Type:		5. Check the category that best describes your entity:			
<input checked="" type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> School District <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input checked="" type="checkbox"/> Other (specify): <u>School-reform organization</u>			
6. Applicant Contact Information					
Name of Contact Scott Hesel		Phone 410-616-2427		Fax 410-324-4444	
Street Address 200 West Towsontown Boulevard		City Baltimore		State MD	Zip 21204-5200
E-Mail shesel@successforall.org		Website www.successforall.org			
7. Local Contact Information (if different than information listed above)					
Name of Contact		Phone		Fax	
Street Address		City		State	Zip
E-Mail		Website			
8. Service Area					
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.					
<input checked="" type="checkbox"/> Statewide					
Intermediate School District(s):			Name(s) of District(s):		

9. Conflict of Interest Disclosure

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

Yes

No

What school district are you employed by or serve: _____

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 Narrative Limit: 4 pages (insert narrative here)

SFAF believes that all children can learn, regardless of their socioeconomic background, and that every school must work relentlessly to ensure students' educational success. With these beliefs at the core of the Success for All Foundation, our reform model is based upon the integration of best practices for instruction, leadership support, data monitoring, professional development, and interventions for individual students.

SFAF research-proven K-8 school reform model revolves around the concept of cooperative learning with team interdependence, individual accountability, and equal opportunities for success. Dr. Robert Slavin, the co-founder and chairman of SFAF, has completed extensive research on the effects of cooperative learning and has identified the following positive characteristics as common to students who learn in cooperative settings:

- Higher achievement
- Increased retention of information
- More positive heterogeneous relationships
- Greater intrinsic motivation
- Higher self-esteem
- More on-task behavior
- Improved attitudes toward teachers and school

Because of the success of cooperative learning strategies on student motivation, engagement, and achievement, SFAF believes in the necessity of student interaction to facilitate learning and improve student achievement results, so the SFAF instructional consultant will assist district and school leadership in creating a school structure to support cooperative learning and train school staff in the Michigan schools served in using cooperative learning across the content areas as well as in reading. In addition, the use of cooperative learning strategies provides a highly effective instructional strategy for both special education and English language learners by giving them inclusive opportunities to participate in the same rigorous curriculum available to all students. Through SFAF's cooperative learning structures, students will work together to learn and will also be responsible for their teammates' learning using proven strategies to help each other master academic content. This training in and implementation of cooperative learning will directly support school staff in improving instructional practices and, therefore, student achievement in all content areas and will provide consistency of instruction for students.

In order to effectively provide comprehensive improvement services in Michigan, Success for All will take the following steps:

A. Leadership Training and Support with Data-Driven Reform Services

For the purposes of the Michigan Whole School Reform plan, SFAF will use internally developed processes to provide intensive, comprehensive leadership support and training that will assist each school's leadership team, staff and community, in

supporting, the successful implementation of the Success for All program to improve student achievement as well as addressing other school-specific issues. This leadership support will include the development of an achievement plan that meets the requirements for the North Central Association Plan, monitoring of progress toward achievement plan targets, implementation of a results-based professional development system, and support for change through a concerns-based adoption model. The leaders of each individual school in the district/region will also collaborate through SFAF Professional Leadership Communities that will allow them to draw upon the knowledge of their peers and Success for All consultants to refine their leadership skills through an emphasis on the collection and analysis of school data as they relate to students.

B. Success for All Comprehensive Educational program with Ongoing Professional Development

SFAF believes that excellent reading and math skills will provide the core abilities for students to be successful in all other areas. Success for All educational programs, which have been proven effective in over 50 studies, emphasize a culture of achievement surrounding a set of core learning structures (including cooperative learning, the cycle of effective instruction, and the use of data and ongoing assessment). These learning structures will support not only the powerful Success for All program, but also learning across the content areas.

C. Leading for Solutions Network

The Leading for Solutions network, which SFAF will implement in the restructured Michigan schools it serves and tailor to each school's unique needs, is a critical school reform support structure in ensuring that every child has the opportunity to succeed in school and that no child is left behind. The Solutions Network will establish a coordinated, proactive network of support to address the barriers toward individual students' success and to ensure that the school meets the targets set forth in its achievement plan. The network, under the coordination and leadership of a principal, will represent a cross-section of the school community and usually includes, but is not limited to, an administrator, the Success for All facilitator, a counselor, the social worker, the nurse, lead teachers, a parent liaison, an attendance clerk, and a parent representative. This network of individuals will choose to work with one or more of the five Solutions Network professional learning communities depending on their expertise: Attendance Team, Intervention Team, Parent and Family Involvement Team, Community Connections Team, and Cooperative Culture Team.

D. Identify a Success for All facilitator from within the school community.

The SFAF instructional consultant will work with school leadership to identify a current master teacher/staff member from within the school community to act as a facilitator of SFAF's instructional model and reading program. This Success for All facilitator will be relieved of his or her current responsibilities to serve the following functions under the guidance of the SFAF consultant:

- Support teacher growth in implementing the program to enable achievement for all students through classroom observations and evaluation of each teacher's progress.
- Provide collaborative support and coaching to teachers through individualized

problem solving, modeling lessons, scheduling opportunities for peer observations, and mini-training sessions at professional learning community meetings.

- Maintain a positive working relationship with faculty as a mentor and coach, not as an evaluator.
- Assess and monitor student growth through the collection, disaggregating, and dissemination of formal and informal assessment data, with a particular emphasis on supporting and placing ELL and special education students in the appropriate groups.
- Facilitate the quarterly assessment process as well as the regrouping of students and determination of tutoring needs based on performance.
- Manage Success For All program materials.
- Develop an in-depth understanding of all program components.
- Participate in Leading for Solutions as part of the school leadership team.
- Facilitate professional learning community meetings to establish models of instructional excellence in each program component and to define refined instruction in each component.
- Communicate regularly with SFAF instructional consultant.

E. Support school staff in the implementation of the Cycle of Effective Instruction to support cooperative learning and best practices for instruction.

The cooperative-learning structures described above will be supported by an interactive instructional model known as the Cycle of Effective Instruction that assists teachers in all content areas in effectively structuring learning. This framework, described in the chart below, is used successfully across the curriculum to teach learning behaviors, cooperative learning standards, academic content, processes, strategies, and skills, and the SFAF instructional consultant will train school staff in the implementation of this structure to improve and support instruction and create continuity for students. The following is the framework of the Cycle of Effective Instruction:

Active Instruction: During Active Instruction the teacher explains new skills, concepts, or strategies by providing purposeful and deliberate modeling. Active Instruction is also a time for students to engage in guided practice before using concepts on their own.

Partner/Team Practice: The Partner/Team Practice portion of the lesson allows for the successful use of cooperative learning strategies described earlier and provides students with the opportunity to process new information through engagement with their peers. During Partner/Team Practice, the teacher continues to assist students through monitoring, intervening, prompting, and reinforcing positive learning behaviors.

Assessment: In every Success for All curriculum, both formal and informal assessments occur on an ongoing basis. This continual assessment allows teachers to determine if they need to return to earlier segments of the Cycle of Effective Instruction for more instruction or team practice.

Celebration: When mastery is determined using ongoing assessments, individual achievements are recognized and team contributions are celebrated.

Support school staff in the implementation of the Cycle of Effective Instruction to support cooperative learning and best practices for instruction.

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F. Work with teachers to incorporate instructional supports as well as goal setting and progress monitoring of student achievement in all content areas.

Though reading and math are emphasized as measures of student achievement, SFAF will ensure that the schools served hold themselves accountable for achievement in all content areas. Therefore, the SFAF leadership and instructional consultants will assist school leadership in establishing goals in each content area and in developing processes for monitoring progress toward these goals. SFAF will utilize Professional Learning Communities (PLC) to facilitate this process. They work collaboratively with distributed leadership to analyze student data, refine instruction to improve results, and hold themselves accountable for the outcomes. Much of the focus in a PLC is on what each student needs to learn, how it is known when a student has learned it, and how teachers will respond when a student is having difficulty learning. In a PLC, educators use the collaborative power of team accountability to focus on interventions rather than letting students get to a point that they need remediation. Schools using the SFAF School Improvement model have teachers that participate in at least two PLCs on a weekly basis: one that focuses on what students are learning in reading and one that focuses on what students are learning in math.

A principle support in reaching these goals will be the implementation of cooperative learning and the cycle of effective instruction as well as the identification and use of effective assessment tools. Other support will be based on the facilitator's and SFAF consultant's evaluation of each school's particular needs.

G. Utilize the Intervention Team, part of the Leading for Solutions Network, to monitor the progress of individual students and to coordinate effective interventions.

Under the guidance of the solutions coordinator, the Intervention Team will focus on working with individual children who have been identified as having difficulty. This team will be a group of school community members that will craft individual achievement plans for children (particularly special education and ELL) then identify and create interventions that are specific to the needs of each child.

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)

Success for All clearly meets the Michigan standards for strong evidence of effectiveness. It has been evaluated in a large-scale longitudinal cluster randomized experiment (Borman et al., 2007). This study found positive effects of Success for All in comparison to control groups, using hierarchical linear modeling (HLM). The study, published in the American Educational Research Journal, received the Palmer O. Johnson Award for the best article in an AERA journal in 2008. In addition, there have been many high-quality, large, and longitudinal quasi-experiments, in which Success for All has been compared to matched control schools. The largest multi-school evaluations of SFA are described in this section.

The most important evaluation of Success for All was a three-year longitudinal cluster randomized experiment (Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers, 2007). In this study, 35 Title I schools throughout the US were randomly assigned to use Success for All either in grades K-2 or 3-5. The 3-5 group served as a control group for the K-2 schools. A total of 2,108 K-2 children (1,085 E, 1,023 C) remained in the study schools all three years. Attrition was equal in the two treatment groups. Among the final sample, 72% of students received free lunches, and 57% of students were African American, 31% were White, and 10% were Hispanic.

Children were pretested on the Peabody Picture Vocabulary Test (PPVT) and then individually tested on scales from the Woodcock Reading Mastery Test each spring for three years. Testers were not aware of the treatment assignments of each school. Data were analyzed grade absences in 1993 were 8.8% in SFA schools and 13.5% in control, and among fifth graders the rates were 6.4% in SFA, 13.7% in control.

Borman & Hewes (2002) carried out a follow-up assessment of children in the first four Baltimore cohorts when they were in the eighth grade (if they had been promoted each year). Since SFA schools only went to the fifth grade, these students would have been out of the SFA program for at least 3 years. Analyses showed that former SFA students still scored better on CTBS than controls ($ES=+0.29$, $p<.001$). Effect sizes were similar for the lowest achievers ($ES=+0.34$). The SFA students were also significantly less likely to have been retained or assigned to special education.

The following are additional studies that have show Success for all to be effective among different grade levels, states, and subgroups:

State of Texas

Using data available on the Internet, Hurley, Chamberlain, Slavin, & Madden (2001) compared every school that ever used Success for All anywhere in the State of Texas during the period 1994-1998 ($n=111$ schools). Gains in these schools on the percent of students passing the Texas Assessment of Academic Skills (TAAS) reading measures for grades 3-5 were compared to gains in the state as a whole; in each case, gains from the year before program inception to 1998 were compared. Gains for Success for All schools were significantly greater than for the rest of the state for every group of schools. Gains were greatest for African-American and Hispanic students in SFA schools, compared to African-American and Hispanic students in the rest of Texas. This finding provided evidence that Success for All was actually closing the achievement gap between minority students and their white peers. An update to 2002 found that the differences favoring the Success for All schools were still

statistically significant.

State of California

Another large-scale evaluation using state accountability data involved SAT-9 reading data from Success for All schools in California (Slavin, Madden, Cheung, & Liang, 2002). The 91 Success for All schools that had begun implementation by 1998 gained significantly more than other California schools by 2001. The same was true of the 136 schools that had started by 1999 and the 153 schools that had started by 2000. Similar differences favoring Success for All were found on the state's Academic Performance Index, or API.

Other States and Cities

Gains made by Success for All and other schools have been compared by independent researchers in states and cities throughout the U.S. For example, a study by Muñoz, Dossett, & Judy-Gullans (2004) in Louisville, Kentucky, and a study of New York City's Chancellor's District by Phenix, Siegel, Zaltsman, & Fruchter (2004), reported higher achievement on standardized tests in schools using Success for All than in matched control schools.

English Language Learners

Success for All has two adaptations for English language learners, a Spanish bilingual version and an English language development supplement to the English version. In six studies, both versions have been found to be significantly more effective in helping children read than traditional approaches used with English language learners (Slavin & Madden, 1999; Cheung & Slavin, 2005).

Other Outcomes

Beyond the many evaluations of reading achievement, Success for All has been found to reduce assignments of students to special education (Borman & Hewes, 2003) and to increase the achievement of students already in special education for learning difficulties (Slavin, 1996). It has also been found to increase student attendance and reduce retentions (Slavin & Madden, 2001). Studies of teachers' attitudes have found that teachers favor Success for All and feel that it is effective for their children (Datnow & Castellano, 2000; Rakow & Ross, 1997). For example, in San Antonio, a new superintendent required teachers in schools implementing a variety of reform models to vote to retain or drop their model. The vote in 24 Success for All schools averaged 81.1% positive, while that for four other models in 37 schools averaged 36.5% positive.

Conclusion

The quantity and quality of research on Success for All, and the positive outcomes found in almost all studies clearly establish that Success for All is highly effective in increasing student reading. The effects can be quite substantial, averaging more than half of the national White-minority achievement gap and almost a full grade equivalent by second grade (see Slavin et al., 2006). In a time when educators are increasingly being asked to use proven programs, Success for All is the best demonstration in existence of the idea that rigorous research on practical programs can be done and can show substantial positive effects. Every child should have a right to participate in a program with this level of evidence.

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).

For School Leaders (including principals, assistant principals, program facilitators/coaches):

New Leaders Conference: The New Leaders Conference is the first part of the Success for All professional development plan. The conference targets principals and facilitators new to the Success for All program and is designed to familiarize these school leaders with the Success for All program components and to provide them with concrete strategies for effective program implementation. It also provides a forum for new leaders to discuss their concerns and questions about implementing the Success for All program with experienced Success for All staff.

Goal-Focused Planning: Before beginning the implementation of the Success for All program in their school, school leaders work in Leadership Academy with their leadership consultant to analyze their specific school needs. Through the process of working with their consultant, school leaders learn how to establish instructional goals with measurable outcomes and a step-by-step plan for ensuring that the school reaches those goals. These goals and plans are formally documented in an Achievement Plan completed with the consultant and reviewed throughout the year.

Ongoing Support from Success for All Leadership Consultant: Throughout the course of a school's implementation of the Success for All program, school leaders have access to the ongoing expertise of their leadership consultant through site visits, conference calls, and informal check-ins. This aspect of the Success for All model's professional development program allows the leadership consultant to guide leaders in assessing student progress, setting up interventions, and altering plans to assure that the school reaches its achievement plan targets. Both the Goal-Focused Planning and Ongoing Support allow school leaders to tailor their professional development experiences to their specific needs on an ongoing basis using their leadership consultant's knowledge and expertise in the field of education.

Experienced Sites Conference: The Experienced Sites Conference is both a learning experience and networking opportunity for sites already engaged in the use of the Success for All program. At the conference, school leaders can participate in specific sessions, led by Success for All trainers, based on their individual needs and benefit from strategizing with a cohort of experienced educators from other schools on successes and challenges with implementation of Success for All.

For School Staff Members:

Initial Training: Once a school has opted to adopt the Success for All program, the school community undergoes an Initial Training facilitated by SFAF consultants, who have extensive experience in education and with the Success for All Program. The Initial Training introduces staff to the whole school strategies (regrouping, Getting Along Together, parent-involvement tools, etc.) used by Success for All as well as specific curriculum and instructional components (assessments, cooperative learning strategies, and classroom management strategies). This initial training allows teachers to explore the rationale behind and structure of the Success for All program, and it familiarizes them with the classroom processes and materials necessary to get off to a quick and successful start.

Classroom Observations: School leaders and facilitators begin the implementation of Success for All with the tools (such as rubrics outlining what teachers and students should be doing during various aspects of instruction) to complete

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

meaningful classroom walk-throughs. The SFAF instructional consultant also completes such observations during his or her regular school visits to help principals and facilitators target areas of need that can be addressed through professional development/professional learning community meetings. Classroom observations are followed with small group or individual coaching sessions to help teachers refine their practice.

Professional Learning Community Meetings: Professional learning community meetings are an essential form of tailored professional development that become regular components of Success for All schools. Organized by the school's facilitator/coach and based on the structured classroom observations completed by various school leaders, professional learning community meetings are designed to address the needs of teachers as they arise and allow for collaboration among teachers teaching the same Success for All component. This structure is a particularly beneficial form of professional development because it regularly targets and addresses clearly identified needs and establishes a community of educators that can learn and benefit from each other as these needs arise. Ongoing workshops/trainings with teacher teams are provided to help them refine their use of the instructor model, data to guide instruction, and transference of cooperative strategies to other curriculum areas.

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)

Please refer to the attached alignment for a detailed breakdown of how SFAF's curriculum and instructional plans adhere to Michigan's standards.

Data and Leadership Standards

In order to fulfill the MDE's standards for data management and shared leadership as defined by the School Improvement Framework, there must be systematically-scheduled times for group review of disaggregated data -both formal and informal-to plan interventions and advance achieving students. SFAF will use an instructional and professional development plan that emphasizes all of these elements. The foundation will take the following steps to ensure both effective disaggregation of data and use of benchmark assessments, as well as a culture of collective responsibility for student learning:

A. Utilize Professional Learning Communities (PLCs) in the Leading for Solutions Network for the school leadership of each district served to encourage data analysis and collaboration around leadership issues.

The Leading for Solutions Network is designed to enhance school leaders' ability to look at data on an ongoing basis and develop plans for achieving specific goals and targets, while also helping them develop and refine their processes for school management. By focusing on school leadership, Solutions ensures that professional development within the school community is purposeful and targeted toward improving the school's achievement results.

Through the SFAF program of data analysis, school leaders from all schools in the selected Michigan district will work with a highly qualified SFAF leadership consultant, as well as experienced school leaders and district representatives, to focus on helping their students achieve proficiency on the Michigan Educational Assessment Program (MEAP), as well as meeting the demands of the Michigan Grade Level Content Expectations (GLCEs). This process will allow school leaders to develop clear yearly, quarterly, and monthly goals for student progress in conjunction with the requirements of No Child Left Behind legislation, the GLCEs, and their intervention plan. And, schools will be able to measure growth toward their established goals by using quarterly benchmark assessments, or existing benchmarks, which will be developed to match the MDE as well as to predict outcomes and growth in sub-skills on the MEAP exams. Following are the principal functions of the professional development in leadership training provided by Leading for Solutions Network:

- Development of clear yearly, quarterly, and monthly goals for school progress
- Use of thorough analysis to identify areas of concern that may be impeding the school's ability to reach established goals
- Identification of specific instructional targets for students by completing a root cause analysis
- Development of achievement plans that are reviewed quarterly to determine progress both on school-wide goals and specific instructional targets for students.
- Detailed and holistic examination of organizational culture, organizational structure, curriculum, instruction and preparation, student demographics, and

external factors for their impact on student achievement

- Forum for school leaders to develop their collective beliefs and values as well as concrete steps to changing these values, if deemed necessary after evaluation
- Exploration of whether current allocations of staff, time, scheduling, and money support the school's goals and how to realign those resources to better encourage desired outcomes outlined in the achievement/restructuring Plan

By working through this analysis process under the guidance of the SFAF leadership consultant, who are experienced leaders in education, school leaders in the restructured schools of each complex area we serve will be better able to meet the needs of their particular students and will be able to review data on an ongoing basis during monthly collaboration with their Leading for Solutions team and the SFAF leadership consultant.

B. Community/Parental Involvement

SFAF will research-based systems for community and parental involvement. The following two teams - which are part of the Leading for Solutions Network - aligns with strand IV of the Michigan School Improvement Framework.

Parental Involvement

To support the involvement of families in the academic lives of their children, the Solutions Network at each school will use a Parent and Family Involvement Team led by a parent liaison. The SFAF Solutions consultant will work with the school's leadership to identify a current staff member who understands the needs of families in the school community to act as the parent liaison. This parent liaison will serve as the leader and coordinator of the Parent and Family Involvement team, which will consider school goals in targeting family involvement to the needs of the particular school. The parent liaison will also work to recruit at least one parent representative to serve on the team and ensure that the needs of families are represented within the school community.

Community Involvement

To better involve the community in the workings of the school and to draw upon resources from within the community, the SFAF Solutions consultant will assist the solutions coordinator in creating a Community Involvement Team. Members of the Solutions Network in each school will choose to work with the Community Involvement Team, under the guidance of the solutions coordinator and the support of the SFAF Solutions consultant. The Community Involvement Team will forge relationships with business and community partners able to provide assistance to students in a wide variety of areas and will draw upon the knowledge of the entire school staff in identifying and developing additional partnerships that would be particularly beneficial in helping the school reach its achievement targets. Before the school year starts, the Community Involvement Team will conduct a Community Needs Survey to determine how the school can best serve the community and vice versa.

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

From the initial kickoff training for using the SFA SIG model the focus is on building capacity for schools to support themselves. School and district leadership participate in a New Leaders Conference before the program is implemented. The Leading for Solutions team receives training shortly after so that this team can lead the kickoff to the initial training for the entire staff. The SFA Facilitator and other members of the Leading for Solutions team are expected to facilitate the regular aforementioned Professional Learning Communities (PLC) meetings each week. The SFAF consultant will provide these staff with training and support to do this, but during the actual PLC meetings, the SFAF consultant serves as a guide on the side while school staff facilitate the meeting. After the initial kickoff, training is provided to school staff by the Leading for Solutions team and the SFAF consultant, ongoing training and coaching is provided on a several times a month basis to start, and over three years reduces in frequency and moves from direct support by the SFAF consultant to direct support by the school and district staff. The school's SFA facilitator, Leading for Solutions coordinator, and district point staff receive additional training and coaching to prepare them for assuming the coaching role. In year three, they receiving training and coaching in the process of GREATER Coaching, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. By the end of year three, all schools in the SFA network have the option of maintaining a minimal association with the network in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support if they are achieving their state's accountability goals. It is expected that Michigan schools using the SFA Whole School Reform model will be achieving these goals before year three and be well positioned to support the refinement of the model with their own staff and only minimal support from SFAF.

In terms of how PLCs work to build capacity for leaders to implement the rigorous curriculum standards, it a collaborative effort with distributed leadership to analyze student data, refine instruction to improve results, and hold themselves accountable for the outcomes. Much of the focus in a PLC is on what each student needs to learn, how it is known when a student has learned it, and how teachers will respond when a student is having difficulty learning. In a PLC, educators use the collaborative power of team accountability to focus on interventions rather than letting students get to a point that they need remediation. Schools using the SFA School Improvement model have teachers that participate in at least two PLCs on a regular basis: one that focuses on what students are learning in reading and one that focuses on what students are learning in math.

A principle support in reaching these goals will be the implementation of cooperative learning and the cycle of effective instruction as well as the identification and use of effective assessment tools. Other support will be based on the facilitator's and SFAF consultant's evaluation of each school's particular needs.

The intensive training and support is designed so that teachers can begin as novices

or as master teachers and have the coaching support differentiated to meet their individual needs. Master teachers serve as members of the leadership team and facilitate PLCs allowing them to seamlessly serve as mentors to novice teachers.

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)

Gwen Carol Holmes, Chief Operating Officer: As Chief Operating Officer of the Success for All Foundation, GwenCarol has served as a project director to numerous school improvement efforts, including Alhambra Elementary School District (AZ), Atlanta Elementary School District (GA), and the Lorain City School District (OH), among many others. As project director, GwenCarol has worked to ensure the following deliverables: regular teacher feedback and coaching through Professional Learning Communities, data input and analysis, and the execution of strategic plans for sustained school improvement.

Debra Shaw, Coach: Debra has 13 years of experience in education. She worked for four years as an elementary school math teacher, and has nine years experience as a math coach for SFAF. She has provided content and pedagogy training to a number of new SFAF schools.

Kathy McLaughlin, Consultant: Kathy has 20 years of experience in education under a variety of capacities. Before she started working at SFAF in 2000, she worked as a professor of Education, an elementary school teacher, and Dean of Students at Sebastian Middle School in St. Augustine, Florida.

Cathy Pascone, Midwest Area Manager: Cathy has more than 40 years experience working in education. She worked as an elementary school teacher from 1968 to 2001, when she joined SFAF as a trainer. At SFAF, she has effectively worked for nine years assisting schools in utilizing data to improve instruction.

Lisa Thomas, Reading Coach: Lisa has 22 years experience working education, all of which has been dedicated to serving disadvantaged students. She started her career as a Title I teacher in Aliquippa, PA, and in that role, she effectively led a community/parental involvement program to increase student literacy. She has used this experience as springboard to become a Title I Coordinator in Aliquippa, and later an SFAF Facilitator and Literacy coach.

Ruby Roberson, Point Coach: Ruby had 20 years of experience serving as a teacher and administrator before starting at SFAF in 2009, including previous positions as a principal and superintendent. As Superintendent of Riverdale School District in Riverdale, IL, Ruby oversaw the implementation of SFAF in five schools. As a result, she brings first-hand experience on both sides of implementation for the SFAF SIG plan.

If it becomes necessary to increase staff, the Success for All Foundation maintains an aggressive and rigorous recruiting/training program to ensure its capacity to meet the initial and ongoing needs for on-site program implementation and contract fulfillment. This process is employed for all client training/service staff, as well as infrastructure support positions, to ensure the highest level of customer service to partner schools. This sustainable model includes identifying highly qualified educators, primarily from schools who have demonstrated exceptional implementation of the SFA program. These opportunities to affect positive outcomes in schools are highly sought after. On the average, there are 25 applicants per month seeking school support training opportunities, of which 40 - 50 are viable candidates annually for training opportunities.

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.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 24 2002**

SUCCESS FOR ALL FOUNDATION INC
200 W TOWSONTOWN BLVD
BALTIMORE, MD 21204-5200

Employer Identification Number:
52-2061820
DLN:
17053264713032
Contact Person:
DANIEL D DRAGOO ID# 31467
Contact Telephone Number:
(877) 829-5500
Our Letter Dated:
May 1998
Addendum Applies:
no

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(2).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(2) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(2) organization.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

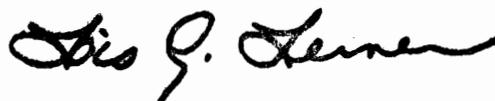
Letter 1050 (DO/CG)

SUCCESS FOR ALL FOUNDATION INC

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

for

Internal Revenue Service

Department of the Treasury

Washington, DC 20224

Success for All Foundation, Inc.
3505 N. Charles Street
Baltimore, MD 21218-2498

Contact Person:
Edwin Brown
Telephone Number:
202-622-7672 or 202-622-8120

In Reference to:
CP:E:EO:T:3

Date:

MAY 29 1998

Employer Identification Number: 52-2061820

Key District: Southeast (Baltimore, MD)

Accounting Period Ending: June 30

Foundation Status Classification: 509(a)(2)

Advance Ruling Period Begins: October 17, 1997

Advance Ruling Period Ends: June 30, 2002

Form 990 Required: Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be a publicly supported organization described in the section(s) indicated above.

Accordingly, you will be treated as a publicly supported organization, and not as a private foundation, during an advance ruling period. This advance ruling period begins and ends on the dates indicated above.

Within 90 days after the end of your advance ruling period, you must submit to your key district office information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, you will be classified as a private foundation for future periods. Also, if you are classified as a private foundation, you will be treated as a private foundation from the date of your inception for purposes of sections 507(d) and 4940.

Success for All Foundation, Inc.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on the advance ruling that you are not a private foundation until 90 days after your advance ruling period ends. If you submit the required information within the 90 days, donors may continue to rely on the advance ruling until we make a final determination of your foundation status. However, if notice that you will no longer be treated as the type of organization indicated above is published in the Internal Revenue Bulletin, donors may not rely on this advance ruling after the date of such publication. Also, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of that classification, or if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

If your sources of support, or your purposes, character, or method of operation change, please let your key district know so that office can consider the effect of the change on your exempt status. In the case of an amendment to your organizational document or bylaws, please send a copy of the amended document or bylaws to your key district. Also, you should inform your key district office of all changes in your name or address.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

Because you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Success for All Foundation, Inc.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, Deductibility of Payments Made to Organizations Conducting Fund-Raising Events, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt from Income Tax. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is

Success for All Foundation, Inc.

not complete, so please be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return). See Internal Revenue Service Notice 88-120, 1988-2 C.B. 454, as modified by P.L. 104-168, 110 Stat. 1452, for additional information.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service.

We are informing your key district office of this ruling. Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any immediate questions about this ruling, please contact the person whose name and telephone number are shown in the heading of this letter. For other matters, including questions concerning reporting requirements, please contact your key district office.

Sincerely,

Enclosures:
Form 872-C
Pub. 1771

Edward K. Karcher
Edward K. Karcher
Chief, Exempt Organizations
Technical Branch 3

ACORDTM CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/08/10

PRODUCER **HMS Insurance Associates, Inc.**
 20 Wight Avenue, Suite 300
 Hunt Valley, MD 21030
 (410) 337-9755

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE

NAIC #

INSURED **Success For All Foundation**
 200 W Towsontown Blvd
 Baltimore, MD 21204-5200

INSURER A: **ST PAUL/TRAVELERS**
 INSURER B:
 INSURER C:
 INSURER D:
 INSURER E:

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A		GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <hr/> GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	6305260C922	6/24/09	6/24/10	EACH OCCURENCE	\$ 2,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000
						MED EXP (Any one person)	\$ 10,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 2,000,000
						PRODUCTS-COMP/OP-AGG	\$ 2,000,000
A		AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	EA6359C932	6/24/09	6/24/10	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
						BODILY INJURY (Per person)	\$
						BODILY INJURY (Per accident)	\$
						PROPERTY DAMAGE (Per accident)	\$
		GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT	\$
						OTHER THAN AUTO ONLY: EA ACC	\$
						AGG	\$
A		EXCESS/UMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <hr/> DEDUCTIBLE RETENTION \$	CUP6670C195	6/24/09	6/24/10	EACH OCCURENCE	\$ 10,000,000
						AGGREGATE	\$ 10,000,000
						Retained	\$ 10,000
							\$
							\$
		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below				WC STATUTORY LIMITS	OTH-ER
						E.L. EACH ACCIDENT	\$
						E.L. DISEASE - EA EMPLOYEE	\$
						E.L. DISEASE - POLICY LIMIT	\$
		OTHER					

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

CERTIFICATE HOLDER

MICHIGAN DEPT OF EDUCATION
 608 WEST ALLEGAN STREET
 LANSING, MI 48909

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE



BRIAN MARDEN

© ACORD CORPORATION 1988

IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A Statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

GwenCarol Holmes

Success for All Foundation
200 W. Towsontown Blvd.
Baltimore, MD 21204
410-616-2432
e-mail: gholmes@successforall.org

Education

Ed.D., Education Administration, Wichita State University, 2002
Masters of Education Administration, Wichita State University, 1994
M.S., Curriculum and Instruction, Kansas State University, 1982
B.S., Elementary Education, Kansas State University, 1978

Professional Experience

2007-2009 Chief Operating Officer
Success for All Foundation, Baltimore, MD

- Led the transition of the Success for All Foundation from day-to-day management by its founders to management by a team of directors and area teams focused on providing systemic support to schools. Re-established a positive growth rate for bringing new schools into the network, developed strategic partnerships with states and districts, refocused the Foundation on its niche of professional development coaching, stabilized finances, developed and implemented a strategic plan aimed at establishing sustainability, and developed staff for greater diversity in capacity.

2004-2009: Associate Director and Assistant Professor,
Center for Data-Driven Reform in Education
Success for All Foundation and **Johns Hopkins University**, Baltimore, MD

- Developed district and school systemic protocol and tools for using data to inform decision making to improve student achievement. Trained and supervised consultants. The protocol has been used in over 100 districts.

2003-2004: District Improvement Coach and 4Sight Manager (Benchmarks)
Success for All Foundation, Baltimore, MD

- Developed and coordinated training and implementation of 4Sight benchmarks across Pennsylvania and Indiana in approximately 400 districts. Collaborated with state departments of education to build capacity of state and district staff to use data to inform decision making.
- Coordinated development of 4Sight Reading Benchmarks to mirror state specific high-stakes reading assessment. Coordinated development of a data management system and training to support use of the benchmarks.

2002-2003: Director of Achievement, **Edison EMO K-8 Schools**, Philadelphia, PA

- Facilitated development the Edison Philadelphia Design to implement their core design for school reform with limited resources and policy and collective bargaining constraints. This included extensive work on the redesign of an elementary and middle school model.

1997-2002: Principal, **Colvin Elementary**, Wichita, KS

- Developed and implemented school turnaround programs at two schools, one with 900 students and the other with 500 students, in Wichita, KS. Design included total inclusion of ESOL and special student students. Hired new staff, generated community involvement, reallocated resources, developed a new school calendar and curriculum. Provided extensive professional development and coaching for implementation of cooperative learning, teacher modeling, and direction instruction methods. Six years of results showed significant improvement in student achievement and narrowing of the achievement gap for ESOL students.
- Served as a member of an educational consulting team from Wichita State University providing Kansas school districts with in-depth case studies and recommendations for improvement on select areas of concern. Conducted studies on a) district progress towards accomplishing its vision, b) effectiveness of special education services, c) effectiveness of Title I services, d) redesign of middle school programming.
- Chaired International Baccalaureate High School Improvement Task Force for Wichita Public Schools. Resulted in more students of poverty and students of color accessing and participating in the program.

1994-1997: Principal, **Kelly Elementary**, Wichita, KS

1992-1994: Title I Specialist, **District Director**, Wichita, KS

- Designed and facilitated implementation of an in-class integrated curriculum and support for Title I students. Developed several different school-wide models for Title I schools. Developed the Title department of the Wichita Public Schools into the primary developer and provider of professional development to teachers across the district.

1987-1992: Title I Reading and Math Teachers, Wichita, KS

1979-1987: First, third, and fourth grade teacher, Topeka, KS

Lisa Ann Thomas

Success for All Foundation
200 W. Towsontown Blvd.
Baltimore, MD 21204
724-777-0329
email: lthomas@successforall.org

Education:

Principal License, Masters of Education Administration, Franciscan University of Steubenville, 2005
M.S., Reading and Language Arts, Duquesne University, 1992
B.S., Elementary Education, Indiana University of Pennsylvania, 1978

Experience:

2008-2009 Reading Coach

Success for All Foundation, Baltimore, MD

- Provided training and consultation at the school/district level to help school leaders develop program expertise, clearly define their achievement goals, understand the type of data generated by each SFA program, and analyze this data to track progress toward meeting school goals.
- Worked closely with school personnel to align curriculum, instruction, and resources by using student achievement data to make adjustments within the structure of the curriculum to meet the needs of individual classes and students. Fostered the belief that proper use of the tools provided by the SFA programs can and will help all children to learn.

2002-2008 Literacy Coach

Aliquippa School District, Aliquippa, PA

1997-2002 SFA Facilitator

Aliquippa School District, Aliquippa, PA

- Worked in partnership with school and district leadership to monitor student achievement and coordinate support for schools by providing high level, goal focused implementation support to schools. This support resulted in increased levels of student achievement as measured by state assessments, district assessments, program assessments, and achievement plan targets.
- Directed research activities concerned with educational programs and services in the school system, and used the data to formulate and design procedures to determine if program objectives were being met.

1992-1997 Elementary Title 1 Coordinator

Aliquippa School District, Aliquippa, PA

- Trained and managed an assessment team on administering and scoring program and district assessments to ensure fidelity to the testing process, and evaluated data obtained from these assessments to measure the effectiveness of the curriculum and to interpret pupil, group, and school progress.

1988-1992 Title 1 Teacher

Aliquippa School District, Aliquippa, PA

- Developed a highly successful parent/community out-reach program to increase awareness of the state assessment, and realized a significant increase in student participation during the testing window. Developed a series of parent workshops centered on student literacy needs which directly resulted in an increase in the percentage of students completing reading homework.
- Developed in-service training programs regarding data analysis, differentiated instruction, program implementation, fluency, and appropriate literacy interventions for staff. These programs resulted in informed instructional changes and increases in the number of students reading at or above grade level.

Cathy S. Pascone

Success for All Foundation
200 W. Towsontown Blvd.
Baltimore, MD 21204

828-615-7247

e-mail: cpascone@successforall.org

Education:

B.S. Elementary Education, The Ohio State University, 1968
Graduate Courses, The Ohio State University, 1969 - 1973

Experience:

2005-2009: Midwest Area Manager, **Success for All Foundation**, Baltimore, MD

- Supervised coaches on the Midwest Team of the Success for All Foundation through quality implementation, data analysis, coaching, systems analysis, and professional development for 50+ schools using Success For All Reading program.

2001-2005: Trainer, **Success for All Foundation**, Baltimore, MD

- Partnered with schools to create achievement plans based on multiple data points to address areas of concern that were preventing schools from Making Adequate Yearly Progress.
- Participated in training and implementation of 4Sight benchmarks across Indiana for approximately 100 districts. Collaborated with participating schools to interpret benchmark assessments and then develop coordinated plans to turn key information to faculty and address concerns.
- Presented initial and module trainings addressing best practices in teaching reading.

1996 - 2001: **First and Second Grade Teacher**, Wilkinsburg, PA

- Mentored teachers through their first year of teaching addressing concerns with lesson plans, behavior management, instructional practices, and completing documentation for the state of Pennsylvania and Maryland.

1990 - 1996: **First and Second Grade Teacher**, Baltimore City Schools, MD

- Created and presented training sessions in both reading and mathematics for Baltimore City teachers the Maryland Science Center using the Tesseract Model.

1973 - 1990: **Supplemental Teacher, Reading Specialist, First Grade Teacher**, Branchburg, NJ

- Facilitated a team of teachers through professional development to implement multi-age, looping practices in their classrooms.

1968 - 1973: **Third and Fourth Grade Teacher**, Gahanna, OH

Debra Shaw

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Education

**Professional Clear Multiple Subject Teaching Credential
Crosscultural, Language and Academic Development Emphasis, August 1996**
California State University, Los Angeles
Grade Point Average: 4.0

Bachelor of Arts Degree, Child Development, September 1995
California State University, Los Angeles
Departmental Honors and Summa Cum Laude
Grade Point Average: 4.0

Professional Experience

2000-2009 **Success for All Foundation** Coach, Math and Reading
Success for All Foundation, Baltimore, MD

- As the lead coach for a Native American School District on the coast of Washington, provided content and pedagogy training and support to entire school, grades K-12, as a part of a whole school reform movement. The school moved from zero percent proficient in 1998, to becoming a 2009 School of Distinction award winner for 7 years of exemplary improvement in their state test scores. State Department of Education conducted a thorough audit of the school and the community, the findings pointed to the strategies and structures of the SFAF programs and trainings to be a key factor in the District's success.
- Asked to create a program for a non-SFAF program school to implement cooperative learning in math to improve the percent proficient and advanced. The PTA at the school secured the funding for this venture.
- Retained by School District in Native American area in Montana to create a consistent and replicable structure and strategies for teachers in Middle and High School to use across all curriculums. Created training and implementation process which has been used for several years to help move the school to reaching AYP by AMO.
- Consistently provide a resource to SFAF in the area of math content and pedagogy. Support personnel within the Foundation in building training and programs in math.
- Trainer of coaches in the SFAF Math Programs. Mentor Coach for coaches in math.

1997-2000: **Elementary Teacher and Mentor Teacher**
Everett School District, Everett, WA

- While in Everett School District, assisted school in implementing the SFAF reading and math programs. Designated model classroom for both reading and math.

1996-1997: **Multi-Age, Grades 1-3, Elementary Teacher**
 Glendale Unified School District, Glendale, CA

- During first year of teaching, conducted whole school trainings in reading assessments. Supervised student teachers in multi-age setting. Worked with afterschool gifted and talented program, tutoring program, and assisted with Annual Math Field Day. Classroom was designated as a pre-service demonstration classroom for California State University Teaching Program.

1980-1993 **Wells Fargo Bank,**
 Glendale, San Marino, Studio City, and Universal City, CA

Teller, New Accounts Representative, District Sales and Marketing Specialist, Personal Loan Officer, Assistant Vice President and Manager

- Created, conducted, and implemented trainings for the Sales and Marketing Department at Wells Fargo Bank.

Ruby E. Roberson

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Education:

Ed.D, Educational Administration, Loyola University of Chicago, 1999
M Ed., Educational Administration, Governors State University, 1996
M Ed, Early Childhood Education, Erickson Institute of Loyola University, 1975
B. S., Child Development, Western Illinois University, 1972

Experience:

2009-Present Point Coach, **Success for All Foundation**, Baltimore, MD

2006-2008 Superintendent, **Dolton/Riverdale School District 148**, Riverdale, IL

- Headed a ten school elementary district of 3200 students. Supervised an administrative staff comprised of fourteen and a teaching faculty of four hundred. Five of the schools were Success for All schools.
- Worked collaboratively with the Board of Education to plan, process and implement a District Strategic Plan. The charge of this activity has been and continues to be the meshing of the needs of the community, the parents, students and the District to set goals that will allow the District to educate the children and prepare them for the 21st Century.

1998-2006 Principal, **Franklin Elementary**, Dolton, IL

- As a principal I chaired the District's Language Arts committee. As chair, I was accountable for the alignment of the District's Language Arts Curriculum to the State of Illinois Learning Standards. This Committee also set the standards and oversight for the "Think In Ink" writing achievement program for Jr. High students.

1996-1998 Principal, **Dr. Ralph Bunche Elementary**, Hazel Crest, IL

- Selected by the Illinois Principal's Association as a "Turn Around School" principal and asked to make a presentation.

1995-1996 Assistant Principal, **Robert S. Abbott Elementary**, Chicago, IL

- Grant writing experiences have included the preparation of the proposal for \$50,000 for each of three consecutive years for Comprehensive School Reform. Additionally, I was a contributing writer for the Reading First grant for which the District was awarded over \$700,000 from the State of Illinois to improve the reading skills of primary students in the District. I was also responsible for bringing in \$48,565 in one year for School Improvement funds for my school.

1993-1995 Reading Specialist, **Robert S. Abbott Elementary**, Chicago, IL

- Provided strong, collaborative and consistent leadership to a building that was struggling with trust issues, a lack of leadership continuity and declining reading scores. Collaboration with the faculty led to the adoption of the *Success for All* Comprehensive School Reform model. After the commitment to the implementation of the program, reading scores rose significantly, removing the school from the Academic Watch list.

1989-1993 First, second, and third grade teacher, Chicago, IL

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Education:

Masters of Education, University of North Florida, Jacksonville, Florida, 1988

Bachelor of Science, Slippery Rock University, Slippery Rock, Pennsylvania. 1983

Professional Educator State of Florida, Department of Education Certificate,

- Physical Education
- Kindergarten through Grade Eight
- Middle School Endorsement
- Leadership and Administration, pending

Experience:

2002-2009 Consultant/Project Manager

Success for All Foundation, Baltimore, MD

- Provide extensive professional development and coaching for implementation of reading curriculum, cooperative learning, best instructional practices and teacher planning methods. Eight years of implementation results showed significant improvement in student achievement and narrowing the achievement gap for ESOL students.
- Coordinated high level training and implementation with schools throughout the United States on Comprehensive School Reform Program

1995-2002 Dean of Students – Sebastian Middle School

St. Johns County School District, St. Augustine, FL

- Supported and implemented district and school systemic protocol and tools for using data to inform decision making to improve student achievement. Trained and supervised leadership teams and teachers in large districts.
- Provide support and continued professional development on data tools, behavior management and best instructional practices to improve student achievement.

1990-1995 Teacher/Department Chairperson/Head Coach

St. Johns County School District, St. Augustine, FL

- Designed, developed and deployed school wide classroom management programs and procedures that were adopted by school district.

1990-2001 Professor, Undergraduate

University of North Florida, College of Education, Jacksonville, FL

- Responsible for school wide student motivation, behavioral discipline, teacher training, and safe school initiatives adopted by other district schools.
- Provided consultative and advisory support to school principal on behavior management, classroom management and school procedures.
- Provided advisory role for peer mediation and distance learning for school and district.
- Served as guest speaker/presenter for "Model Discipline Program".
- Provided support as a communication liaison between students, parents, and district administration.

1995-1996 Assistant Aquatic Director

University of North Florida, Jacksonville, FL

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