

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			
		Wexford-Missaukee Intermediate School District			
3. Name of Entity as you would like it to appear on the Approved List					
Wexford-Missaukee Intermediate School District					
4. Entity Type:		5. Check the category that best describes your entity:			
<input 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 checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Other (specify): _____			
6. Applicant Contact Information					
Name of Contact Karen Mlcek		Phone 231-876-2263		Fax 231-876-4801	
Street Address 9905 E. 13 th Street		City Cadillac		State MI	Zip 49601
E-Mail kmlcek@wmisd.org		Website www.wmisd.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 type="checkbox"/> Statewide					
Intermediate School District(s): Wexford-Missaukee ISD and Manistee ISD			Name(s) of District(s): All schools and districts residing in Wexford-Missaukee and Manistee ISDs.		

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)

Northern Michigan Learning Consortium has been committed to improving schools. We have worked together to develop a comprehensive Intensive Support System that can provide equity across a region of 11 intermediate school districts. Wexford-Missaukee ISD is the first in the consortium submitting a service provider application due to a local district request and need. This application proposal will be based on the NMLC Intensive System of Support (NMLC –ISS). The NMLC consortium ISS includes five major strands that directly align with the School Improvement Framework.

Leadership

We believe principal leadership is the key to ensure student and teacher success and sustained improvement. Our research to support this strand is based on IES, 2008; NAESP, 2001; and the Wallace Foundation. The research indicates that the following core principles are critical for effective leadership and student improvement.

- Creating a culture of learning that supports the success of every student and teacher
- All sharing in the responsibility for student learning through staff teams
- Using data to inform decision-making
- Setting specific target goals (short and long term)
- **Monitoring** the plan of improvement

This leadership key is focused on the instructional leader of the school and developing a shared responsibility for student learning. Working closely with the building administrator (coaching/mentoring) is critical to making changes within the building.

Professional Learning Communities –Collaborative Inquiry

Wexford-Missaukee ISD has been committed to the work of Rick and Becky DuFour. We have researched the PLC model and research (DuFour 2007; DuFour 2004). We have been implementing this best practice over the last eight years. We have a strong trained team in the PLC components and implementation. This model is well documented and a noted support system to ensure student and teacher success and sustained improvement. The principles include:

- Focus on collaborative teams, creating a culture of collaboration among staff
- Ensuring students learn
- Focus on student results through shared common assessment and instructional goals

The NMLC – ISS model for low-performing schools couples the principal as instructional leader concept with the DuFour PLC model, therefore ensuring that

responsibility for student learning is shared among the school staff. The PLC emphasis on goal-setting and using data to make informed decisions about teaching and student learning places an emphasis on the key piece of instructional leadership.

Learning Focus -Best Practices in Curricula, Instruction & Assessment

Research is clear on what works in teaching and learning. Best practices in teaching and learning are key to instructional change and growth of teachers. The National Center for Education Research (<http://ies.ed.gov/ncer/>); Institute of Education Sciences (<http://ies.ed.gov>); Doing What Works (<http://dww.ed.gov/>); clearly states the proved curricular, instructional and assessment strategies that work. The NMLC – ISS places emphasis in implementing proven strategies within the classroom to help schools – especially low-performing. The key component is critical to changing student and teacher performance. Monitoring this is a key focus area for the instructional leader and leadership teams. NMLC – ISS places emphasis and works on the following instructional practices:

- Team lesson planning and shared lesson plans
- Curricular alignment with state benchmarks (HSCEs and GLCEs) and new state core standards
- Common assessments (formative, interim and summative)
- Data-driven student learning utilizing goals
- Instructional technology that aligns with needs
- Aligned professional development based on needs

The NMLC – ISS also places emphasis on implementation of the proved instructional strategies:

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Representing Knowledge – nonlinguistic representations
- Learning Group – cooperative learning
- Setting objectives and providing feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers
- Specific Types of Knowledge – vocabulary, details, etc.

Job Embedded professional Development

NMLC – ISS believes that implementing change within a school is extremely difficult and must have leadership and teacher engagement. We believe that the professional development needs to be approached within the context of the school building. We believe that direct instruction, immediate practice, implementation and reflection are keys to success in the first and second order change process. This helps the implementation of the changes necessary for the team and individual reflection (Croft et al, 2010). We believe in developing internal capacity through the professional development and embedded professional development is directly linked

to student achievement as a learning profession practice (Darling-Hammond & Sykers, 1999).

NMLC –ISS will implement this embedded professional development by:

- Using the identified needs within the school as a basis for professional development planning and implementation
- Providing teachers opportunities for learning about their own students and practice that impacts students
- **Monitoring** the change within the classrooms – walkthroughs
- Facilitating this professional learning in a PLC format

Data Driven Culture and Decision-Making

Developing an ongoing culture of data reflection within a school is a key component of the NMLC – ISS. Leadership is key in developing this culture of data driven decisions. The principals will lead this expectation and provide the time and information for staff to reflect on student learning. NMLC – ISS believes in a Balanced Assessment program. The data to be reviewed must be comprehensive, yet targeted to the specific need areas. The format includes formative, interim and summative assessments. The formative and interim drive the changes needed within the day to day teaching and learning. The data collected is reviewed both individually and by collaborative PLC teams. Data Director is provided and utilized to gain access to data by teachers and administrators anywhere and anytime.

Data used is directly aligned to the action plan for the building. The action identifies key questions, benchmarks, timelines, and evidence of success. This requires the instructional leader to model and **monitor** the action plans and timelines for implementation.

The Comprehensive Needs Assessment template and process is used to provide multiple data points. Multiple data points are considered based on the needs of the low-performing school. Goals and action plans are based on the data points. Some of the data points considered are:

- Attendance and dropout rates
- Instructional minutes on task
- Student achievement on state and local assessments
- Student achievement and participation rates (trend data)
- Adequate yearly progress of whole group and sub groups
- Teacher attendance rate
- Teacher performance per evaluation system
- Discipline and truancy counts

Professional Learning Community teams and the professional development sessions will be used to create the data driven culture and decision making. Emphasis on the technology for staff access, decision-making, benchmarking, key indicators, action

plans, and communication across the school building are the standards for data driven decision making and the strong development and implementation of a data driven culture.

The data driven decision-making component of the NMLC – ISS is a process and a tool for the improvement of teaching and learning. This component and evidence that will be gathered ensures that:

- Instructional leadership at the principal level occurs through the monitoring system
- Professional learning communities are established, utilized and monitored
- Learning Focus - Instructional best practice in curricula, instruction and assessment result in higher student learning
- Job-embedded professional growth is within the context of the building, timely and useful to the school improvement initiative

References for Section 1

- Principal Leadership (Borman et al, 2003; Darling-Hammond et al, 2007; IES; 2008; Fink & Resnick; 2001; NAESP; 2001; NCREL; 2004; Portin et al, 2009 Wallace Foundation; 2010; Weis & Paley, 2006) all refer to the role of the principal in low-achieving schools.
- Professional Learning Communities (DuFour, 2007; 2004/ DuFour & Berkey, 1995; DuFour & Eaker, 1999) information documents the successful impact of professional learning communities on school improvement processes
- Curricula, Instruction and assessment proven practice (IES; 2008, Slavin et al 2009; Slavin et al 2008; National Math Panel, 2010; U.S. Department of Education, 2010) documents the successful mathematics and reading programs for middle and senior high struggling students while also noting how to organize instruction for learning.
- Job- embedded professional development (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators and teachers.
- Data-driven decision-making (Gemberling, Smith & Villani; 2000; Schmoker, 2006; 2001; 1999; U.S. Department of Education, 2010) demonstrates the need for credible evidence and verifiable results in both formative and summative school improvement planning as well as research – based program evaluations
- National Center for Educational Research (<http://ies.ed.gov/ncer/>)
- Institute of Educational Sciences (<http://ies.ed.gov>)
- Doing What Works website (<http://dww.ed.gov/>).
- Coaching: Content Focused Coaching (Matsumura) IES, 2006; What Works Clearinghouse, Florida Middle School Reading Coach, 2008; Center for Cognitive Coaching; Growth and Skills, Edwards & Green, 1999.

**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)

NMLC – ISS members model the research based practice. The work seeks and mandates a research phase. During local district meetings, the process includes researching and reporting on proven strategies before action plans are written.

NMLC – ISS utilize the resources that are made available from several groups such as: U.S. Department of Education websites to access proven and useable scientific educational research in their practice with school personnel. These sites include the National Center for Educational Research (<http://ies.ed.gov/ncer/>), the Institute of Educational Sciences (<http://ies.ed.gov>), and the Doing What Works website (<http://dww.ed.gov/>).

NMLC – ISS Model for low-performing schools is based upon scientific educational research and evidence based practices that are used as the basis for all content and delivery systems and services provided to school clients. The five components of the model are supported by research-based evidence referenced by the three U.S. Department of Education websites, as well as other noted research:

- Principal Leadership (Borman et al, 2003; Darling-Hammond et al, 2007; IES; 2008; Fink & Resnick; 2001; NAESP; 2001; NCREL; 2004; Portin et al, 2009 Wallace Foundation; 2010; Weis & Paley, 2006) all refer to the role of the principal in low-achieving schools.
- Professional Learning Communities (DuFour, 2007; 2004/ DuFour & Berkey, 1995; DuFour & Eaker, 1999) information documents the successful impact of professional learning communities on school improvement processes.
- Curricula, Instruction and assessment proven practice (IES; 2008, Slavin et al 2009; Slavin et al 2008; National Math Panel, 2010; U.S. Department of Education, 2010) documents the successful mathematics and reading programs for middle and senior high school struggling students while also noting how to organize instruction for learning.
- Job- embedded professional development (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators and teachers.
- Data-driven decision-making (Gemberling, Smith & Villani; 2000; Schmoker, 2006; 2001; 1999; U.S. Department of Education, 2010) demonstrates the need for credible evidence and verifiable results in both formative and summative school improvement planning as well as research – based program evaluations.
- Coaching: Content Focused Coaching (Matsumura) IES, 2006; What Works Clearinghouse, Florida Middle School Reading Coach, 2008; Center for Cognitive Coaching; Growth and Skills, Edwards & Green, 1999.

The above references verify the evidence to indicate the five practices support the NMLC – ISS model for low-performing schools and have a successful impact on the student learning.

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).

The job embedded professional development and support is critical to the changes and reflection practices needed to improve the complexities of student learning (NSDC, 2010). Job embedded professional development at leadership, teacher and support levels has the potential to increase internal capacity for improvement and sustainability linked to student achievement if teaching is regarded as a “learning profession” by school staffs and stakeholders (Darling-Hammond et al, 2009). Job-embedded professional development (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators, district administrators, board members, as well as teachers.

NMLC – ISS Model utilizes job-embedded professional development by:

- Providing teacher opportunities for learning about their own students,
- Using the contextual problems and challenges of the school as the basis for professional development,
- Utilizing an extensive knowledge base of what we know to be effective learning and instruction, and by
- Facilitating this professional learning in a community of learners.

The job-embedded professional development plan put into place to support principals, school leadership teams, teachers, and support staff of low-performing schools will utilize the professional learning communities model and will be supported by an emphasis on instructional technology to extend the learning throughout and beyond the school day. This professional learning through instructional technology will utilize webinars, videoconferencing, share point and applications on laptops and other devices as appropriate and contextually aligned with the school personnel.

In order to assist the principals, school leadership teams, teachers, and support staff in utilizing all the facets of the NMLC - ISS model, a planned program of professional development will be designed based on the identified contextual needs of the low-achieving school. Broad strands of professional development available to the learners include:

- 1). ***Renewed emphasis on principal leadership*** (Borman et al, 2003; Darling-Hammond et al, 2007; IES; 2008; Fink & Resnick; 2001; NAESP; 2001; NCREL; 2004; Portin et al, 2009; Wallace Foundation; 2010; Weis & Paley, 2006) notes successful roles of principals in low-achieving schools,
- 2). ***Collaborative Inquiry - Professional learning communities*** (DuFour, 2007; 2004; DuFour & Berkey, 1995; DuFour & Eaker, 1999) documents the positive impact of professional learning communities on school improvement processes,
- 3). ***Learning Focus - Best practices in curricula, instruction, & assessment*** (IES; 2008, Slavin et al 2009; Slavin et al, 2008; National Math Panel, 2010; U. S. Department of Education, 2010) documents the successful mathematics and reading programs for middle and senior high struggling students while also noting how to organize instruction for learning,

- 4). **Job-embedded professional development** (Croft et al, 2010; NSDC, 2001; West & Saphier, 2009) explains and verifies the contextual needs basis for professional development of staff including school administrators, district administrators, board members, as well as teachers, and
- 5). **Data-driven culture and decision-making** (Gemberling, Smith & Villani; 2000; Schmoker, 2006; 2001; 1999; U. S. Department of Education, 2010) addresses the need for credible evidence and verifiable results in both formative and summative school improvement planning as well as research-based program evaluations.

Wexford-Missaukee ISD has had an ongoing, strategic professional development plan. The professional development provided is based on local district data. We have worked in collaboration with the Northern Michigan Learning Consortium to provide some direct instruction in specific areas and then our instructional consultants have provided in school building follow-up and implementation support. We are proud of the work and services we are able to provide for a comprehensive professional development plan which includes the design, planning, implementation and evaluation of:

- Site-based staff development based on the contextual needs of the professional learners,
- ISD-based trainings and course offerings on a variety of topics including implementing professional learning communities, data warehousing, use of instructional technology, school improvement planning workshops, content-specific activities in curricular planning, instruction strategies and development of local assessments,
- Regional conferences on school leadership, school improvement and student achievement, as well as
- Opportunities for leadership coaching.

Wexford-Missaukee ISD provides specific targeted professional develop. We work with a Curriculum Leadership Group that has representatives from each district within our ISD to provide us data and input on what is needed and will work within the context of their buildings. We set plans that meet the needs of our schools and allocate the staff, time and financial resources necessary to support student achievement and professional development in our school settings. We have also been involved in providing leadership coach training (MAISA – MSU and Michael Schmoker) in addition we have involvement with the Measured Progress coaching model and now have an individual that just completed the MAISA coaching training. NMLC – ISS has aligned and developed a visual to provide guidance on the intensive support areas. See website www.wmisd.org/sweetsixteen

**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)

Wexford-Missaukee ISD has had a long and established history of addressing the needs of students, staff members and schools within the ISD service area through various state and federal programs. Wexford-Missaukee ISD is valued, seen as the main resource and first line intervention in the design and delivery of unique and focused programs in the areas of: 1) school improvement, 2) technology 3) state and federal support, and 4) curricula, instruction, and assessment.

School Improvement

Wexford-Missaukee facilitates continuous improvement in schools and assists Michigan schools and districts with their school improvement and accreditation efforts by:

- Aligning model(s) to be implemented with the School Improvement Framework – training provided to local districts – along with in-building support. Sweet Sixteen priority SI Benchmark characteristics <http://wmweb.wmisd.org/ge/es/ff/default.aspx>
- Utilizing the Michigan Comprehensive Needs Assessment – every district and 90% of every building within the service area completed a CNA in 2008-2009 with WMISD support.
- Promoting individual School/District Improvement Plans, North Central Association (NCA), as “One Common Voice - One Plan”.
- Providing professional development in *Tools for Continuous School Improvement* (i.e. School Improvement Framework, Comprehensive Needs Assessment, School Improvement Plan Template, AdvancED Website, Using the CNA Video).
- Implementing the *Model of Process Cycle for School Improvement* provides the foundation to address school improvement and promote student achievement through a comprehensive and systemic approach consisting of the following main tasks of:
 - 1) gathering data,
 - 2) analyzing/studying the data within the context of the School Improvement Framework,
 - 3) developing a School Improvement Plan, and
 - 4) implementing, monitoring and evaluating this plan.
- Provided targeted training on monitoring, collaborative inquiry, data driven culture and learning focus strands from the School Improvement Framework.

State and Federal Program Support

Wexford-Missaukee ISD staff helps schools in their understanding of Title I, Title II, At Risk, etc. Support is provided in answering questions, supporting the design work of the grant and plans. If our staff does not have the level of knowledge needed they seek out Field Service staff and directly connect the local district with the Field Service staff member. School wide programs for schools have been a challenge for our local districts, but some have moved through the planning stage to implementation. WMISD has a proven track record in providing LEA’s with the professional development training and guidance in implementing the:

- Michigan Grade Level Content Expectations (GLCEs),
- Michigan High School Content Expectations (HSCEs),

Michigan Department of Education

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- Michigan Merit Curriculum, and
- Michigan Curriculum Framework.

The instructional staff of WMISD has worked closely with their colleagues in special education to design and implement Section 504 understanding and plans of the Individuals with Disabilities Education Act (IDEA) aligned with the Michigan Curriculum Framework, GLCEs, and HSCEs.

Working with local and state assessments is a key part of linking curricula and instruction through job-embedded professional development. WMISD also offers data warehousing opportunities for LEA's through Data Director of the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) state assessment data along with all other forms of local and/or standardized student assessment. WMISD has developed in partnership with local schools common quarterly and annual assessments. This work was started six years ago and is ongoing. WMISD has developed a comprehensive curriculum review process that is based on best practice. All districts within the ISD have agreed to participate in the process (Align The Design: A Blueprint for School Improvement).

Data Analysis – Are students reaching achievement targets with current materials?

Steps	Purpose	Product	Timeline	Process
Review Assessment Results	What are the strengths and weakness of our current curriculum?	Gap Analysis of: MEAP MME Progress CHECK Current Instructional Resources ACT, PLAN, EXPLORE	1 Day – Gap Analysis using MEAP, MME, Progress CHECK and review of resources	<ul style="list-style-type: none"> • Identify areas of strength (80% proficiency) and weaknesses by content expectation and/or strand
Review Available Resources	What resources align best with our expectations?	Resource (Textbook) Alignment: <ul style="list-style-type: none"> • Other State/Regional Resources • Online materials 	1 Day – New resource presentations and resource (textbook) alignment	<ul style="list-style-type: none"> • Rank resources alignment to each content expectation using NMLC resource alignment procedure

Clarification of Standards – What are students expected to know?

Steps	Purpose	Product	Timeline	Process
Create Student Friendly Language	Do students know the targets?	Clarifications for each Content Expectation I Can Statements	1 Day – complete Clarification forms and “I Can Statements”	<ul style="list-style-type: none"> • Work in groups to complete clarifications forms (based on Karen Bailey’s work) • Write student friendly language on chart paper • Gallery walk to review statements
Review Depth of Knowledge	Are we teaching the standards as intended?	Depth of Instruction will be established for each Content Expectation	.5 Day – Set Depth of Knowledge	<ul style="list-style-type: none"> • The group will select taxonomy for work <ul style="list-style-type: none"> ○ Blooms ○ Stiggins ○ Walstrom ○ Grain Size • Set level of instruction
Review/Revise Assessment Items	How will we identify student understanding of the standard?	Aligned assessment items for each Content Expectation	.5 - Jury Assessment Items from Progress CHECK	<ul style="list-style-type: none"> • Jury current assessment items

Curriculum Guide for Instruction – How will curriculum be implemented in the classroom?

Steps	Purpose	Product	Timeline	Process
Unit/Pacing	What will guide when concepts will be taught?	Pacing for quarter or unit Priority Expectations Resources Alignment	1 Day – Pacing material into units, review priority expectations.	<ul style="list-style-type: none"> • Group standards and expectations into units or quarters
Assessment Mapping	How do we monitor growth toward targets?	Paced formative and interim assessments.	Day 1 – mapping/PD for skills/materials for data	<ul style="list-style-type: none"> • Agree upon priority expectations

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)

The NMLC – ISS model and Wexford-Missaukee ISD has kept sustainability as a priority for our work with schools over the past several years. Four critical parts of building sustainability that we practice are: a. developing a *commitment* from the local district for implementation through a letter of agreement and a jointly agreed upon plan of action; b. developing *tools* (templates for action plans, team templates, etc.) to drive the work that are available anywhere/ anytime on our website www.wmisd.org; c. *monitoring* the implementation of the strategies; d. *communication*.

Commitment

NMLC – ISS model initiates the work with a letter of agreement and developing a jointly built comprehensive improvement plan. The letter of agreement and an improvement plan is developed based on a Comprehensive Needs Assessment which includes multiple data points. This comprehensive review is the base and shapes the development of the goals, scientifically based strategies, timelines and monitoring components of the improvement plan. Careful consideration is given to what will work to generate the greatest change; curriculum, instruction, assessment or leadership. The improvement plan components will become a part of the letter of agreement.

Tools

NMLC – ISS model was developed by taking time to research and develop tools to support local district best practice. Wexford-Missaukee ISD has developed common curriculum review protocol, common curriculum cycle review schedule, common action plan templates, common goal templates, priority benchmarks SI characteristics (sweet sixteen), and common SI agendas for both building and district level meetings. These tools mentioned are developed to enhance and support the work that each building needs to be engaged in to make a difference in student learning. The tools developed so far have been greatly appreciated by the Wexford-Missaukee ISD schools. We are noticing schools are more likely to engage in the best practice process if they have tools that are available for them.

Monitoring

NMLC – ISS model mandates a strong monitoring process be written into the improvement plan. This was inserted because “what gets monitored gets done”. We believe if schools implement best practice and monitor that practice to assure engagement in the process. This in turn will develop common practice and develop good habits of practice that have a better chance of sustaining over time. Monitoring is critical to the success of the change process regardless of first or second order levels. Monitoring can also provide information for staff and students that progress is being made or not. This information is critical to guide the ongoing work of the improvement plan.

Communication

Building sustainability over time requires a strong communication plan. It is critical that messages be consistent with the goals of the work and improvement plan and occurs on a consistent basis to assure staff that the plan is regarded as critical and essential. The communication plan is also important to sustain commitment. We

have made it an important aspect of our work with the low-achieving schools. A communication component is built into the improvement plan. The communication happens periodically via face to face meetings, email updates, web based charts illustrating growth, etc. Each building will have different communication plans depending on what works for that specific group of parents, teachers, administrators and community.

Targeted ongoing measurement of the clear goals and targets are critical for both the short and long term success of the change process.

In addition to the four major components, sustainability forces schools to develop internal capacity for increased student achievement. In the development of the improvement plan consideration is given to building the internal capacity of the staff instead of using outside one or two time visits from a consultant or two. By taking time to identify local school staff and investing resources in developing their instructional and leadership skills we have experienced positive outcomes. It allows a practice that shifts use of external change agents who will not be available anywhere/anytime to staff who continue with the school. This investment in developing internal capacity increases commitment to the improvement plan as the staff recognizes the work as their own rather than what is being "done to or for them".

Change is a complex process, it takes time. In order to build sustainability and change it is important to celebrate the small improvement changes that are made. Careful consideration needs to be made in honoring the staff on the short term steps that have been met. This practice of celebrating small steps builds commitment and furthers the possibility of sustainability.

Exemplar 6: Staff Qualifications
(15 points possible)

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

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

The following Wexford-Missaukee ISD staff will be involved as part of the Service Provider Team. This team has many years of experience with schools that are trying to improve and developing best practice. The team has developed quality services for the local schools within Wexford-Missaukee and Manistee ISD service area.

Lisa Bannon, Wexford-Missaukee ISD, Director of General Education
Karen Mlcek, Education Leadership, Retired Employee
Pat Apfel, ELA Instructional Consultant and Coach
Jodi Redman, Math Instructional Consultant and Coach
Todd Schultz, Math Instructional Consultant
Kay Salyer, Manistee ISD, Director of General Education
Julie Boss, ELA Instructional Consultant
Liz Walker, Early Childhood Instructional Consultant and Coach

In addition to this team, new staff will be added based upon a thorough review of qualifications and experience. Any additional staff will be selected based on the particular needs of the school involved. The needs are based on the Comprehensive Needs Assessment. In the process of reviewing staff, specific focus will be given to leadership, systems work, curriculum, assessment, and instruction experiences and expertise.

Attached are the required vitas for each of the primary staff.

KAREN MLCEK
23803 E. Beers Road, Mesick, MI 49668
(231) 885-1808

RELATED WORK EXPERIENCE

August 1, 2010 – present Retired Employee (1/3 time) – Wexford-Missaukee ISD

July 1996-June 2010 Director of General Education – Wexford-Missaukee ISD

- Budget Planning and Supervision
- Grant Manager for ISD
- Supervise Staff Programs and Services
- School Improvement
- Support local Districts in the Education of all Students
- Technology Supervision
- Curriculum Task Force Facilitator
- Prevention Services Supervision
- Administrative Negotiation Team Member
- Pupil Accounting and Central Office Support Services
- Facilitate Collaborative Planning (ISD/Local Districts)
- Math/Science Director
- REMC 2 South Supervisor
- Data Referent Group Member
- Administrative Services Committee Member/MAISA
- MASCD Board Member – Region 2 Representative

August 1993-July 1996 Supervisor of Special Education

- Supervise Itinerant and Classroom Staff
- Budget Planning and Development

August 1992-August 1991 Curriculum Resource Consultant; Special Education
Wexford-Missaukee ISD

- Material Distribution/Grant Writing
- Trainer/Facilitator – Special Education Training
- Focus 2000 Coordinator/Trainer
- School Improvement/NCA/LRE Facilitator

August 1991-July 1992 Elementary Principal, Manton Consolidated School

- Title I Director/ Budget/Grant
- Principal/Facilitator for Staff and Student Success
- Gifted/Talented Coordinator and Grant

August 1988-1991 Curriculum Development and Teacher Consultant;
Wexford-Missaukee Intermediate School District

- WMISD Curriculum Development
- Grant Writing(Access/Supported Employment, Enhancement, MDE Grants)
- Inservice Implementation and Coordination
Project Read Learning Styles

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

- Transition Training TAT Training
- Staff Evaluation committee member
- Teacher Consultant/creating collaborative efforts between General and Special education/Pre-referral consultation with Administration, Teachers, Parents and Diagnostic Team members

1980-1988 Teacher Consultant (LD and EMI K-12)
Wexford-Missaukee ISD

1979-1980 Emotional Impaired Teacher; Marquette-Alger ISD
 Coordinate Agencies (Court/CMH/ISD/Local)
 Teacher of 14-16 year old EI students
 Consult with local Staff and Administrators
 regarding plans and curriculum

1975-1980 Resource Room Teacher; Mesick Consolidated Schools

EDUCATION

1996 Grand Valley State University, Director’s Approval
1990 Grand Valley State University, Master’s Degree
 Education Administration
 Central Office Approval
 Supervisor of Special Education
 Elementary Principal Approval
 Curriculum Resource Consultant Approval
1980 Northern Michigan University
 Learning Disabled Endorsement
1975 Central Michigan University – B.S.
 Major – Special Education- EMI
 Minor – Elementary Education/Recreation
 K-8 General Education Endorsement

Professional Development

School Improvement
Data Based Decision Making
Walk Through Training
Break Through Training
Data Driven Decision Making
ITIP Training
Effective Schools (Lezotte)
Staff Evaluation and Teacher Improvement
Professional Learning Communities Training/trainer
Mentor/Peer Coaching Training/Trainer
NCA Evaluation Team Member (General Education)

Professional Organizations

MASSP- Michigan Association of Secondary School Principals
MASA-Michigan Association of School Administrators
MAISA-Michigan Association of Intermediate School Administrators
MASCD Board Member – 6years
Northern Michigan Leadership Consortium member
Past PTO Member and Vice President
Mesick School Improvement Team
Finance Committee – St. Raphael’s Catholic Church

LISA J. BANNON

19530 180TH AVE • TUSTIN, MICHIGAN 49688
PHONE (231)829-5122 • E-MAIL lbannon@wmisd.org

EDUCATION

- Western Michigan University** Kalamazoo, MI
Principal & Central Office Certification, Administration
• June 2009, GPA 4.0
- Michigan State University** East Lansing, MI
Masters of Arts, Educational Technology and Instructional Design
• July 1999, GPA 4.0
- Michigan State University** East Lansing, MI
*Educational Technology Certificate Program, Application of Technology
in Educational Settings*
• May 1999, GPA 4.0
- Western Michigan University** Kalamazoo, MI
Bachelor of Science, Special Education – Emotionally Impaired
• April 1996, GPA 3.6
• Minors in Special Physical Education and Elementary Education

EMPLOYMENT

- 2010 - Present **Wexford-Missaukee Intermediate School District** Cadillac, MI
Director of General Education
• Supervise staff programs and services
• Oversee pupil accounting and central office support services
• Facilitate collaborative planning (ISD/Local Districts)
• Manage and supervise REMC 2 South
- Implemented Accelerated Reader Program
- 2005 - 2010 **Wexford-Missaukee Intermediate School District** Cadillac, MI
Supervisor of General Education
• Manage and supervise technology program and services on campus and with local districts (collaborative projects, cooperative buying, grants, etc.)
• Support accreditation and accountability mandates through technology and planning
• Coordinate teaching and learning services through technology and planning
• Coordinate and refine system for gathering and reporting of data (student demographic, process, and achievement)
- 2002 - 2005 **Pine River Area Schools** LeRoy, MI
Director of Media & Technology
• Manage budget, collection development, and scheduling for all district libraries

- Implemented district-wide computer replacement plan
- Supervised District Technology Coordinator and six paraprofessionals
- Wrote and have been awarded multiple grants
- Conduct ongoing professional development within the district

2000 - 2002 **Pine River Area Schools** LeRoy, MI
Elementary Media Specialist, grades K-5

- Manage budget, collection development, and scheduling for three elementary libraries and computer labs

Implemented Accelerated Reader Program 1999 - 2000 **Pine River Middle School** LeRoy, MI
 School - Pine River Area Schools
Middle School Resource Room and Inclusion, grades 6-8

- Adapted classroom material for use with included students
- Wrote NextDay Teacher Innovation grant for Inclusion web site

1997 - 1999 **Crystal Lake Elementary** - Benzie Central Schools Benzonia, MI
Full time Inclusion teacher in a Resource Room, grades K-6

- Coordinated Medicaid billing for entire district
- Implemented use of electronic Individual Education Program forms

1996 - 1997 **Lakeview Community Schools** Lakeview, MI
Full time Resource Room Teacher, grades K-4

- Conducted student staffings and Individual Education Program Committee meetings
- Member of School Improvement Math Committee

ADDITIONAL PROFESSIONAL ACTIVITIES

- Board Member of Michigan Assessment Consortium
- Member of Michigan Comprehensive School Improvement (MI-CSI) advisory committee
- Member of Northern Michigan Learning Consortium
- School Technology Management certification from Michigan School Business Officials
- Co-created Effective School Toolkit- Tools: Supporting a Cycle of Continuous School Improvement
- Received training in Assessment for Learning from Spence Rogers, Rick Stiggins, and Robert Marzano
- Completed Michigan School Improvement Framework Training
- Completed Professional Learning Communities Model Training
- Completed Breakthrough Time Management Model Training
- Member of Michigan Association of Intermediate School Administrators Technology Committee

JODI L. REDMAN

redmanj@mesick.org

2550 N. 19 Rd.

Mesick, MI 49668

(231)885-2610

Objective

To further my career in the area of mathematics to help schools achieve the educational goals and requirements in our constant changing and advanced society.

Education and Certification

Central Michigan University; Mt. Pleasant, Michigan

Certification: Bachelor of Science in Mathematics

Graduation December, 2002, GPA 3.25

Secondary Education Certification, December 2002

Major: Mathematics

Minor: Speech Communication and Dramatic Arts

Ontonagon Area High School; Ontonagon, Michigan

High School Diploma, State Endorsement, June 1997

Professional Experience

Instructional Consultant (August 2006 – present)

Wexford Missaukee ISD; Cadillac, Michigan

Instructional Consultant – Mathematics and Science

Teacher (January 2003 – June 2006)

Mesick Consolidated Schools; Mesick, Michigan

Middle School Mathematics Teacher, 7th & 8th Grade

Student Teaching (August-December, 2002)

Mt. Pleasant High School; Mt. Pleasant, Michigan

High School Mathematics Classroom, 9th-11th Grade

Sacred Heart Academy; Mt. Pleasant, Michigan

Junior/Senior High School Classroom, 8th-10th Grade

Teaching Assistant (January-May, 2001)

Central Michigan University; Mt. Pleasant, Michigan

Speech & Dramatic Arts 101, Introduction to Speech

Other Experience

Bucks Run Golf Club; Mt. Pleasant, Michigan (2000-2003)

Position Held: Dining Room Supervisor

Professional Involvement

MCTM Michigan Council of Teachers of Mathematics (2003 – present)

NCTM National Council of Teachers of Mathematics (2003 – present)

NSTA National Science Teachers Association (August 2006 – present)

MSTA Michigan Science Teachers Association (August 2006 – present)

Mathematics Professional Learning Community (2004 – present)
Wexford-Missaukee ISD; Cadillac, Michigan

Mathematics Review Committee (2005 – 2006)
Mesick Consolidated Schools; Mesick, Michigan

Basketball Coaches Association of Michigan (2003 – 2005)

Leadership Experience

7th Grade Girls' Basketball Coach (2003 – 2006)
Mesick Middle School; Mesick, Michigan

Class Advisor (2004 – present)
Mesick High School, Mesick, Michigan

Assistant Stage Manager (2004)
Mesick High School; Mesick, Michigan

References

Deann Jenkins, Principal
Mesick Middle School
(231) 885-1200 (office)

Lynne Harris, Secretary
Mesick Board of Education
(231)824-6668

Karen Fortelka, Teacher
Mesick Elementary School
(231) 885-1200

Paul Williams, Athletic Director (retired)
Mesick Consolidated Schools
(231)885-2901

Elizabeth L. Walker

**2130 West 14 Road
Mesick, MI 49601
(231) 885-1246**

Education

Master of Arts Degree: Western Michigan University, Kalamazoo, MI (graduated 1998)

Major: **Early Childhood Education** G.P.A.: 3.83

Bachelor of Science Degree: Michigan State University, East Lansing, MI (graduated 1992)

Dual Major: **Child Development and Elementary Education** G.P.A.: 3.21

Minor: Social Studies

Certificate: Michigan Professional Certificate with Z.A. Endorsement

Kindergarten through fifth grade, all subjects

Kindergarten through eighth grade, social studies

Diploma: Ottawa Hills High School, 2055 Rosewood Ave. S.E., Grand Rapids, MI 49506-5296 (graduated 1987) G.P.A.: 3.79

Work Experience

Instructional Consultant and Special Projects Coordinator. Wexford-Missaukee ISD (WMISD), 9905 East 13th Street, Cadillac, MI 49601 (231) 876-2265. Supervisor: Karen Mlcek. Director of General Education Services at WMISD.

Responsibilities: Plan and implement professional development opportunities for educators, preschool-high school, in the seven local schools served by WMISD. Meet with teachers and administrators to determine local needs. Attend monthly curriculum meetings and give updates from the Michigan Department of Education. Attend MDE trainings, lead PLCs and present workshops related to preschool and literacy from Reading First, Teacher Reading Academy, LETRS training of trainers and Michigan Literacy Progress Profile (MLPP) for PreK-3 and 4-5 teachers. Collaborate with local schools and agencies in planning professional development and assisting with compliance of AYP and NCLB. (August 2001-Present)

Kindergarten Teacher. Floyd M. Jewett Elementary, Mesick Consolidated Schools, 210 Mesick Ave., Mesick, MI 49668. (231) 885-1211. Principal: Linda Salling. Class Consists of 19-28 kindergarten students attending 4 full day sessions.

Responsibilities: Plan a comprehensive, integrated thematic curriculum and a hands-on learning environment for kindergarten children. Adjust materials and activities to accommodate a variety of learning styles. Use a variety of assessment tools, including Michigan Literacy Progress Profile (MLPP), portfolios, journals, and Saxon math to assess the children's individual progress and set up teaching strategies, activities and lessons to meet their specific needs. Plan implement and evaluate lessons for individuals or groups to accommodate specific needs based on assessment data. Communicate with parents and community on a regular basis through weekly newsletters, articles for the school newspaper, individual notes and phone calls to parents. Plan and implement parent meetings, home visits and student-led conferences. Assist in school professional development as a teacher trainer for MLPP with 2 other school staff. Attend MEA, school improvement and staff meetings. Assist with monthly Family Reading Night, annual Fall Carnival, 100's Day Celebration, and Read Across America activities. (August 1998-June 2001)

Reading and Writing Summer School Teacher. Floyd M. Jewett Elementary, Mesick Consolidated Schools, 210 Mesick Ave., Mesick, MI 49668. (231) 885-1211. Supervisor: Ron Ford, principal. Summer 1999 taught 16 2nd and 3rd graders. Summer 2000 taught 16 kindergarteners. All students were identified as "at-risk" of school failure by parents and/or teachers.

Responsibilities: Use the Michigan Literacy Progress Profile, STAR and Accelerated Reader to assess the individual needs of each student, develop an individual development plan for each child and pinpoint each child's zone of Proximal Development (Z.P.D.) and challenge each child at their personal ZPD. Set goals with parents and students and visit student homes to create a strong bond between the home and school. (Summer 1999 and Summer 2000)

Preschool Director/ Teacher: Little Learner Preschool, Coloma Community Schools, 4518 Pier Road, Coloma, MI 49038. (269) 849-2378. Supervisor: Mary Spessard (retired Curriculum Director). Two sessions consisting of up to 18 three to five year old children.

Responsibilities: Research, design, implement and supervise a preschool program to meet the requirements of the Michigan Department of Education (MDE) as well as Child Daycare Licensing (FIA). Grant writing, record keeping on computer as well as paper, filing and reporting to MDE and FIA. Teaching a class of 10-18 preschool children four days a week. Initiate and supervise a before and after school child care program for preschool and kindergarten children. Home visits, lesson plans, supervision of up to 5 staff and children. Conduct parent group meetings, parenting classes, and staff meetings. Attend local, regional and state (MDE) preschool planning and evaluating meetings. Plan and implement staff development training sessions, communicate with administration for assistance in building maintenance as well as staffing issues (August 1994-1998).

Collegiate Honors, Organizations and Awards

- Dorothy L. Bladt and Roy G. Franzen Graduate Scholarship (1996-97)
- Honor Roll/ Dean's List
- Treasurer, Williams Hall Government
- Member of Michigan Reading Association
- Past board member of Grand Traverse Association for the Education of Young Children

Professional Development and Training

- Michigan Literacy Progress Profile K-5 Certified Trainer
- Michigan Trainer for Language Essentials for Teachers of Reading and Spelling (LETRS)
- Teacher Reading Academy
- Certified in Project Read
- Trained and taught Active Parenting Today classes
- Workshops with Jim Fay: Love and Logic
- Attend AEYC and MRA conferences

References

Ms. Kimberly Lint, Kindergarten Teacher, Floyd M. Jewett Elementary School, Mesick Consolidated Schools, 210 Mesick Ave., Mesick, MI 49668. (231) 885-1211(w); 885-2008 (h).

Ms. Wanita Kampmueller, Instructional Consultant, Wexford-Missaukee ISD, 9905 East 13th Street, Cadillac, MI 49601. (231) 876-3036.

Ms. Karen Mlcek, Director of General Education, Wexford-Missaukee ISD, 9905 East 13th Street, Cadillac, MI 49601. (231) 876-2263.

Ms. Julie VanAlst, Instructional Consultant, Wexford-Missaukee ISD, 9907 East 13th Street, Cadillac, MI 49601. (231) 876-2293.

Patricia M. Apfel
8948 Lamplighter Lane
Cadillac, Michigan 49601
(231) 876-1947

Educational Background

1983-1985 Central Michigan University
20 graduate credits towards continuing certificate

1978-1982 Central Michigan University
Degree: B.S. in Education
Majors: Child Development and Physical Education
Certification: Elementary Education
Endorsement: Child Development (ZA)

1965-1978 Caro Community Schools

Professional Experience

August 2008 – Present Wexford Missaukee Intermediate School District
Instructional Consultant
Responsibilities:
Curriculum, Assessment and Instructional support
School Improvement support
Formative Assessment Coach
Schedule, coordinate and provide professional development
provide support to K-12 teachers and administrators

August 2005- August 2008 Marion Elementary School
Reading First Literacy Coach
Responsibilities:
Monitor the implementation of a core reading program.
Collect and interpret assessment data.
Conduct weekly grade level meetings.
Train teachers in LETRS, Teacher Reading Academy, Special Education Reading Program, DIBELS, MLPP and SBRR (Scientifically Based Reading Research) strategies.
Co-teach and model lessons in the classroom.
Participate in literacy coaching professional development.
Write a yearly action plan which includes a budget.
Participate on the School Improvement Team.
Attend state and national Reading First conferences.
Membership on the WMISD Curriculum Task Force.
Engage in professional development for and implement Six Traits and Collins Writing.

August 1998- June 2005 Marion Elementary School
Title 1 Coordinator/Comprehensive School Reform Facilitator
Responsibilities:
Teach reading and math to at risk students.

Plan with paraprofessionals to service at risk students.
 Scheduling for paraprofessionals and assessments.
 Data collection and interpretation.
 Monitor the implementation of the Carbo Reading
 Styles program.
 Attend national Carbo Reading Styles Conferences.
 ELA School Improvement Chairperson.

August 1998-
 June 1999

Marion Elementary School
Fifth grade teacher

August 1997-
 June 1998

Blissfield Elementary School
Second grade teacher

August 1984-
 June 1997

Marion Elementary School
First grade teacher and kindergarten teacher
 Responsibilities:
 NCA chairperson
 Science curriculum chairperson
 Odyssey of the Mind coach

Other

Grants written and awarded
 Comprehensive School Reform Grant
 Reading First Grant
 Early Reading First Grant

Recent Presentations

Wexford Missaukee ISD-Literacy Workstations, Teacher
 Reading Academy, Guided Reading Groups,
 Instructional Blocks
 Michigan Reading First Conferences-Student Engagement
 and Active Participation
 Indiana State Reading First Conference-Student Engagement
 and Active Participation
 Kokomo, Indiana-DIBELS training and Literacy in
 Kindergarten
 Carbo Reading Styles National Conferences-Carbo in the
 Classroom

References

Karen Mlcek, consultant
 2803 Beers Road
 Mesick, MI 49668
 231-885-1808

Linda Queiruga, Carbo Consultant
 4430 W. Crestview
 Tucson, Arizona 85745
 520-743-7090

Gregory Mikulich, Principal
 Marion Elementary School
 510 West Main Street
 Marion, Michigan 49665
 231-743-6251

Barbara Hammond, consultant
 8951 Sunset West
 Traverse City, Michigan 49686
 231-929-3599

Karen Lenz-Wallington, Consultant
120th Ave.
McBain, MI 49657
231-825-4911

Suzette Robinson, teacher
6417 Sherwood Lane
Caidillac, Michigan 49601
231-876-0920

Todd Schultz
3385 N. 37 Rd.
Manton, MI 49663
(989) 387-0306
schultzt@mesick.org

OBJECTIVE:

To apply my exceptional classroom management, interpersonal, and creative skills to a secondary history, social studies, or mathematics teaching position

EDUCATION:

Secondary Teaching Certificate May 2003
Highly Qualified: Social Studies, History, Mathematics
Saginaw Valley State University, University Center, MI

Bachelor of Science Aug 2001
Central Michigan University, Mt. Pleasant, MI
Major: Social Studies, History Minor: Mathematics
Dean's List: Winter 2000, Fall 2000, and Winter 2001

TEACHING EXPERIENCE:

Middle School Math Teacher
Mesick Consolidated Schools, Mesick, MI Aug. 2006-present

- Developed and implemented lesson plans that emphasized a variety of teaching styles, literacy strategies, activities, and group work that maximized all students' learning
- Created a classroom structure based on mutual respect, high achievement, and equality
- Tutored middle and high school students in all subject areas before and after school
- Volunteer official scorer for track meets and basketball games

Social Studies/Math Teacher & GED Instructor
Houghton Lake Community Ed., Houghton Lake, MI Aug. 2004-Aug. 2006

- Taught high school completion classes to adult and alternative education students
- Coordinated and instructed GED preparation classes
- Tested students' EFL placement using the TABE 9-10

Math Teacher: Pioneer Work and Learn-Camp I Aug. 2003-Aug. 2004
Vassar Alternative Education, Vassar, MI

- Created independent student learning centers to teach General Math I and II, Algebra, and Geometry to high school students in one classroom
- Organized and communicated student progress with group leaders, social workers, and staff

Todd Schultz

Page 2

Substitute Teacher Aug. 2000-June 2003

Ovid-Elsie, St. Johns, Fowler, and Pewamo-Westphalia School Districts

- Adapted to teach all grade levels (K-12)

Long-Term Substitute Teacher Aug. 2002-Jan. 2003

Ovid-Elsie Middle School, Elsie, MI

- Served as an eighth grade gym instructor for one-half year

FIELDWORK EXPERIENCE:

Ovid-Elsie High School, Elsie, MI - Accounting and Marketing

Longfellow Middle School, Flint, MI - Eighth Grade Title One Math

Davison High School, Davison, MI - U.S. History

RELEVANT WORK EXPERIENCE:

Drivers' Education Instructor July 2007-present

Manton High School, Manton, MI

- Created lessons and planned drives to educate all students

Middle School Boys' Track Coach March 2007-present

Mesick Middle School, Mesick, MI

- Designed a program to maximize athletes' stamina and strength

Middle School Girls' Volleyball Coach Jan. 2007-March 2009

Mesick Middle School, Mesick, MI

- Created drills to maximize all athletes' needs

Assistant Junior Varsity Baseball Coach March 2003-June 2003

Ovid-Elsie High School, Elsie, MI

- Coached players to develop the fundamentals of the game

PROFESSIONAL DEVELOPMENT/HONORS/AWARDS/ACTIVITIES

- Social Studies Major and Endorsement Added May 2004
- Blackboard and Echalk Training September 2006
- Driver's Education Certification April-July 2007
- TI-83/84 Graphing Calculator Training March 2008
- Ruby Payne: 8 Strategies to Boost Student Achievement March 2008
- MACUL Technology Conference March 2009
- First Aid/CPR February 2010
- MACUL Technology Conference March 2010
- Canned Food Drive December 2007, 2008, 2009, and 2010
- Algebra For All August 2009-March 2010
- School Recycling Program September 2008-present

PROFESSIONAL REFERENCES

Mr. Kirk Baese, Principal
Ovid-Elsie High School
8989 Colony Road
Elsie, MI 48831
(989) 862-4237, ext. 804

Mr. Jerry Goosen, Principal
Ovid-Elsie Middle School
8989 Colony Road
Elsie, MI 48831
(989) 862-4237, ext. 428

Mrs. Wendee Hagerman, Mathematics Teacher
Mesick High School
578 Clark St.
Mesick, MI 49668
(231) 632-7254

Mrs. Deann Jenkins, Principal
Mesick Middle School
210 Clark St.
Mesick, MI 49668
(231) 775-3316

Mr. Ron Marlan, Supervising Teacher during Associate Teaching
Dewitt High School
P.O. Box 800
Dewitt, MI 48820
(517) 668-3105

Mr. Brady Schuler, Lead Teacher-Camp 1
Vassar Alternative Education--Pioneer Work and Learn
1120 Commerce Drive
Vassar, MI 48768
(989) 823-3325

Mrs. Virginia Stahl
Mesick Middle School
210 Clark St.
Mesick, MI 49663
Work: (231) 885-1207
Home: (231) 885-2778

Kay Salyer

Education

1999 - 2002 Ferris State University
Big Rapids, Michigan

Masters Degree in Curriculum and Instruction

1985-1987 Western State College of Colorado
Gunnison, Colorado

Bachelor of Arts Degree - Mathematics, minor – Sociology

🏆 Full Scholarship - Basketball

1983-1985 Lansing Community College
Lansing, Michigan

Associate of Arts Degree

🏆 Full Scholarship - Basketball

1979-1983 Lansing Catholic Central
Lansing, Michigan

High School

Professional Experience

2001-present Manistee Intermediate School District
Manistee, Michigan

Director of General Education

🏆 Curriculum, Instruction, Assessment and Professional Development work in five districts

1999 - 2001 Mason-Lake Oceana Mathematics and Science Center and Mason-Lake ISD
Ludington, Michigan

Math Consultant

🏆 Goals 2000 grant implementation

1996-1999 Algonac Community Schools
Algonac, Michigan

Mathematics Teacher – Algonquin Middle School

⚡ Basketball and track coach

1991-1993 Chatham School District
Angeon, Alaska

Mathematics Teacher – Angeon Middle and High School

⚡ Basketball coach

1988-1990 Wichita School District
Wichita, Kansas

Mathematics Teacher – Wichita North High School

⚡ Basketball coach

References

Char Myers, Former Superintendent, Manistee ISD (231)864-2687

Andy Huber, Principal Manistee High School (231) 723-2547

Cameron Clark, Director Casman Academy (231) 723-4981

Qualifications

Michigan Teaching Certificate, Secondary Mathematics

Executive Committee Member, Presenter, Michigan Math Leadership Academy

Coordinator, Community of Learners Math and Social Studies groups

Presenter, various professional development workshops statewide.

Six years mathematics teaching experience in both rural and urban environments

Two years math consultant experience

Julie Harris Boss

9901 E 13th Street
Cadillac, MI 49601

231.876.2200 ext. 2202
jboss@wmisd.org

Objective

To be involved with students, parents and staff as a Guidance Counselor at the secondary level.

Professional Qualifications

More than 17 years' experience in secondary counseling and admissions, complemented by a teaching background. Skilled in assessing individual needs, maintaining a sincere commitment to the welfare of students. Work cooperatively with students, families and colleagues.

Competencies: Michigan Comprehensive Guidance & Counseling, Career Planning/Development, Educational Counseling/Development, Testing Coordination & Facilitation (MEAP, PSAT/PLAN & ACT/SAT), Admissions, Master Schedule Building, Dual Enrollment, Scholarships & Financial Aid and Job Shadowing Coordination.

Professional Experience

WEXFORD-MISSAUKEE CAREER TECHNICAL CENTER 2000-
present

Guidance Counselor

- Counsel approximately 560 11th & 12th grade students from eight local districts regarding career, college and personal issues.
- Work with the local high school counselors with regard to scheduling their students, career, preparation, career cruising, dual enrollment and academic credit opportunities.
- Act as a liaison with local counselors with regard to grading and attendance.
- Coordinate tenth grade tours of the center and Career Expos for the local districts.

NORTHWEST HIGH SCHOOL ■ Jackson, Michigan 2000-2006

Guidance Counselor

- Counseled 11th & 12th grade students regarding career, college and personal choices for a suburban high school with approximately 1070 students, grades 9-12.
- Served as Guidance Department Head, career preparation and career cruising/edp administrator and college dual enrollment facilitator.
- Oversaw enrollment for the Jackson Area Career Center.
- Set up and administered MEAP, ACT/SAT and PSAT/PLAN testing.
- Fulfilled requirements for master schedule building, scheduling & enrollment, college admission, scholarships and financial aid.

LINCOLN HIGH SCHOOL ■ Ypsilanti, Michigan
1986-2000

Guidance Counselor

- Counseled 11th & 12th grade students regarding academics, college admission, career planning and educational development planning for a suburban high school with approximately 1000 students, grades 9-12.
- Provided guidance with master schedule building, scheduling and enrollment and dual enrollment.
- Coordinated MEAP testing and job shadowing requirements.
- Facilitated PSAT/PLAN testing, ACT/SAT testing and freshman orientations.

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Teacher (1988-1993)

- Taught English, Speech and Drama to students, grades 9-12.

Teacher (1986-1988)

- Taught English, Math and Study Skills to students, grades 7-8.

Education

EASTERN MICHIGAN UNIVERSITY ■ Ypsilanti, Michigan
MA- Guidance & Counseling (1990)

MICHIGAN STATE UNIVERSITY ■ East Lansing, Michigan
BA – Secondary English Education (1986)

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.

*Wexford-Missaukee
Intermediate School District*

Board Members

Nancy Bowman

Harold Kibbe

Garold Koester

Chris McCrimmon

Daryl Morr

Dean Smallegan

William Sparks

9907 E. 13th St.
Cadillac, Michigan 49601

231-876-2260

Fax: 231-876-2272

Scott Crosby
Superintendent

Karen Micek
Director General Education

Michael Blanchard
Director Vocational Education

John Bretschneider
Director Special Education

STATE OF MICHIGAN

CERTIFICATE TO BE EXECUTED WHEN TAX-EXEMPT SALE
IS MADE TO AN EXEMPT INSTITUTION OR AGENCY

The undersigned hereby certifies that the item or items being purchased are to be used or consumed in connection with the operation of the exempt institution or agency named in the space provided below, and that the consideration for this purchased moves from the funds of the designated institution or agency. In the event this claim is disallowed, the transferee promises to reimburse the seller for the amount of tax involved.

Federal I.D. # 38-6028526

Wexford-Missaukee Intermediate School District

Name of exempt institution or agency

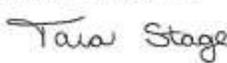

Signature & Title of person making certification
Scott Crosby, Superintendent

Date

9/5/2006

"Helping Schools Help Students"

CERTIFICATE OF INSURANCE

Producer SET SEG 415 W. Kalamazoo Street Lansing, MI 48933		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.				
		COMPANIES AFFORDING COVERAGE				
Insured Wexford-Missaukee ISD 9907 East 13 th Street Cadillac MI 49601-8754		A MASB-SEG Property/Casualty Pool, Inc. B SEG Workers' Compensation Fund				
THIS IS TO CERTIFY THAT 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 TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES.						
CO LTR	TYPE OF INSURANCE	POLICY NUMBER	EFFECTIVE DATE	EXPIRATION DATE	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> Comprehensive Form <input checked="" type="checkbox"/> Premises/Operations <input checked="" type="checkbox"/> Incidental Medical Malpractice Coverage <input checked="" type="checkbox"/> Products/Completed Operations <input checked="" type="checkbox"/> Contractual <input checked="" type="checkbox"/> Independent Contractors <input checked="" type="checkbox"/> Broad Form Property Damage <input checked="" type="checkbox"/> Personal Injury	PC-00094-201007	7/1/10	7/1/11	BI & PD COMBINED OCCURRENCE BI & PD COMBINED AGGREGATE PERSONAL INJURY OCCURRENCE	\$1,000,000 N/A \$1,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> Any Auto <input checked="" type="checkbox"/> All Owned Autos (Priv. Pass. & Other) <input checked="" type="checkbox"/> Hired Autos <input checked="" type="checkbox"/> Non-Owned Autos <input checked="" type="checkbox"/> Garage Liability	PC-00094-201007	7/1/10	7/1/11	BODILY INJURY & PROPERTY DAMAGE COMBINED	\$1,000,000
A	EXCESS LIABILITY <input checked="" type="checkbox"/> Umbrella Form	PC-00094-201007	7/1/10	7/1/11	EACH OCCURRENCE	\$1,000,000
B	WORKERS' COMPENSATION & EMPLOYERS' LIABILITY	SP 4041947	7/1/10	6/30/11	WORKERS' COMPENSATION EMPLOYERS' LIABILITY	STATUTORY \$500,000
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES.						
AUTHORIZED REPRESENTATIVE  TARA STAGE PROPERTY/CASUALTY DEPARTMENT						
					Date 09/24/10	



9-22-2010

**Wexford-Missaukee
Intermediate School District**

Local District
Contact
Address

9907 East 13th Street
Cadillac, MI 49601
231.876.2260
231.876.2261 fax
www.wmisd.org

Subject:

Wexford-Missaukee ISD – Intensive Support Services Letter of
Commitment

Board Members

Harold Kibbe
Gerald Koester
Chris McCrimmon
Daryl Morr
Jacqueline Ruppel
Dean Smallegan
William Sparks

Dear :

Wexford-Missaukee Intermediate School District is committing to
providing Quality Intensive Support Services for low-performing schools.
To plan for the support needed a commitment by both entities is required.

Administration

Scott Crosby
Superintendent
scrosby@wmisd.org

Karen Micek
Director of General Education
kmicek@wmisd.org

Michael Blanchard
Director of Career Technical Education
mblanchard@wmisd.org

John Bretschneider
Director of Special Services
jbret@wmisd.org

Tom Armstrong
Director of Business Services
tarmstrong@wmisd.org

Wexford-Missaukee ISD will commit to:

- Providing the contracted services and staffing requested by local district.
- Conducting the bi-monthly grant commitment meetings.

XXXX local district will commit to:

- Cooperatively developing an intensive improvement plan
- Plan will be based on a Comprehensive Needs Assessment
- Commit staff and funding to support the agreed upon plan
- Assign administration to the plan
- Monitor the Action Plan

To assure the commitments are being adhered to – a bi-monthly meeting
will be held to review the commitments and success of agreement.

We appreciate this opportunity to provide this critical and necessary
service.

Sincerely

Proudly Serving

Cadillac
Lake City
Manton
Marion
McBain
Mesick
Pine River

**'Helping Schools
Help Students'**



Scott Crosby, Superintendent
Wexford-Missaukee ISD
9907 E. 13th Street
Cadillac, MI 49601

In compliance with Title IX of the Civil Rights Act of 1964, Title VI of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, it is the policy of the Wexford-Missaukee Intermediate School District that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination, during any program or activity or in employment. For information, contact the Superintendent at 9907 E. 13th Street, Cadillac, MI 49601 or (231) 876-2260.



School Improvement Action Plan

Name of the Team:
Meeting Date:

Participants:

Goal	Steps to Reach Goal	Research – evidence that strategy matches need	Data Collection/Monitoring				Communication Plan	How Will Data Be Analyzed?	How Will Data Be Reported?
			What?	How?	When?	By Whom?			