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

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:

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

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

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

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

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

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

Applications will only be reviewed if:

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

Applications will only be approved if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<td>3. Job embedded professional development</td>
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<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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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

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

The Application is divided into four sections.

Section A contains basic provider information.

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

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

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

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

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Vitale Educational Services</td>
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#### 3. Name of Entity as you would like it to appear on the Approved List

Vitale Educational Services—Dr. Marie Vitale, President

<table>
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<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<td>□ Educational Service Agency (e.g., RESA or ISD)</td>
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<td>□ Institution of Higher Education</td>
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<td>□ School District</td>
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<td>□ Other (specify): ____</td>
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#### 6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
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</thead>
<tbody>
<tr>
<td>Dr. Marie Vitale</td>
<td>734-649-0387</td>
<td>734-973-9848</td>
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<table>
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<td>Ann Arbor</td>
<td>MI</td>
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<tr>
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<tbody>
<tr>
<td><a href="mailto:mavcas@aol.com">mavcas@aol.com</a></td>
<td></td>
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#### 7. Local Contact Information (if different than information listed above)

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<tr>
<th>Name of Contact</th>
<th>Phone</th>
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#### 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.

<table>
<thead>
<tr>
<th>☐ Statewide</th>
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<table>
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<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
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<tbody>
<tr>
<td>Wayne, Washtenaw, Oakland, Macomb</td>
<td>Any district to limits of staff</td>
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</table>
9. Conflict of Interest Disclosure

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

☐ Yes    ☐ No

Vitale Educational Services contracts with a federally funded mathematics grant, “Project: Making Mathematics Matter” based at Wayne RESA to provide coaching services for grant participants.

What school district are you employed by or serve: not employed by district but serve as coach in the Highland Park district.

In what capacity are you employed or do you serve (position title): Serve in Highland Park as grant coach.

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)

If a school is to be turned around every adult working in the school must know what it means to be turned around. Every school decision must be based on research about what is most effective at increasing student achievement—especially the research as it pertains to underperforming, urban secondary schools. Therefore, the services I would provide for LEAs needing turnaround services have a number of important elements such as the following:

- Meetings with all groups of stakeholders during which the urgency of everyone working together to dramatically improve student academic performance is clearly communicated along with active involvement of each group.

- Work with the building leadership—including site-based administration and the school improvement team—to establish policies and procedures to effectively implement their SIG plan to achieve sustainable improvements in student achievement and to provide these constituents with the needed professional development to serve effectively and sustainably in their positions and roles.

- Institution of research-based support systems for teachers and support staff such as job-embedded professional development which would focus on increasing teachers’ pedagogical, content knowledge.

- Creating a structure designed to provide each student in the building with an adult advocate—thereby increasing positive relationships between students, teachers, administration, and parents.

- Implementation of systems and measurement tools which will be used to monitor and assess the LEAs progress toward meeting its SIG plan goals—both in the short and long term.

- Building the capacity of people within the LEA to maintain the structures and support systems to continue data analysis of relevant information as it pertains to increasing student achievement even after the conclusion of SIG funding.

In the following narrative, I will describe these elements in more detail as well as reference some of the research supporting my plan.

Clear communication and involvement of all stakeholder groups are important elements for any school improvement plan and for schools identified as qualified for SIG funding these needs are magnified. The situation is so difficult that it becomes vital for everyone to pull together to focus on improving student achievement and to help all groups feel confident that every other group is focused on just that as well. It is particularly important for families who may
have felt dispossessed by the educational system to begin gaining confidence about the ability of
the school to care for their child and to help the student feel comfort in the school setting and
support in improving achievement. James Comer highlights the importance of parents who may
have experienced failure in their own schools or their children’s schools to be drawn in to this
turnaround system that is positively committed to the success of their student. Such negative
school experiences can happen in any school setting, but Dr. Comer suggests they are more
prevalent among citizens in high-poverty communities (Comer & Emmons, 2006).

The importance of communication and involvement of all stakeholder groups must be
clearly understood by the building leadership and the school improvement team as they establish
school policies and procedures in support of their SIG plan to improve student achievement.
Additionally, the leadership team must become knowledgeable about research proven strategies
that have been shown to be effective in raising student achievement in low performing schools
such as more time on task, teacher PD in content and pedagogy, sustained teacher support
throughout the school year, relationships between and among students and staff, and parent
involvement. Robert Marzano’s, Classroom Instruction That Works, will be another resource for
the leadership team, teachers, and support staff in the building. This team must adhere to the
focus of governance decisions being based upon their impact on student performance and they
therefore need to take responsibility for the creation of the data and measurement tools that will
be used to monitor and adjust their SIG plan as noted in bullets five and six above. The data that
is being monitored should include short and long term indicators. Factors with an impact on
student achievement such as the following should be tracked and analyzed for improvement: daily
attendance, discipline referrals, suspensions, grades, graduation rate, and scores on standardized
assessments.

Sustained professional development for teachers, support staff, and administrators alike
must be incorporated as an integral part of the improvement plan—both for participants to learn
to work effectively together to reach goals and also to build capacity among staff to maintain the
structures, strategies, and interventions that improve student achievement. In addition to learning
with the school governance team, the principals have an additional need for training specific to
their role. Principals must know what is being taught to the students in the building and how to
determine whether instruction is effective. They build their knowledge by meeting and talking to
teachers about what they are teaching, where they are on the pacing charts, and looking at statistics on how their students did on the common assessments. If a teacher is not performing, it is the job of the principal to write an improvement plan and monitor it. To do this principals need sustained staff development and a relationship with a mentor or coach to bounce ideas as to how to get the teacher to improve. The principal must know all the legal ramifications of teacher evaluation. If, after an individual development plan is given, a teacher does not improve, it is the principal who must recommend termination. The need to establish a good hiring and evaluation systems in low-performing schools is noted by Jacob (2007) in, “Challenges of staffing urban schools with effective teachers.” In his research he finds urban school staffs tend to have less teaching experience, weaker educational backgrounds, and lack appropriate certification. It may be difficult in an interview to know which teacher will excel in teaching. However, once someone has been hired, the principal must realize the importance of carefully evaluating the effectiveness of the teacher and have district support for a means of dismissing a teacher who is unsatisfactory (Jacob, 2007).

Much has been written about the importance of a good teacher in every classroom—especially urban classrooms—to give students equal educational opportunities to achieve their goals (Sanders & Horn, 1998; Darling-Hammond, 1996; Darling-Hammond & Barnett, 2006). The major vehicle recommended to support in-service teachers in their learning for teaching is effective professional development (Darling-Hammond, Williamson & Hyler, 2007). The model of job-embedded, long-term, professional development I recommend consists of several intertwined elements; PD sessions intended to increase teachers’ pedagogical content knowledge, support of a content-focused coach to help the teacher be successful and effectively implement their instructional strategies in the classroom, and coach facilitated regular meetings of departments to collaborate as they define curricular outcomes; create, implement, and analyze common assessments; and share insights on information gained from a process of examining student work. When a common assessment is given (be it by unit, time, or common agreement) the results from each teacher’s classroom are graphed, analyzed, and shared with the department. Discussions have to examine any significant differences in outcomes on these assessments and have teachers share their successful strategies. The regular departmental meetings are the basis for the development of professional learning communities which build the capacity of teachers to become empowered to collaborate to improve student achievement and will ultimately provide
the mechanism for sustaining the cycle of continuous improvement.

Since positive relationships among students, staff, and parents have been shown to be key to school success, my plan would recommend a school create a structure to connect every student to a teacher/adult advocate in the building. One model I have seen for building such a structure is forum in which each teacher has a mixed grade-level, group of about twenty students. The teacher, or forum leader, is responsible for each student in the forum group and serves as a connection between home and school. The teacher is responsible for checking on their forum’s students’ grades, attendance and discipline records. Matters involving a student will also involve the student’s forum leader; the forum leader becomes a point of reference for other staff in the building for issues involving the student. Forum is also a means to create small, learning communities within the school with the older students in the forum helping the younger ones to succeed. The forum leader is like a parent to their forum students. Job embedded, professional development is needed to help staff effectively implement the forum structure.

My role as a turnaround specialist will be to start quickly to facilitate as much communication as possible among all stakeholders prior to the start of year 1. The sooner people come together to understand the urgency and excitement of the effort needed to dramatically improve student achievement, the more will be accomplished in year 1. If possible, I would have teachers, administrators, and support staff participate in an intense week of professional development prior to the start of the year. This time could be used both to acquaint all staff with the SIG plan and to provide needed time and/or training to implement activities identified for year 1 implementation. My ultimate goal is to help staff acquire the capacity and mechanisms to sustain their improvement plan after the funding and support from the SIG grant is over and work myself out of a job.
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.
In my role as a turnaround specialist, I work with LEAs to facilitate the implementation of content and delivery systems that have been shown to be effective through scientific, educational research. In Question 1, I described important elements in my comprehensive services as a turnaround specialist and some of the research upon which these elements are based. In this narrative, I will provide more detail about my work by describing some of the strategies I have helped LEAs implement, citing some more of the research supporting the selected practices, and showing some of the data documenting their success in schools.

Throughout my career, I have followed the research about practices which have been proven to lead to success—especially for schools in urban settings. One of these is Deborah Meier’s work concerning four small, urban schools in Harlem, New York City (Power of Their Ideas, 1995). Her study cited the importance of high expectations for students, a curriculum full of powerful ideas that help students make sense of their world, smaller learning communities, the strong, positive relationships students developed with their peers and school staff, parental involvement, and a collaborative culture in which teachers alter their instructional practices to engage students and develop intellectual communities within the classroom. Fewer than 5% of the students attending Central Park East High School dropped out and 90% went immediately to college. This compared to a roughly 50% graduation rate for New York City as a whole. Many of these same principles about the importance of rigorous instruction, relevant content, and respectful relationships are noted in other research such as that by James Comer (Comer and Emmons, 2006). Dr Comer became convinced that schools in high poverty, urban areas must address all of their students’ developmental needs in order to allow them to progress academically (Ben-Avie, et al., 2003, Comer and Emmons, 2006). There is a strong correlation between a school that cares about the needs of its students and a school in which its students are academically successful.

In addition to creating a relationship structure that connects students to each other and the school, another vital ingredient for improving student performance is improved curriculum, instruction, and assessment. There is a fairly substantial body of research about the specific substance of the deep content
knowledge teachers need to have to successfully prepare high-quality lessons, evaluate the correctness of multiple solutions to rich tasks, and diagnose student difficulties or misconceptions (Shuman, 1986, 1987; Ball, 1991; Ma, 1999; Ball and Bass, 2000, 2002). Many researchers have supported content specific professional development institutes as the setting for teachers to collaboratively participate in rich tasks designed to increase their content knowledge, pedagogical knowledge, and curricular knowledge (Loucks-Horsley and Matsumoto, 1999; Ma, 1999; Ball and Bass, 2000, 2002; West and Staub, 2003). Although such institutes are a necessary ingredient to change teacher thinking, they are probably not sufficient to transform the new learning into improved classroom instruction. The content-specific coach accompanies the teacher back to the classroom and collaborates with the participant to apply the newly acquired knowledge to improve the quality of lessons (Loucks-Horsley and Matsumoto, 1999; West and Staub, 2003; Miles, Odden, Fermanich, and Archibald, 2005). The content-specific coach provides support to teachers throughout the school year. In addition to accompanying the teachers to their content-specific professional development sessions and returning to the classrooms with the participants to help them implement new strategies, I also recommend this coach facilitate content-specific, departmental meetings at least once per month. These meetings establish the practice of professionals coming together to collaborate and learn how to monitor and adjust their instructional practices to help all of their students learn and be successful in their classrooms. I followed this structure in my coaching of Highland Park elementary, middles school, and high school teachers.

For schools in which students are significantly underperforming their peers, it is important to set up a school culture and structure that focuses school time on learning and increases time on task for students to dramatically increase their achievement in the identified areas. Disruptions to class time must be minimized and time on task must be maximized.

For the last six years, I have served as a content-focused coach for the Highland Park district through a federally-funded, state selected, Math/Science Partnership grant. In another section in this application I show the data detailing the success of this project in improving elementary and middle school student performance in the participating districts and in decreasing the achievement gaps between
these districts and the state-wide average. More recently, I also began supporting the mathematics
teachers and administrators in Highland Park High School. During the 2008-2009 school year, in
addition to serving as the coach for the mathematics department, I also worked with district and building
administration and the school governance team as it wrote its plan and application to become a school-
wide Title 1 building. During this process, I met with all departments and gathered information about
their current situations and future needs to improve student achievement.

The Title 1 plan accepted by the state included implementation of the following strategies and
interventions:

- Moving to a block schedule which reduced the number of passing periods in a day and the
  number of classes a student is taking at a time to four (instead of the usual six). This schedule also
  extended the learning time in mathematics and English by students having a ninety minute period
  of each of these two subjects each semester.

- Instituting a reading intervention (READ 180) to provide additional help to students who need
  even more literacy support.

- Providing a mathematics intervention for students who need more support to be successful in
  their mathematics class.

- Implementing a relationship and connection structure called forum. Each student belongs to a
  forum led by a teacher with approximately twenty students from all grades.

Although the teacher professional development to support these practices did not take place before the
beginning of the 2009-2010 school year and this interfered with the quality of the implementation of these
strategies, students definitely experienced expanded learning time in mathematics and English with
additional interventions for these subjects and the results on the MME showed Highland Park scores
increased by 11 in reading and 9 in mathematics. These increases were the fifth largest of all Wayne
county districts following Flat Rock, Dearborn, Woodhaven-Brownstown, and Wayne-Westland.
**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).

Research reveals that many teachers lack the needed expertise to guide good instruction and also demonstrates that great educational damage can occur to a student who has two unsatisfactory teachers in successive years (Sanders and Rivers, 1996; Sanders and Horn). While new and/or ill-trained teachers can be working in any district, research shows greater proportions of these teachers in high-poverty schools resulting in fewer opportunities for students in these schools to experience rigorous classroom learning experiences (Darling-Hammond, 1998; Borman and Rachauba, 1999; Loucks-Horsley and Matsumoto, 1999; Hill, Rowan, and Ball, 2005). Recent studies of effective professional development models for urban areas suggest that there is greater potential for student impact when all of the stakeholders within a unit participate in a whole-school, systemic program (Loucks-Horsley and Matsumoto, 1999; Miles, Odden, Fermanich, and Archibald, 2005). Based upon this emerging evidence, the mechanisms for improving teaching become crucial for improving performance and reducing achievement gaps. If the educational opportunities of students in these high-poverty schools are to be realized, it becomes vital for all teachers currently in these schools’ classrooms to gain the necessary expertise to become good teachers. The most effective means of providing the needed training to in-service teachers in these districts is job-embedded professional development.

Job-embedded professional development is professional development that focuses on supporting the improvement of the actual work of its participants. It has a specific content focus, is tailored to meet the educational needs of those involved, and the professional development model I have worked with and would use in turnaround schools include: sustained, professional development sessions; a coach who works with teachers and support staff on-site to implement improved curriculum, instruction, and assessment; and the means of helping principals, school leadership teams, support staff, and teachers learn how to create and sustain regular meetings for collaboration and professional learning. Development of collaborative communities of educators is a powerful means for embedding professional development into the everyday workings of the school (Hord, 1997; Kruse and Louis, 1993; DuFour, DuFour, and Eaker, 2005). Although the primary focus of these communities of educators is student learning, they are also a means of instructional growth for the leadership team, teachers, and support staff. Richard DuFour and his colleagues (DuFour, Eaker, and DuFour, 2008) have popularized professional learning communities (PLCs) which focus on four questions:

➢ What is it we expect students to learn?
➢ How will we know when they have learned it?
➢ How will we respond when they don’t learn it?
➢ How will we respond if they already know it?

High-quality professional development—in addition to being job-embedded—must be long term, sustained, collaborative, school-based, linked to curricula, and focused on student learning.

There is a fairly substantial body of research about the specific substance of the deep content knowledge teachers need to have to successfully prepare high-quality lessons, evaluate the correctness of multiple solutions to rich tasks, and diagnose student difficulties or misconceptions (Shulman, 1986, 1987; Wilson, Shulman, and Richert, 1987; Ball, 1991). Many researchers have supported content specific professional development institutes as the setting for teachers to collaboratively participate in rich tasks designed to increase their content knowledge, pedagogical knowledge, and curricular knowledge (Loucks-Horsley and Matsumoto, 1999; Ma, 1999; Ball and Bass, 2000, 2002).

Although job-embedded, content-specific, professional development institutes are a necessary ingredient to change teacher thinking, they are probably not sufficient to transform the new learning into improved classroom instruction. A vital ingredient for implementation of the new learning is a content-focused coach who accompanies the teacher back to the classroom and collaborates with the participant to apply the newly acquired knowledge to improve the quality of lessons (Loucks-Horsley and Matsumoto, 1999; West and Staub, 2003). A new consideration of teachers functioning interdependently in professional learning communities is a welcome change from the traditional model of teachers working in
isolation (DuFour, 2004). The PLC reinforces the value of collaboration and the strength of the professional knowledge shared among its members. PLCs are one model of whole-school systemic change initiatives. In their learning communities participants engage in such activities as: clarifying intended outcomes; developing common assessments; jointly analyzing student work and student achievement data; establishing team improvement goals; sharing strategies and materials; and engaging in collective inquiry and action research to improve student learning.

In addition to learning to facilitate a whole-school, systemic program to improve student learning, building principals also need to have professional development or leadership coaching to enhance their skills to serve as the instructional leader of the building. This includes training in monitoring effectiveness and evaluation of staff (including the legal aspects of evaluation), studying the best practices for instruction in core content areas, creating a positive, welcoming school culture and climate, and helping staff use data and scientifically-based research to guide instruction and school policies.

I have experience being on staff in sustained, job-embedded, collaborative professional development programs for mathematics teachers in the Highland Park and Hamtramck schools. Students in these districts have shown significant academic growth in the targeted grades 4-8 since the 2004 inception of the PD program named, “Project: Making Mathematics Matter” (PM3). In the 2003 baseline mathematics data prior to the 2004 start of the grant, the district’s rate of proficiency at each grade on the MEAP mathematics tests was considerably under that of the state. The following tables show each district’s MEAP proficiency rate as a percentage of the statewide proficiency rate in three columns and the actual numerical difference between the local proficiency percentages from the statewide proficiency rate. The chart shows a general trend in which the districts’ proficiency as a per cent of the state increases and the difference between the districts’ proficiency rate and the state’s rate—the achievement gap—decreases. There is still more work to be done—especially in the upper grades—but the trends show students’ performance in these districts is increasing faster than those of the state as a whole. They are catching up!

### Highland Park

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### Hamtramck

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**SUM OF GAPS**

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<tr>
<td>Hamtramck</td>
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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)

I have had extensive experience with state and federal requirements over my nearly forty year commitment to education. My positions have included six years of work as a consultant in the Office of Field Services in Michigan’s Department of Education, six years as a building site administrator—including four as building principal, eleven years of central office experience with six years as assistant superintendent for curriculum and instruction, and my most recent work as a district content and leadership coach with Michigan certification as a Title 1 facilitator. In all of these positions, I have worked with teachers, parents, students, and administrators to fulfill state and federal requirements and increase student achievement. The following subsections represent my understanding of critical elements of state and federal requirements and my method of collaborating with school communities to fulfill these requirements and increase student achievement.

**Michigan’s School Improvement Framework makes it clear that a school has one plan. A first step is the development and administration of a comprehensive needs assessment in collaboration with all stakeholders. In the assessment, data is collected so as to provide a school data profile and a school process profile. The data is then analyzed and the School Improvement Plan is written to address the needs which have been identified. This consists of setting goals with measurable objectives; research best practices to address the needs; develop action plans; implement the plan; monitor the plan, and finally evaluate and revise the plan.**

**Michigan’s Comprehensive Needs Assessment identifies the strengths and weaknesses of a school from many aspects. It serves as a starting point for identifying areas of concern. It focuses efforts on improving student achievement and meeting challenging academic content standards. It drives decision making with data, not intuition, history or convenience. All stakeholders should be involved in the development of the Comprehensive Needs Assessment.**

**A school has one plan for the individual school, the district and North Central Accreditation (NCA) that incorporates the elements of PA25, Title 1, and NCA. The school improvement plan must include a mission statement, goals based on student academic objectives for all students, strategies to accomplish the goals, curriculum aligned corresponding with goals, evaluation processes, staff development, utilization of community resources, role of adults and the community in education, decision making at the building level, development of alternative methods of assessment, and methods for effective use of technology.**

**Title 1 is a federal program to assist schools with high rates of socio-economically disadvantaged students and based upon the rate; buildings can be classified as targeted or school-wide. Targeted assistance schools use Title 1 funds to provide services only to eligible children. Eligible children are those who are under age 21 and entitled to a free public education through grade 12, and who are failing or most at-risk of failing to meet the state’s challenging student performance standards. The school improvement plan for each targeted school must include a description of the required targeted assistance program components for these identified students. A school is eligible for a school-wide program if at least 40 percent of its enrollees or resident children are from low-income families. As a state-certified, Title 1 facilitator, Dr. Vitale has assisted the Highland Park Schools with their district-wide and school-wide Title 1 grant applications.**

**State assessments are administered according to federal and state regulations. The Michigan Educational Assessment Program (MEAP) is Michigan’s required statewide testing program for Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application**
students in grades 3 through 9, while the Michigan Merit Exam (MME) is Michigan’s required high school test. A small percentage of grades 3-8 students with disabilities can qualify for other state assessments such as MI-Access or MEAP-Access and some high school students can qualify for modifications on the MME as noted in their educational plans. By federal regulation, mathematics and ELA assessments are to be administered yearly in grades 3-8, while science and social studies are administered in grades 5 and 8 or 6 and 9 respectively. The MME combines the ACT college entrance exam with a state standards-based assessment and a Work Keys assessment is administered in the spring of the year to all 11th grade students and assesses math, science, social studies, and reading.

**Michigan Grade Level Content Expectations (GLCEs) address expectations for students in four content areas -- English/Language Arts, Mathematics, Science, and Social Studies. The GLCEs detail the assessable content by subject in each grade—particularly in the years the MEAP is administered to students in that subject area. According to federal legislation, ELA and mathematics are to be assessed in each year in grades 3 through 8. The newly adopted Common Core State Standards Initiative is closely aligned with Michigan’s GLCEs and will replace the GLCEs after an appropriately timed phase-in.

**The Michigan High School Content Expectations (HSCEs) define the content expectations required for high school course credit and the Michigan Merit Curriculum defines required credits for high school graduation beginning with the class of 2011. There are content expectations for ELA, mathematics, science, social studies, and guidelines for visual, performing and applied arts, guidelines and expectations for physical education, and for an on-line experience. This translates into 4 credits in ELA, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 1 credit in visual, performing and applied arts and 1 credit in physical education. Beginning with the class of 2016 there also will be a language requirement. The newly adopted Common Core State Standards Initiative is closely aligned with the HSCEs and will replace the HSCEs after an appropriately timed phase-in. The Michigan Merit Curriculum was developed cooperatively by the Governor, Legislature and State Board of Education. The graduation requirements are based on the successful completion of the Michigan Merit Curriculum. The identified content expectations and guidelines provide a framework for designing curriculum, assessments and relevant learning experiences for students. Teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines.

**The Michigan Curriculum Framework is a state curriculum framework composed of three tiers. Tier 1 presents content standards and benchmarks and sections specific to planning, teaching and learning, assessment and professional development. Tier 2 contains a collection of toolkits to help districts and tier 3 contains specific content area resources. It is not a state curriculum but is specifically designed to be used by local districts as they develop their curriculum.

**Section 504 guarantees an appropriate special education as well as accessibility to regular education programs. It requires that all children with disabilities be provided a free, appropriate public education in the least restrictive environment. A person with a disability under Section 504 is any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. Section 504 requires identification, evaluation, provision of appropriate services, notification of parents, an individualized accommodation plan, and procedural safeguards.
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.
The four areas being emphasized in my comprehensive improvement services for turning a school around are: increasing time on task; improving curricula and instruction through job embedded professional development for administrators, teachers, and support staff which includes PD to deepen pedagogical content knowledge, personal classroom coaching support, and the establishment of collegial collaboration in learning communities; building positive, supportive relationships between and among students and staff; and increasing parental involvement and support of the school program.

I am going to use my work in Highland Park High School to explain my plan for building capacity and sustaining continuous school improvement after SIG funding ceases. I will assume that such a low-performing, urban school qualifies for whole-school Title 1 funding and that the Title 1 funding is used effectively to provide staffing and systems to support student academic achievement. An example of this is me working the departments, school governance team, and administration in the writing of the school-wide Title 1 plan to make sure it included the funding for the staff to support the To sustain the longer class periods and the interventions used with it, a high priority school must write their school-wide Title 1 plan so as to include this approach. Highland Park has done this and so when the funds from the SIG grant are no longer available, the longer class periods and interventions can continue. Highland Park has already done this so the staffing for their interventions will continue from Title 1 funds even after the end of the SIG grant.

Teachers, administrators, and support staff will receive three years of intense, focused, effective professional development. Although some future staff development can continue to be funded through Title 1 and Title 2, it is doubtful the same intensity of PD could be provided as is possible through the SIG grant. This is the reason an important ingredient of the professional development provided through SIG builds the capacity of staff members to effectively collaborate with their colleagues to carefully collect and analyze the appropriate student data. Once the teachers have experienced three years of sustained, focused, effective professional development, a strong member of the group could serve to facilitate future regular meetings of each content area’s professional learning communities. Although the first three years of work might include stipends for departmental meetings to occur after school, these meetings could be
sustained through use of other contractual work time for teachers.

A third important ingredient for improving student success is providing an effective structure—such as forum—for building relationships between and among students, families, and staff. With knowledgeable scheduling, a school can build different daily schedules for forum and non-forum days. In Highland Park, we built one schedule for Monday, Wednesday, and Friday with 90 minute classes and no forum, and another for Tuesday and Thursday when classes met for 80 minutes and forty minutes for forum class. Once the administration, support staff, and forum leaders have had three years of professional development to establish structures, procedures, expectations, and responsibilities of forum, the program should be able to continue on its own. Hence, it becomes sustained within the building. The forum leaders can then help other schools to initiate such a program.

Parental involvement is a fourth important component and the turnaround plan would work to connect families to schools by making the school a comfortable place for them and their own learning. In addition to forum connecting students and families to the school, additional structures to bring parents into school for positive experiences might include courses meant to provide parents with more information about various activities in the schools. Such sessions might look at: effective advocacy for your child; the "U" in Forum; nutrition and the prevention and treatment of diabetes; filling out post-high school applications and financial aid forms, using graphing calculators to learn mathematics, introduction to the READ 180 literacy intervention, adult literacy, and any other topics as desired. Research supporting the importance of parental involvement is included in the scientific research of this application. Once established through SIG funding, parental involvement is can be sustained by effective utilization of the school’s Title 1 money.

My plan addresses sustainability through professional development that empowers the school staff to learn how to gather and analyze pertinent data and allows the staff to guide the school improvement process after the SIG funding stops.
Exemplar 6: *Staff Qualifications*
(15 points possible)

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

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

Dr. Marie Vitale is the primary staff providing turnaround services to LEA teams and has extensive qualifications in her nearly forty years in education. Her experiences include six years of work as a consultant in the Office of Field Services in Michigan’s Department of Education, six years as a building site administrator including principalships in Grass Lake and South Lyon, eleven years of central office experience with six years as assistant superintendent for curriculum and instruction in Monroe, and her most recent work as a district content and leadership coach in “Project: Making Mathematics Matter” and also working in Highland Park as a Michigan certified, Title 1 facilitator.

In addition to the secondary principal experience listed above, Dr. Vitale has an even broader background in curriculum and instruction as well as implementing school reform models while serving in a number of other positions and roles. Dr. Vitale’s major area of expertise is in mathematics with a doctorate in mathematics education, a role in the development of a nationally recognized mathematics curriculum, six years of coordinating the mathematics program for the Ann Arbor Public Schools, and six years as a contracted mathematics and administrative coach for the federally-funded, state MSP grant, “Project: Making Mathematics Matter” through Wayne RESA. However, she has guided curriculum and instruction work in all content areas and has worked at all instructional levels—elementary, middle school, high school, and college. In addition to having teaching experience in social studies, science, English, and mathematics, she has also served as assistant superintendent for secondary education in the Monroe Public Schools where she worked with all departments and stakeholders to improve student performance. During her work as a consultant for Michigan’s branch of the Coalition of Essential Schools, she used her background in all content areas as well as her philosophy of the importance of kid-centered education to guide schools around the state in implementation of this school reform model. The Coalition of Essential Schools (CES) is a federally identified, effective school reform model originally envisioned by Ted Sizer at Brown University. The CES school reform model emphasizes the importance of students gaining deep content knowledge which they exhibit in a culminating project, the need for learning to be student-centered and relevant to students’ experiences, and the primary significance of relationships and respect in the learning process.

Professional development including coaching is an area of special expertise for Dr. Vitale. As the mathematics coordinator in the Ann Arbor Public Schools, she provided leadership for the district mathematics teams and provided for the needed K-12 professional development to implement improved mathematics curricula. Other notable experiences with PD include six years on the leadership team of and coach for “Project: Making Mathematics Matter” (PM3). PM3 is a professional development program that is job-embedded, sustained, collaborative, school-based, linked to curricula, and focused on student learning. Work continues to support teachers in changing their practice and philosophy to enable all students to be successful in mathematics. During PD with teachers and administrators, Dr. Vitale can also bring her knowledge of law and school law learned during the completion of her law degree at Wayne State University.

Other staff will be hired as needed and must have appropriate qualifications for the role in which they will be serving. Content coaches must have extensive classroom and leadership experiences in their area of expertise—including using data to drive instruction, demonstrating deep content area knowledge, having experiences providing effective coaching in their areas of expertise, and demonstrating an ability to construct collaborative relationships and to build consensus with teachers. The end product of such work is the establishment teams who become empowered to sustain the work of continuously monitoring student data and collaborating to implement strategies to improve student performance.
RESUME

Marie A. Vitale
2395 Grant Drive
Ann Arbor, Michigan 48108
(home) 734-973-0875
(cell) 734-649-0387
(fax) 734-973-9848

Education:

BA – Mundelein College (Loyola University), Chicago, Illinois
M.Ed. – University of Georgia, Athens, Georgia
Ed.D. – University of Georgia, Athens, Georgia
JD – Wayne State University, Detroit, Michigan

Employment Experience:


1989 – 1995 – Monroe Public Schools – Assistant Superintendent for Curriculum and Instruction

1978 – 1989 – School Administration:

Mathematics Coordinator K-12 – Ann Arbor Public Schools
Assistant Principal – Slauson Middle School – Ann Arbor Public Schools
Assistant Principal – Pioneer High Schhol – Ann Arbor Public Schools
Principal – Grass Lake High School – Grass Lake, Michigan
Principal – South Lyon High School – South Lyon, Michigan

Pre – 1978 – Teacher

High School Math
Fifth Grade
Kindergarten
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.
Vitale Educational Services, LLC

MEMBERSHIP CERTIFICATE
2,000 UNITS

This Certifies that MARIE VITALE

is a member of the above named Limited Liability Company and is entitled to the full benefits and privileges of such membership, subject to the duties and obligations, as more fully set forth in the Limited Liability Company Operating Agreement.

In Witness Whereof, the Limited Liability Company has caused this Certificate to be executed by its duly authorized members this 14th day of MARCH 2005.

and its Limited Liability Company seal to be hereunto affixed.

Sole Organizer and Member

Manager and Member

© 1999 CORPEX BANKNOTE CO., BAY SHORE N.Y.
This is to Certify that the annexed copy has been compared by me with the record on file in this Department and that the same is a true copy thereof.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 24th day of November, 2004.

Andrew D. Smith, Director
Bureau of Commercial Services
This is to Certify that the ARTICLES OF ORGANIZATION (DOMESTIC L.L.C.)
for
VITALE EDUCATIONAL SERVICES, LLC

ID NUMBER: B0008L

received by facsimile transmission on November 22, 2004 is hereby endorsed filed on
November 24, 2004 by the Administrator. The document is effective on the date filed,
unless a subsequent effective date within 90 days after received date is stated in the
document.

In testimony whereof, I have hereunto set my
hand and affixed the Seal of the Department,
in the City of Lansing, this 24th day

[Signature]
Director

Bureau of Commercial Services
ARTICLES OF ORGANIZATION

For use by Domestic Limited Liability Companies

(Please read information and instructions on last page)

Pursuant to the provisions of Act 23, Public Acts of 1903, the undersigned execute the following Articles:

ARTICLE I

The name of the limited liability company is: VITALE EDUCATIONAL SERVICES, LLC

ARTICLE II

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

ARTICLE III

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

ARTICLE IV

1. The street address of the location of the registered office is:
   2395 GRANT DRIVE, ANN ARBOR, Michigan 48108

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

3. The name of the resident agent at the registered office is: MARIE A. VITALE

ARTICLE V

(Inset any desired additional provision authorized by the Act; attach additional pages if needed.)

Signed this 22D day of NOVEMBER 2004

By MARIE A. VITALE

(}
Policy Number: PUP0010713
Policy Period: 09/01/09 to 09/01/10
12:01 A.M. Standard Time

MEEMIC Insurance Company
P.O. Box 217019
Auburn Hills, MI 48321-7019
www.meemic.com 1-888-4 MEEMIC

REPRESENTATIVE: (734) 429-2707
THE KIDMAN AGENCY LLC
7330 E MICHIGAN AVE
SALINE MI 48176

RENEWAL

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| Total Term Premium: | $150.00 |

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THE PERSONAL UMBRELLA LIABILITY POLICY IS PROVIDED BASED ON YOUR AGREEMENT TO MAINTAIN AT LEAST THE FOLLOWING LIMITS OF UNDERLYING INSURANCE COVERAGE:

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PUPDEC (01/2008)
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Policy Type: UMBRELLA

NAMED INSURED:
MARIE A VITALE