SUBMISSION INSTRUCTIONS

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

Electronic Application Process

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

MDE-SSOS@michigan.gov

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

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

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

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

Telephone: (517) 373-8480 or (517) 335-4733
Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

1. All portions of the application are complete;

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

Applications will only be **approved** if:

1. The above conditions are met for review;

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

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

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

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

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

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

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

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

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

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

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number	2. Legal Name of Entity
███████	HOPE Foundation, Inc.

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

HOPE Foundation

4. Entity Type:	5. Check the category that best describes your entity:	
☐ For-profit ☒ Non-profit	☒ Business ☐ Community-Based Organization ☐ Educational Service Agency (e.g., RESA or ISD)	☐ Institution of Higher Education ☐ School District ☐ Other (specify): _____

6. Applicant Contact Information

Name of Contact Skip Daley	Phone 812-355-6000	Fax 812-323-8140	
Street Address 1252 North Loesch Road	City Bloomington	State IN	Zip 47404
E-Mail sdaley@hopefoundation.org	Website www.hopefoundation.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.

☒ Statewide

Intermediate School District(s):	Name(s) of District(s):

9. Conflict of Interest Disclosure
Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)? ☐ Yes   ☒ No What school district are you employed by or serve: N/A In what capacity are you employed or do you serve (position title): N/A 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)_

Description of Comprehensive Improvement Services

FNO Six Principles – A systems reform model for continuous improvements

The Six Principles were introduced in Failure Is Not an Option®: Six Principles that Guide Student Achievement in High-Performing Schools (Blankstein, 2004). The Failure is Not an Option® (FNO)Six Principles provide the structure and concepts for a systems approach to school reform. Using the FNO Six Principles as key elements for a dynamic, systems approach to school reform, this approach is aligned with the foundational work of Peter Senge, (introduction of the Five Disciplines for a learning organization 1990), Shirley Hord (key attributes to a Professional Learning Community (PLC), 1997) and Margaret Wheatley (Leadership and the New Science: Discovering order in a chaotic world 2nd ed., 1999). All these authors have the common belief that a systems approach underscores outcomes that are effective, efficient, adaptive, sustainable, dynamic, and inclusive. Newman F.M. & Wehlage, G (1995)

The FNO Six Principles That Guide Student Achievement in High-Performing Schools and identify the key elements for a "hands-on" capacity building system that are integral for continual instructional improvements and School Leadership Team (SLT) success. Evidence of their successful implementation can be identified using descriptors and evidence from the: Failure Is Not an Option® Critical Success Factors.

Principle 1: Common Mission, Vision, Values, and Goals

There is a consistency in daily activities, policies, processes, and priorities, reflecting the uniqueness of the school in support of their autonomy. Schools are also accountable for results and contribute towards a common and coherent focus as a district-wide system.

Principle 2: Ensuring Achievement for ALL Students: Systems for Prevention and Intervention

Through a system-wide learning community, the process of designing and sustaining a continuum of support and instructional interventions for all students is developed and implemented. This includes School Improvement Plans (SIP) that identifies targeted priorities for instructional interventions and professional development plans that support implementation and monitor results.

Principle 3: Collaborative Teaming Focused on Teaching and Learning

Faculty and staff focus their collegial conversations and on going professional learning on teaching practices to ensure academic success for all students. PLCs working collaboratively to improve teaching practices, is the norm. Professional structures, such as school improvement teams, faculty/department meetings, networks and committees – provide the opportunities for collaboration. Processes provide the guidance and support to ensure its effectiveness.

Principle 4: Using Data to Guide Decision Making and Continuous Improvement

Decisions to identify instructional priorities are based on analyzing multiple sources of data. School Improvement Plans are informed, and progress monitored for targeted instructional interventions. This process includes professional collaborations to continually assess results and make adaptations with instructional strategies, as indicated.

Principle 5: Gaining Active Engagement from Family and Community

School staff understands the importance of building positive relationships with their students' families. Staff gains a common understanding of conditions that affect students' learning and strategies for reaching out to the family and community to engage them in supporting their students' learning. There is a shared understanding of the importance of building a partnership focused on the education of their child in addition to the traditional parent volunteer role.

Principle 6: Building Sustainable Leadership Capacity

Leadership extends beyond the formal school leader, shared and is recognized as a means to ensure commitment to sustain a long-term vision. Lateral leadership is valued and strengthened to implement and sustain changes that continually improve student achievement.

The Intensive School Reform (ISR) Model:

Intensive School Reform (ISR) involves intensive, customized work with individual schools through regular on-site visits to build leadership teams and sustainable learning communities. The onsite support focuses on the specific needs identified by the school. Leadership teams develop a culture of collaboration and dedication to continuous improvement for all students. The Failure Is Not an Option® Readiness Survey is one tool that is used to determine the developmental stage and areas of strength that exists in the host school to inform a customized plan.

In order to create teacher, principal, and student exchange, the ISR Consultant (HOPE Faculty Member), supported by the HOPE Knowledge Center Team, will facilitate the following with the School Leadership Team:

· Identify the current state, professional learning community processes that are

successfully working in the school and specific challenges the school is facing

· Build a plan to include additional research-based supports to strengthen collaboration focused on student achievement, based on current state assessment

· Use the Student Success Model to analyze multiple sources of student data and address specific learning needs of the students

· Work with the school principal and the SLT to build an action plan based on the Student Success Model, for instructional improvements and professional learning as indicated

· Establish target goals and scheduled checkpoints to assess progress and make adaptations as indicated.

Outcomes

· Sustainable increases in student achievement

· SLTs focused on school improvement initiatives through the use of the Failure Is Not an Option® Six Principles system framework

· Increased shared leadership capacity through skill-building with collegial collaboration, data analysis, and Instructional SMART Goals

· Culture of trust, mutual accountability and continuous improvement

· Confidence in shared decision-making abilities and commitment to succeed with challenging students

· Enhanced team-building through coaching and facilitating learning for effective leadership teams

Program Assessments:

The HOPE Foundation has designed formative and summative evaluation procedures to track the progress and evaluate the effectiveness of our training. Those evaluations are:

▪ FNO Snap Shot Rubric (pre and post) to show progress in using the FNO Six Principles for an integrated/systems approach to school improvements.

▪ Culture Readiness Survey (pre and post self-assessments) Histomap a visual rendering to represent history of team learning and progress in CLA.

▪ SLT Workbook to:

Monitor progress with SMART Goals and report results using SIP checkpoints

Structure professional development plans for instructional interventions and success indicators to monitor progress

Construct SMART Goals

Archive Re-entry Planning and Debriefing reports from faculty knowledge sharing sessions

▪ CBAM (Concerns Based Adoption Model) to determine readiness for sustaining instructional strategies and collegial collaborations to continually improve instruction as indicated by data and self-assessments.

- Impact of Instructional Learning Walks and Tuning Protocol on instructional practices and collegial collaborations (post Culture Readiness Survey) and current listing or indicator if Quality as compared to first listing.

The evaluation measures to track progress in student achievement, from the resulting prevention and interventions initiated, more efficient collaboration in data-analysis, improved professional learning structures developed, etc. are the school or district's benchmark assessments and other ongoing evaluations, such as artifacts of student work, that the district has put in place.

- Customer satisfaction, service delivery, and compliance are evaluated with the following procedures or written documentation:

- ISR Session Feedback administered to all participants at the close of each ISR session, a structured inventory of the readiness levels, skill attainment, new understandings, impact of ISR content and facilitation/instructional process

- Team Effectiveness Survey (pre-post) to analyze team progress toward becoming a high performing team.

The progress of the ISR is monitored at every session that a HOPE Consultant meets with School Leadership Teams. The Feedback Reflection Forms are summarized into a progress report, which is shared with the district Steering Committee at least 4 times during the year. The Steering Committee is asked to provide input on any change or modification needed to achieve the projected outcomes. These reports and the resulting input from the district can be shared with the Michigan Dept. of Education Office of Federal Programs. The year-end summative evaluations, such as the CBAM evaluation which measures the developmental growth of the collaborative culture, can also be shared with the Michigan Dept. of Education.

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)

Research findings have repeatedly confirmed that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom. (AISR, Brown University 2004) Recent research shows that the type of professional development that has the biggest impact on expanding teachers' repertoire includes:

·   Long term, ongoing professional development that deepens and integrates professional learning

·   Job embedded learning and knowledge sharing within the context of the targeted needs of a district and/or school

·   Research-based reform initiatives

·   Collaborative teaming and application of adult learning theories to fully engage teachers in examining their current conceptual understanding of their practices and the benefits of successful practices. (Senge 1990; Knapp 2003)

Effective professional development to improve classroom teaching also concentrates on evidence of students' progress. It mirrors the kinds of teaching and learning expected in classrooms. It is driven fundamentally by the needs and interests of participants themselves, enabling adult learners to expand on content knowledge and practice that is directly connected with the work of their students in the classroom. (Darling-Hammond and McLaughlin1995, Elmore 2002).

Research demonstrates that developing informed and committed professional communities among educators is a key ingredient in improving schools (Fullan 1999; Little and McLaughlin 1993; Louis, Kruse, and Marks 1996). Identifying the current professional structures, such as staff meetings, within the school system and determining the essential knowledge, skills, attitudes, and shared purpose necessary for that professional structure to function as a professional learning community is an important first step to building a collegial community.

These professional learning communities provide opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement. SLTs developing into PLCs in the HOPE Intensive School Reform Model learn about the core concepts and practices of high performing teams. This level of collaboration does not just happen in traditional professional development and staff meetings. It takes the insight, commitment, and guidance of courageous leaders to consciously invest in building this capacity and creating a sustainable culture of collaboration. (Fink & Hargraves 2006)

SLTs begin with identifying a shared purpose and goals in Stage 1. At the conclusion of Stage III, the SLTs advance to facilitating their school faculty in updating mission, vision, and shared values, in alignment with FNO Principle One. They engage in reflective dialogue and ongoing critical inquiry. Participants maintain a sharp focus on student learning and results, as they openly critique their work in small and large groups. A strong accountability system is incorporated into these activities to ensure that expectations for student performance are being met. (Adapted from Hord 1997).

During each ISR session, SLT members develop Re-entry Plans focused on how to

strategically "bring back" their learning and new practices to their staff and engage them in the implementation of the ISR processes and protocols. They facilitate whole faculty activities for inclusion and thus expand the knowledge and impact of the ISR. The SLT is not perceived as an elite group that makes decisions in isolation and "knows it all" but rather serves the whole school/district.

Expertise:

ISR participants learn new protocols for examining and refining their instructional practices such as the Tuning Protocol, Instruction Learning Walks, and the Student Success Model. The SLT members engage the entire faculty in their newly learned processes and support professional development aimed to increase student achievement.

Relationships:

ISR participants learn about change management, dealing with resistance and developmental levels of readiness for using new practices. Participants apply their new skills and understandings by facilitating whole faculty, grade level and department team sessions, thus building collegial relationships with a shared purpose, values and priorities.

Leading in times of change is challenging for all leaders. ISR participants learn how to use the CBAM model of the change process to study the levels of concern and levels of use regarding new practices in order to build sustainable change at the school site. In addition to CBAM, they use a Culture Readiness survey to assist them in determining the level of collaboration among faculty members. This knowledge guides the teacher leaders on the SLT about ways to inform and influence the deepening of collegial conversations focused on instructional practices. (Glickman 1996, Joyce and Showers 2002).

ISR participants share the responsibility of contributing to their ISR Portfolio, as they archive and exhibit their progress. The portfolio is a Professional Development Portfolio combining key attributes of a "working Portfolio" organized around a program or specific task such as the ISR, and an "accountability Portfolio" designed to demonstrate planning and outcomes. The Professional Development Portfolio model is unique. While traditional assessments are administrator directed, in this model participants are responsible for both directing and choreographing their professional growth. Research conducted to evaluate the implementation and impact of the Professional Development Portfolio model found this model and its process to be a powerful tool that results in teacher empowerment, relevant professional growth, and a more collegial and a collaborative school environment, (Thomas, 1994). The ISR Portfolio is built around the work of SLTs as participants in the ISR and implementation of the SLT's School Improvement Plan (SIP).

Linda Lambert's research found that high leadership capacity schools are learning communities that amplify leadership for all, learning for all, success for all. These schools have developed a fabric of structures (e.g. teams, communities, study groups) and processes (reflection, inquiry, dialogue) that form a more lasting and buoyant web of interrelated actions. (Lambert 2005)

The ISR provides opportunities to audit current professional structures in search of identifying the most appropriate structure(s) to function as PLCs. In the case of the

ISR program, the primary structure is the School Leadership Team (SLT) sponsored and supported by the school's administration, but also supported by district administration. The ISR program supports lateral leadership, building leadership capacity at all levels in the school system, focused on the same purpose and priority goals.

Teacher leaders are at the center of school reform. It is clear that without teachers taking responsibility for reform efforts we will not achieve the surge in accelerating student achievement, (Darling-Hammond & McLaughlin,1995, Little, 1990).

The ISR program is specifically focused on building the teacher capacity to build their credibility, expertise and relationships in order to contribute to and sustain improvements in student achievement.

Statistical Impact on Academic Achievement

The following two case studies demonstrate the positive impact that the Failure Is Not an Option processes have had through our Professional Learning Community training model on teacher effectiveness, improved student outcomes, leadership effectiveness, student achievement, and school culture. This data was provided by Fort Wayne Community Schools, Fort Wayne, IN and Pottstown Central Schools, Pottstown, PA.

Fort Wayne Community Schools experienced significant growth in one year, by implementing stronger data analysis, improved collaboration, and targeted systems for prevention and intervention, through the HOPE's framework. These ISTEP results were:

	Beginning of 2008-09:			End of 2008-09:		
Grade	Above	At	Below	Above	At	Below
K	16%	31%	53%	66%	32%	2%
1	31%	45%	24%	47%	36%	17%
2	23%	17%	60%	27%	34%	39%
3	40%	22%	38%	51%	23%	26%
4	39%	9%	52%	19%	42%	39%
5	13%	14%	73%	29%	42%	29%

Pottstown School District, near Philadelphia, PA, had the following gains after implementing the processes learned in a 2 years of HOPE Foundation training:

·   All 7 district schools made Adequate Yearly Progress (AYP) in 2009 (first time in district history)

·   Improved achievement of special education sub-group; Lincoln Elementary for instance (2008-09) increased by 29.8% proficient or advanced in math, 26.8% proficient or advanced in reading

·   Reduced special education evaluation request by 68%. Between 2006-07 the request went from 140 to 125; 2009-10 the request went from 122 to 44

·   Consistently improved the graduation rate from 75% in 2006 to 84% in 2009

·   Significantly reduced time out of classroom in their middle school for disruptive behavior by 78%.

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).**

Curriculum and School Leadership Teams (SLTs)

The ISR curriculum is designed around Five Knowledge Development Strands with the goal to embed mature School Leadership Teams (SLTs) within the school.

- The ISR Knowledge Development Stands include:

1. Failure Is Not an Option® (FNO) Six Principles - A systems reform model for continuous improvements

2. Team Development - School Leadership Teams (SLTs) functioning as high performing PLCs with shared purpose, protocols, practices, concepts, and structures

3. Teachers as leaders - Serving as change agents, facilitators, professional developers and communicators

4. Instructional improvements - Informed and implemented using the Student Success Model to design school improvement planning with additional professional structures including: Instructional Learning Walks, Professional Development Planning, Tuning Protocols, Data Analysis using multiple sources of student data, and constructing, implementing, and monitoring, Instructional SMART Goals focused on instruction

5. Standards Based Professional Development – Job embedded Professional Development Model, differentiated for adult learners and readiness levels, with feedback loops, collegial inquiry, knowledge sharing and professional practice.

The SLT Developmental Levels of implementation in the ISR program:

Note: The process of developing and maintaining high functioning SLT's require a sensitivity to change and the integration of new practices. The curriculum and coaching support used in the ISR is aligned with the developmental levels and key stages of moving through the change process, as noted in the Concerns-Based Adoption Model (CBAM). A research based model to monitor progress and set of tools for understanding and helping staff manage the change process.

- Stage I – Initial learning is at the Personal level - gaining awareness and information to deepen each participant's personal understanding as an individual and as a member of a School Leadership Team (SLT) and moving to the Management level, organizing for change.

- Stage II - Learning how to Manage the use of protocols and processes - incorporating new learnings and using the results to inform their practices as an SLT, embracing the power of collaborations.

- Stage III -Advancing collegial Collaborations and Refocusing by exploring the systemic benefits', impact of institutionalizing change such as, new structures, protocols, and processes with a commitment to sustain the gain.

Tools and Strategies employed in the ISR:

· ISR Assessment of the current state of collaboration and student achievement

in the school. The FNO Readiness Survey and structured interviews with school leadership and faculty contribute to the initial collaboration with the HOPE faculty consultant, in determining targeted priorities and high priority needs to address in working with (coaching) the ISR school.

· Collaboration to build a plan of action with the school faculty and leadership to achieve their agreed upon targeted priorities, using a collection of key strategies and activities aligned with their needs and goals, beginning with and Agreement of Purpose.

· Protocols, processes, norms, roles, and responsibilities are introduced and modeled to contribute to establishing a high performing School Leadership Team (SLT) to contribute to the collaborative culture, aimed at a shared purpose and targeted goals.

· Facilitation and change management skills are introduced and modeled to inform the work of building an environment of shared leadership and shared accountability.

· Student Success Model for planning instructional improvements, using multiple sources of student data, will be used as indicated.

Teacher Leaders:

The term teacher leadership defines sets of expertise and expectations focused on improving student achievement. Teacher leadership is not about individual "teacher power," but about mobilizing the capacity of teachers to strengthen student performance and develop real collaboration within the school. (Patterson & Patterson, 2004).

The ISR supports increasing teacher leadership capacity to impact practices in the classroom resulting in improved student achievement. Each of the knowledge strands contributes to the ISR program in achieving this outcome.

A teacher leader is defined as a teacher who works with colleagues for the purpose of improving teaching and learning, whether in a formal or an informal capacity. They provide informal leadership and earn their place as culture leaders through three sources of influence: credibility, expertise, and relationships. (Patterson & Patterson 2004)

Each of these sources of influence is represented in the ISR Program.

Credibility:

Teachers enhance their credibility through their participation in an ISR as they engage in the ISR learning activities, reflect on their learning, and work together. As a member of the SLT they demonstrate their knowledge and leadership as they facilitate learning with colleagues in faculty, grade level, and/or department meetings. SLTs are charged with bringing the learning gained from working with their colleagues, which helps to diffuse the risk of creating an in-group/out-group environment where faculty members at the school site are isolated from their colleagues' experiences in the ISR.

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)_

Aligning model(s) to be implemented with the School Improvement Framework:

In working with school districts across the country, aligning with Title I requirements and specific state requirements for School improvement, we at the HOPE Foundation have been successful in applying and adapting our professional development curriculum and facilitation process to accommodate state and district needs. Our goal is to align with requirements and to adjust specific Professional Development (PD) processes to address specific district needs. These needs are identified in meetings with the district leadership to clarify their current state, goals, priorities, and needs. Additionally, the HOPE foundation offers two programs – the Sponsor Development Program and the Courageous Leadership Retreat – to work with leadership in building the support system and commitment necessary for successful outcomes.

This is also supported by pre and post assessments to first determine current level of readiness for the work and to monitor progress and continually make adaptations to optimize the results/impact.

The Michigan Comprehensive Needs Assessment:

The assessment needs are addressed in the pre work phase of the relationship building process to customize and adjust curriculum as indicated by leadership input and pre assessments. The progress monitoring assessments contribute to tracking and reporting this data to the district Steering Committee thereby monitoring and assessing he impact of the HOPE PD program. We utilize a HOPE Failure is Not an Option (FNO) survey and Instructional SMART Goals Checkpoints, to name two assessments.

Individual School/District Improvement Plans, North Central Association (NCA):

The School Improvement Plan (SIP) or Campus Improvement Plan (CIP) process has universal aspects and unique attributes according to the state and district policies, needs and structures in place. The HOPE PD consultant works with the district leadership/sponsors in clarifying the needs and current practices to align with the agreed upon requirements.

Response demonstrates alignment of the above-mentioned elements, AKA "One Common Voice – One Plan.:
Each school has their own SIP/CIP that addresses their targeted priority goals, the roles and responsibilities of School Leadership Team (SLT) members, and the

structures, process and protocols learned and practiced. These are consistent throughout the HOPE PD offering.

One such structure is the Student Success Model (SSM) which stresses using multiple sources of data, Tuning Protocols for collegial instructional improvements, Re-entry Plans for whole school change. The Re-entry Plans are designed by the SLT to enable them to work with whole faculties upon returning from the PD offering thereby including them in the learning, implementation and progress monitoring of Instructional SMART goals, aimed at instructional improvements.

Understanding of Title 1 (differences between Targeted Assistance and School-wide):

The targeted priorities are addressed using the HOPE Student Success Model.

State assessments--- Michigan Educational Assessment Program (MEAP) and the Michigan
· 	Michigan Grade Level Content Expectations (GLCEs)
· 	Michigan High School Content Expectations (HSCEs)
· 	Michigan Merit Curriculum
· 	Michigan Curriculum Framework
·Merit Exam (MME)

All of the State assessments are considered and included in the total sources of student data included in the SSM and Instructional SMART Goals.

Section 504 of the Individuals with Disabilities Education Act (IDEA):

Specific targeted instructional priorities with pre and post assessments and progress monitoring are implemented for students with special needs…. again using the SSM and Instructional SMART goals as an appropriate structures and processes for achieving success with all students.

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

The focus of the PD program is to build sustainable leadership capacity. Throughout the program the SLT members hone their leadership skills and their capacity to work with the rest of the faculty. Over the course of the PD program, the SLT members take increasing responsibility and ownership of their work which results in greater institutionalization and sustainability.

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 ultimate goal of the HOPE Foundation's training models is to help a school and/or district create sustainable leadership capacity, which is our Failure Is Not an Option® Principle Six. By creating a core of teacher-leaders with their principal, a collaborative culture that is focused on student achievement will have the systemic processes in place to be able to deal with change. This is necessary to be able to implement any sustainability plan.

The third year of the Intensive School Reform (ISR) is designed to embed ongoing structures and protocols to continue professional learning and growth. The areas that are focused on in the third year are:

FNO Six Principles - Extending future action
·   School Mission, Vision and Values
·   Establish grade level and/or department teams around Instructional SMART Goals
·   Build relationships across the school system and with Family and Community
·   Apply the Student Success Model by focusing on multiple sources of data
·   Write Instructional SMART Goals
·   Change management and deal with resistance
·   Refine professional development plan
·   Identify new understandings of Quality Instruction
·   Visual Dialogue - Future Forecasting
·   Portfolio review and action plan for the following year

One example from our data on sustained success and continued growth after HOPE's training has ended is Payne Elementary School in Wichita, KS. Wichita participated in a district-wide Courageous Leadership Academy (District wide version of the ISR) in 2006-07 and 2007-08. Donna Welty-Simpson, Principal of Payne, which is 90% low income, recently reported the following:

Preliminary test scores for Payne for 2009-10:

Reading   93.5% passing   (26 point gain from last year…..45 point gain in 3 years)
Math   90% passing   (11 point gain from last year…..44 point gain in 3 years)

This school, and others in Wichita, have been able to establish a professional learning community and on-going plans for student success that is self-sustaining, long after HOPE's training.

Success Factors for Sustainable Implementation of the ISR Program:

·   Purpose
-      Shared Vision, Mission, Values and Goals led by courageous sponsorship and calling for a culture of collegial collaborations with shared accountability for

accelerating student achievement.

· Structures
– ISR sessions – curriculum based on job embedded activities transferred into practice; customized according to the goals and needs of the school

· Content
– FNO 6 Principles – key elements for designing a systems approach to sustainable reform with research-based models and successful practices for instructional improvements

· Process
– Experiential learning focused on the needs, expertise, and talents of adult learners
– Job embedded professional learning model to transfer learning into practice – participants see, feel, and experience re-enactments, modeling, and knowledge sharing
– Re-entry Plans, to engage whole school faculty PLCs in knowledge sharing with reflection on actions for next steps in support of continuous and sustainable improvements.
– De-briefing … team sharing for feedback advance their leadership and check progress with engaging the entire faculty
– ISR Portfolio to archive and exhibit learnings and results

· Outcomes
– Sustainable courageous leadership at multi levels across the school and district focuses on continuous instructional improvements

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 HOPE Foundation employs an extremely capable team of Faculty, supervised by Anne Richards, Dean Faculty. Below you will read an excerpt from our Personell Policy which describes the hiring process. Furthermore, you will find brief biographies including relevant experiences of our facilitating team.

HOPE procedures for recruiting and hiring Faculty Members
Hiring Process
1)   All faculty positions are advertised through current faculty and staff. The Executive Director and Dean of Faculty are responsible for faculty recruiting.
2)   Filling of vacancies due to a leave of absence of an incumbent member requires approval of the Executive Director and/or Dean of Faculty.
3)   Voluntary resignations require written notice to the Executive Director and/or Dean of Faculty.
4)   Staff and current faculty recommend faculty candidates to the Executive Director and/or Dean of Faculty.
5)   Faculty candidates' resumes and supporting documents are reviewed by the Executive Director and/or Dean of Faculty.
6)   Top candidates whose experience and training best match the job description are requested to fill out the online application form and return.
7)   Upon return of the online application a phone interview is scheduled with Executive Director and/or Dean of Faculty.
8)   A reference check is performed on those candidates. *NOTE: Faculty members are subject to criminal background checks as required for projects assigned to comply with state regulations.
9)   Remaining candidate(s) are assessed in person by Dean of Faculty
10)   Final selection is determined by the Dean of Faculty in consultation with the Executive Director.
11)   Offer is made to final candidate(s)

Anne Richards, Dean of Faculty
HOPE Foundation Dean of Faculty Dr. Anne Richards is a recognized leader in the field of professional learning, leadership coaching and educational change. She has held many varied positions in K-12 and university settings including: middle school principal; district curriculum and instruction director; county office new teacher program director; leadership and restructuring coach; professional development provider; and general and special education teacher. Her work is characterized by her deep and abiding commitment to success, learning and growth. Anne has facilitated the development of professional learning communities within and between schools and districts by providing training and strategies to build rigorous collaborative cultures. She has a Professional Coaching Credential from the International Coach Federation and is passionate about bringing out the best in others.

In her position with the HOPE Foundation as Dean of Faculty, Ms. Richards works with a team to design HOPE's long term professional development programs as well as HOPE Summits and Institutes. The long term professional development programs focus on working with districts and schools to embed the Failure Is Not an Option® Six Principles as a system into their school culture so that all students can achieve through our Courageous Leadership Academies and Intensive School Reform programs. Academies and Intensive School Reform programs are long-term on-site programs that develop district-wide sustained leadership capacity resulting in a narrowing of the achievement gaps both within and between schools.

Patricia K. Anderson
Patricia Anderson is a Director at CLASS Leadership Development. Dr. Anderson researches, develops, and facilitates professional development for school principals, assistant principals, administrators, and teacher leaders.

Dr. Anderson has held positions with the Chicago Public Schools as a high school principal, assistant principal, counselor, department chairperson, and teacher. She was also the State Coordinator for the Illinois Alliance of Essential Schools at the Illinois State Board of Education.
She has extensive experience with school restructuring, authentic assessment, Socratic seminars, presentation and facilitation, and coaching. She was a founding member of the Chicago Annenberg Collaborative and has appeared on C-SPAN as a symposium panelist for NEA/AFT in Washington, D.C. She has been a presenter for the American Educational Research Association, Coalition of Essential Schools, Chicago Teachers' Union Quest Center, National Staff Development Council, Illinois Staff Development Council, Association for Supervision and Curriculum Development, Union Pacific Principals' Partnership, Alternative Schools Network, and the HOPE Foundation. She has presented to school districts in Kansas, Michigan, Arizona, and Indiana.

Patricia Anderson is highlighted in the ASCD videotape, "Restructuring America's Schools;" she narrated and appears in the CLASS videotape, "Walk-Throughs: Walking the Talk of Instructional Leadership;" and she is the subject of a chapter in

the book, Conversations with Educational Leaders. Her article on leadership, "But What If…Supporting Leaders and Learners," appeared in Phi Delta Kappan magazine.

Dr. Anderson is certified by the National Curriculum and Training Institute, Inc. as a Real Colors Personality Instrument facilitator, by Vangent, Inc. as a facilitator/coach for the Campbell Leadership Index instrument, and by the National Staff Development Council as a graduate of its Professional Development Academy. Patricia Anderson holds a B.A. and M.A. in English, an M.A. in Guidance and Counseling, and a Ph.D. in Administration and Policy Studies from Northwestern University.

Carolyn L. Farrar

Carolyn Farrar serves as HOPE Faculty for the HOPE Foundation's Long-Term Professional Development program. Prior to beginning her work with HOPE, Farrar served as a manager and consultant with the Illinois State Board of Education. Prior to her time with the Illinois State Board of Education, she taught first through fourth grades in Albemarle County, VA, and Springfield, IL.

Ms. Farrar holds a master's in elementary education from University of Illinois, Champaign-Urbana, with a specialization in reading and a bachelor's in anthropology-sociology from Middlebury College. She has also served as consultant to USDE Director of Comprehensive School Reform (CSR); states of Ohio and Maryland; Learning Points Associates (NCREL); New American Schools, Alexander, VA; Federal Head Start Office and the Georgia Department of Education in addition to the Texas Center for Accelerated Schools.

Ms. Farrar has provided numerous in-service and training sessions for local school districts, the Illinois State Board of Education, The National Alliance of Black School Educators, the National Center for Accelerated Schools Project, the Illinois Reading Council, National Middle School Association, International Reading Association, National Association of State Coordinators of Compensatory Education (Title I) and USDE.

Christine L. Hill

HOPE Faculty member Christine L. Hill, Ph.D. is currently the Coordinator of the Gifted Education/Advanced Placement/ESL Programs for the Department of Defense Education Activity (DoDEA) Headquarters in Arlington, VA. DoDEA is responsible for the oversight of all the DoDDS Schools serving the children of Department of Defense military and civilian families worldwide. Prior to that, she was the principal of a PreK-5 Title I elementary school for the Newport News Public Schools in Virginia. She has also served as the supervisor of the gifted and talented programs (K-12) in Newport News. Her enthusiasm, knowledge, presentation style and sense of humor make her a popular consultant and presenter. She has presented at more than 100 local, state and national conferences.

Previous to moving to Virginia, Dr. Hill was a professor in the curriculum and instruction department at the University of Louisiana at Lafayette, where she taught undergraduate and graduate courses in education and gifted education.

Dr. Hill was also a facilitator of gifted programs in a school district, a teacher of the gifted and has taught grades 3-8. In addition, she served as director of the

Saturday and Summer Enrichment Programs for high ability learners at the College of William & Mary, developed numerous curriculum units for the high ability learner and worked in the education center of a medium/high security correctional facility in Aiea, Hawaii

Bonnie Keast

Bonnie Keast, Ed.D., is a HOPE Faculty member and holds master and doctorate degrees in educational leadership.   She is an adjunct professor in the master degree program for Educational Leadership at St. Mary's College in Moraga, California.

Dr. Keast's professional experiences include leadership positions in district office administration and project/team management. As Curriculum Specialist, she provided staff development and resources to enable teachers and administrators to address the needs of their students, K-12, more effectively. Dr. Keast has designed and implemented training for staff development programs, coordinated the curriculum review process in various subjects, and supervised curriculum writing committees. She coordinated and supervised a program of support for beginning teachers and has coached principals and teachers as well as worked with teacher teams within individual schools. As a consultant, Dr. Keast has written a technical manual for a knowledge management system for California School Districts based on standards, edited middle school formative assessments in English/Language Arts, and presented workshops at national conferences

Bruce Nicolls

Currently the Director of Instruction and Personnel for the Clearfield area school district, where he manages the personnel functions of more than 400 employees, Bruce Nicolls has a career in education that spans nearly 20 years. Working with the HOPE Foundation, he served as a trainer/facilitator at Courageous Leadership Conferences while also helping with content editing of the "Failure Is Not an Option 2" video series.

Mr. Nicolls holds a bachelor's degree in Botany from Miami University of Ohio and a master's in Educational Leadership from Penn State. He also holds both teacher and superintendent certifications from Metropolitan State College and Penn State, respectively.

Among his accomplishments, Mr. Nicolls facilitated the development and implementation of Clearfield School District's five-year Strategic Plan, while also coordinating and implementing the District's Professional Education Program, including the development of several three-year plans, increasing the amount of and participation in professional development activities.

Mr. Nicolls' work on several curriculum revisions and improvement projects led to Clearfield being identified by Standard & Poor's as an "Outperforming District" in the state of Pennsylvania. Working with authors of Kendall Hunt's Middle School Life Science as part of the field test and feedback group, he also developed a handbook for teaming that was subsequently used by three other school districts.

Jo Ann Pierce

HOPE Faculty member Jo Ann Pierce, Ph.D. has nearly 35 years of experience in education that began as a student teacher at Mark Twain Elementary School in

Duncan, Oklahoma, where today she serves as principal. The Mark Twain professional learning community has won numerous grants and honors using technology as a tool for improved student achievement.

Dr. Pierce has a bachelor's in elementary education from Southwestern Oklahoma State University and received her master's in liberal studies along with a doctoral degree in Education from the University of Oklahoma. She has taught Supervision and Curriculum at Cameron University and Dr. Pierce and two of her staff members were presented the Heroic Oklahoman Award by Governor Brad Henry in 2006 and she was recently named as one of the three finalists for Oklahoma's Distinguished Principal.

Among Dr. Pierce's long list of distinguished honors, she was named as a James R. Burnett Distinguished Principal, twice-named District 12 Oklahoma Administrator of the Year, listed in the 2004 Who's Who in Executives & Professionals, listed in the 1992 Who's Who Among America's Teachers and the 1990 Duncan Teacher of the Year.

James Thompson
James Thompson, HOPE Faculty member, was a full-time educator for 35 years and 21 years as principal of Wolcott Street School in LeRoy, New York. For seven years, Mr. Thompson was a member of the SUNY Brockport graduate faculty, and has made numerous presentations at regional, state and national levels.

Mr. Thompson received his Bachelor's degree from State University of New York, Geneseo and his Master's from SUNY, New Paltz. He has taught and been tenured on high school, middle school and elementary levels. In 1993, Jim was awarded New York Principal of the Year, followed by recognition as a National Distinguished Principal the next year.

Mr. Thompson has engaged audiences with the Six Principles of Failure Is Not an Option® in Indiana, Kansas and Alabama. He has also presented at the NAESP National Convention. Mr. Thompson's latest work on school leadership was published in Australia with co-authors from both Australia and California. The work is entitled: Growing School Leaders…Distilling Wisdom and Passion. He is currently semi-retired and is working as a Master Teacher at Medaille College in Buffalo, NY.

Gayle Wood
Throughout her distinguished career, Dr. Gayle Wood has worked at almost every level in public education. She has taught and served as principal for students in K–8, receiving the National Blue Ribbon Award at both the middle and elementary levels, as well as Redbook Magazine's award as one of the top ten elementary schools in the nation.

She has also served at the district level in curriculum and instruction, accountability, educational technology, assessment, professional development, research, and strategic planning. At the state level, she served as senior specialist for the Texas Education Agency's Regional Service Center, coordinating the efforts of nearly 800 of the state's 1,100 school systems in the implementation of state standards, instructional curriculum, and a statewide assessment program.

As a national consultant, she has successfully implemented data-driven instructional analysis models for strategic and sustained academic improvement used by professional learning communities across the country. At the international level, Dr. Wood has hosted Fulbright Scholars as they visit state and local educational agencies throughout the county.

Dr. Wood's credentials include a B.S. from Ball State University and an M.S. in education and educational administration from Purdue University. She did additional coursework at the University of North Texas and Texas A&M University, and earned a doctorate focused on designing accountability models for NCLB and data-driven instructional analysis.

Additional HOPE Faculty Members

Tom Kasper – Principal, Cherry Creek School District, Denver, Colorado

Dr. Tony Riegling – Principal, Saint Mary School System, Paducah, Kentucky

Dr. Calanthia Tucker – Fairfax County Public Schools, Fairfax, Virginia

Sharon J. Wieland, Ph.D – Owner, Wieland Educational Consulting

Diana Raney Williams – Founding Director, Coaching For Results, Inc.

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.

- **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.

LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE