
A. RFP Cover Sheet

PROJECT PROPOSAL

Submitted to the
Virginia Department of Education
Procurement Office

RFP No.: DOE-LASTP-2013-04

TITLE OF PROPOSED PROJECT: **Low Achieving Schools Turnaround Partners**

RESPONDENT ORGANIZATION: Public Consulting Group, Inc.
148 State Street
Boston, MA 02109
Phone: 617-905-5085
Fax: 512-407-9249

RESPONDENT ORGANIZATION IDENTIFICATION NUMBER: 04-2942913

PROPOSAL DEVELOPED BY: Kerry Purcell

PROJECT ADMINISTRATOR: Joe Palumbo

PROPOSAL TRANSMITTED BY: Kyle Bishop

CONTRACTING OFFICER: Joe Palumbo

DURATION OF PROJECT: October 1, 2013–September 30, 2016 (Renewable)

TOTAL BUDGET FOR PROPOSED
PROJECT:

See Attachment F

CONTAINS PROPRIETARY
INFORMATION:

(Check this box, if the proposal being
submitted contains proprietary information.
Make sure that every page or section is marked
accordingly.)

ACCEPTANCE OF TERMS AND
CONDITIONS:

We hereby accept by the submission of the
proposal the Terms and Conditions of the
General Provisions.

DATE SUBMITTED:

August 15, 2013

B. Transmittal Letter

Virginia Department of Education
Procurement Office
Attn: Ms. Ann Sells
101 N. 14th Street, 21st Floor
Richmond, VA 23219

HAND DELIVERED

August 15, 2013

Dear Ms. Sells:

Public Consulting Group (PCG) is pleased to submit this proposal to the Virginia Department of Education to deliver services for Low Achieving Schools Turnaround Partners for RFP No DOE-LASTP-2013-04.

PCG is eager to offer a program that is aligned with the Virginia Department of Education and delivered through a team of professionals with proven experience in district and school turnaround at all levels.

This cover letter acknowledges our understanding of the information provided in the RFP and PCG's agreement with the requirements. It also provides a summary of our ability and desire to supply the required services described in the RFP and constitutes our willingness to provide the requested services subject to the terms and conditions. However, PCG is also flexible in our approach, and we are willing to work with Virginia Department of Education to further refine our model to better match the program goals, budgets or participant feedback. In the proposal that follows, PCG has identified factors crucial to the success of this initiative:

1. Extensive Experience Providing Professional Development and Executive Coaching to Leadership. Since the 1990s, PCG has built a reputation in providing professional development and coaching in numerous districts and schools across many states. Currently, PCG is supporting states and school districts by facilitating high impact professional development and delivering quality executive coaching that:

- Improves the capacity of school boards, superintendents, principals and senior district staff to support low achieving schools and accelerate turnaround;
- Guides district offices to develop and implement SYSTEMS to improve low achieving schools;
- Provides high impact executive coaching to superintendents and their cabinets to create

systems and processes that are focused on results for all students. Coaching is provided by coaches who achieved outstanding results in their own districts and are experienced at coaching others.

- 2. Experience Conducting Projects of a Similar Size.** PCG has extensive experience working with small rural districts, large urban districts, and statewide implementations to improve the effectiveness of educational leaders. PCG has implemented large-scale and effective curriculum, instructional delivery, and professional development projects for K-12 public school systems ranging in size from 1,000 to 365,000 students. These include: Miami-Dade Public Schools, FL; Memphis City Schools, TN; Edmonton, Alberta (Canada); Pittsburg, PA; Glendale, CA; and Worcester, MA.
- 3. Skilled Practitioners with Relevant Experience at both the District and School Level.** PCG's team includes consultants who have extensive experience working with school districts for over 20 years. PCG's team will work closely with the Stamford Public Schools Central Office Leadership Team (COLT) to create a **RESULTS SYSTEM and PROCESSES** that will help to build ongoing district systems to support turn around school and school leaders.

PCG's extensive knowledge of P-12 education and experience in providing high-quality services, in collaboration with our clients, makes us an excellent choice to provide leadership development services. PCG is committed to clear, regular, and transparent communication throughout the life of the project.

We look forward to the opportunity to partner with Virginia Department of Education on this project. I am authorized to represent PCG relative to all matters contained in this proposal. If you have any questions or require further clarification on our submission, please feel free to contact me at jpalumbo@pcgus.com.

Sincerely,



Joseph Palumbo
Senior Executive
Public Consulting Group

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)**

Issue Date: June 14, 2013 RFP# DOE-LASTP-2013-04

Title: Low Achieving Schools Turnaround Partners

Commodity Code: 92471 - School Operation and Management Services

Issuing Agency: Commonwealth of Virginia
Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219

Using Entity And Location: Virginia Public School Divisions and Other State or Local Public Educational Bodies Requiring Such Services

Initial Period of Contract: October 1, 2013 - September 30, 2016 (Renewable)

Sealed proposals will be received in the Procurement Office until 2 p.m., August 15, 2013 for furnishing the services as described herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All inquiries, questions, and requests for information should be directed via e-mail to ann.sells@doe.virginia.gov or by phone at 804-225-2067.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF ANN SELLS (See Section IX, 3. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name and Address of Firm: _____ Date: _____
Public Consulting Group _____ By: _____
4991 Lake Brook Dr. Suite 350 _____
_____ (Signature in Ink)
Glen Allen, VA Zip Code: 23060 Name: _____
eVA Vendor ID or DUNS #: 18-282-6909 _____ (Please Print)
Fax Number: (804) 665-2180 _____ Title: _____
E-mail Address: _____ Telephone Number: () _____

PREPROPOSAL CONFERENCE: An optional pre-proposal conference will be held on, July 09, 2013, at 10:00 a.m. in the Jefferson B Conference Room on the 22nd floor of the Monroe Building, 101 North 14th Street, Richmond, Virginia 23219. (Reference: Section VII herein.) If special ADA accommodations are needed, please contact Ann Sells via email: ann.sells@doe.virginia.gov or by telephone at 804-225-2067.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

Attachment A

LTP Option(s) and School Level(s) Covered by Offeror's Proposal

Offeror's Proposal must include at least one or more of the following option/school level combinations:

1. "LTP Excluding Management" Option for Elementary Schools
2. "LTP Excluding Management" Option for Middle Schools
3. "LTP Excluding Management" Option for High Schools
4. "LTP Full Management" Option for Elementary Schools
5. "LTP Full Management" Option for Middle Schools
6. "LTP Full Management" Option for High Schools

Offeror must indicate the option/school level combination(s) addressed by the offeror's proposal by entering "x" in the appropriate cells in the table below.

Offeror Name: PCG | Focus On Results

	Elementary School – high grade 5	Middle School – high grade 8	High School – high grade 12
"LTP Excluding Management" Option	X	X	X
"LTP Full Management" Option			

RFP SECTION IV, ITEM B, #3 (a): Summary / Experience of PCG Education | Focus On Results - Providing Similar Services

About Public Consulting Group: Background

Established in 1986, Public Consulting Group, Inc. (PCG) is a management consulting firm offering strategic planning and implementation, operations improvement, policy development, financial management, systems development, rate setting, revenue maximization, and other management advisory services to government and private health and human services providers. As a privately held company, PCG has the flexibility to properly serve our public sector clients with the highest level of customer service. More than 95% of PCGs clients are public sector agencies or agency providers such as state departments of education, school districts, county offices of education, state and county departments of mental health, developmental disabilities, Medicaid, social services, public welfare, county governments and multi-county entities, cities, and municipalities.

PCG is comprised of five practice areas: Education, Health, Human Services, Technology Consulting, and Public Partnerships. This structure allows PCG to address a broad range of public sector needs. It also allows the firm to assemble multi-disciplinary s when required, taking advantage of the specialized expertise and experience of each practice area to address the multi-dimensional objectives of public sector agencies. The firm currently employs over 1,000 full-time staff; of which 22% are minority and 53% are female. We have the financial stability, resource depth, and strategic expertise to ensure the quality and applicability of our services to Virginia Department of Education.

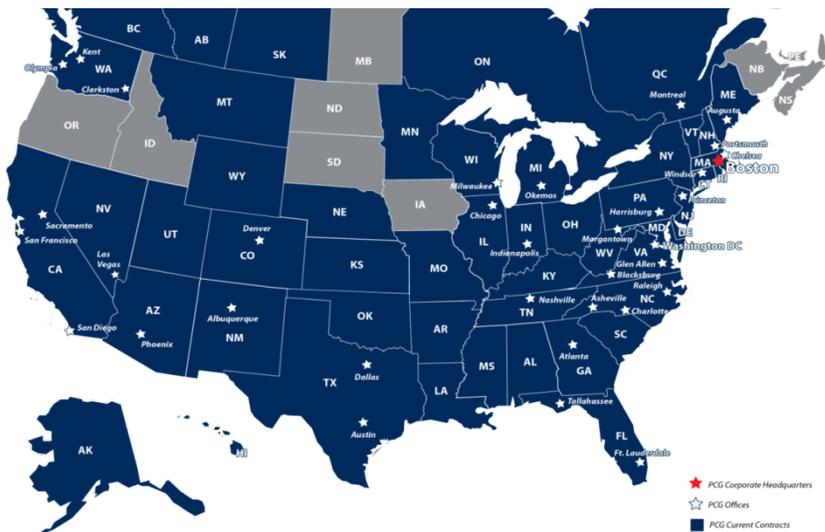


Figure 1: States and provinces with current PCG contracts

Public Consulting Group strives to deliver outstanding operational and financial results to education, health, human services, and other government clients. Because the firm has dedicated itself almost exclusively to the public sector for 25 years, PCG has developed a deep understanding of the legal and regulatory

RFP SECTION IV, ITEM B, #3 (a): Summary / Experience of PCG Education | Focus On Results - Providing Similar Services

requirements and fiscal constraints that often dictate a public agency's ability to meet the needs of the populations it serves. We have helped numerous public sector organizations to maximize resources, make better management decisions using performance measurement techniques, improve business processes, improve federal and state compliance, and improve client outcomes. PCG is committed to providing proven solutions and outstanding customer service to clients in each of our five practice areas, including PCG Education, PCG Health, PCG Human Services, PCG Public Partnerships, LLC (PPL), and PCG Technology Consulting.

PCG Education

PCG Education combines its 25 years of management consulting experience with significant K–12 educational domain expertise to offer consulting solutions that help schools, school districts, and state departments of education across the U.S. and in Canada promote student success, improve programs and processes, and optimize financial resources. PCG Education's consulting approach helps educators make effective decisions by transforming data into meaningful results. PCG has played a leadership role in education reform initiatives and conducted numerous studies of state and federally funded education reform projects. We have offered products and services that help districts and schools achieve equity for all students, accountability for results, and continuous improvement.

We work directly with decision makers and educators to help them make the most effective use of their data and the resources available to them to improve student outcomes. Our services include evaluation, coaching, and project management for the following domains:

- School Turnaround and Leadership Development
- Data Use
- Literacy and Learning
- Program Evaluation
- Response to Instruction and Intervention
- Revenue Management Services
- Special Education and At-Risk Student Data Management
- Strategic Planning and School Improvement.

Our core competencies in strategic action planning, and data integration, analysis, evaluation, and professional development, are combined with our expertise in various content areas such as special education, standards-based instruction, data-driven decision making, school improvement, early and adolescent literacy, Response to Intervention, and 21st Century skills. We apply this combination of content expertise and core competency to clients at the national level, such as the U.S. Department of Education, foundations, and national educational organizations; to clients at the state level, such as state departments of education and regional educational organizations; and to district and school clients.

RFP SECTION IV, ITEM B, #3 (a): Summary / Experience of PCG Education | Focus On Results - Providing Similar Services

Our staff utilizes a wide range of tools and approaches, including internally developed models and software, sustained professional development, and collaborative partnerships to build systemic capacity.

PCG Education currently has over 770 contracts in 37 states, the District of Columbia, plus five provinces in Canada. In addition, PCG Education currently serves 22 state level clients: Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Massachusetts, Maine, Michigan, New Hampshire, New Jersey, New York, Pennsylvania, Tennessee, Utah, Washington, West Virginia, and Wisconsin.

PCG Education’s Focus On Results (PCGs FOR) Solution for School Turnaround and Leadership Development

PCG Education’s Focus On Results (FOR) is committed to forming collaborative partnerships with schools and districts throughout North America who are intent on becoming student focused, well-managed, cost effective and results-driven. We provide:



These services help district and school leadership become focused on improving teaching and learning. Our work has produced measurable, lasting improvements in student performance, school leadership, decision-making, and professional development for all our clients.

PCGs FOR is a national leader helping schools and districts achieve positive academic results. We serve a diverse group of school districts and foundations throughout North America and overseas. For the last decade, PCGs FOR has partnered with low- and under-performing schools and districts to provide professional development, leadership coaching and technical support.

We have worked in districts with as few as one school and as many as 209 schools. In every situation, significant improvement occurred in both instructional practice and student performance within two years.

Our experience in working as a state and district turnaround partner in a variety of settings has resulted in helping low- and under-performing districts and schools meet and exceed AYP. With PCG FOR support,

RFP SECTION IV, ITEM B, #3 (a): Summary / Experience of PCG Education | Focus On Results - Providing Similar Services

these schools and districts have created structures and processes that change the way business is done. This approach is guaranteed to translate to instructional and achievement improvement in schools within the district identified as chronically low-performing.

Because every district faces its own unique challenges, PCGs FOR customizes standards-driven solutions for each partner. Whether the partner is a state, foundation, district or single school, PCGs FOR experienced team of expert educators, professional developers, facilitators, executive coaches, and technical assistance providers lead PCGs FOR collaborative work to re-focus and re-align teaching, learning, and management strategies. PCGs FOR provides practical, results-oriented consultation, facilitation, and professional development for schools and districts around a framework for school improvement. With personalized on-site and distance coaching services, PCGs FOR can ensure professional development that translates into concrete action.

Why PCGs FOR?

Public Consulting Group's Focus On Results is especially experienced at providing: consultation and facilitation with designated low-performing and re-structuring schools and districts; professional development and technical assistance leading to a systemic school and district turnaround; the creation of a system of pressure and support for building principals, teachers, and district leaders to help develop and implement focused plans for improved school performance; custom support and consultation with key central office staff to ensure implementation of identified deliverables; and focused train-the-trainer models that have allowed our partner districts to fully and confidently take over the turnaround intervention process.

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

PCGs FOR – Our Results Speak For Themselves

PCG's Focus on Results (FOR) Turnaround Solution contends that what makes for successful turnaround in low-performing schools is not a simple matter of new programs and practices but the implementation of focused strategies that have proven results and sustainability over time. Based on the most comprehensive federal research from the Education Sciences' Turning Around Low-Performing Schools project, improving schools tend to combine strong leadership and data use with strategic teacher recruitment, management, and "intensive" professional development. Using our proven Seven Areas of Focus framework, we believe our job is to help principals, assistant principals and teacher leaders at identified schools become urgent and focused on their primary role: **to foster excellence in teaching and learning in every classroom**. PCG's FOR proven record of results will:

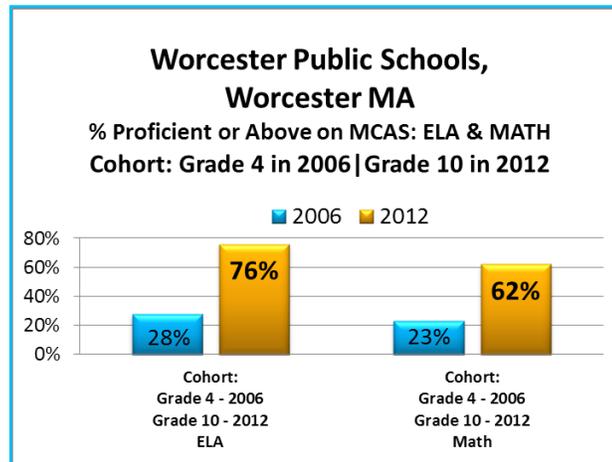
RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

- provide school improvement professional development, coaching and turnaround support to schools, districts and states across the country
- demonstrate dramatic school gains on state achievement tests and show movement at closing achievement gaps
- outperform, on a consistent basis, their peer districts on state assessments after just one year
- continue to demonstrate sustained growth in student achievement over time in PCG FOR schools
- build the internal capacity of the district to lead the work without us.

Project Turnaround Partner for Worcester Public Schools	
Client	Massachusetts Department of Education (November 2007–Present)
Project Scope	Assigned by the Massachusetts Department of Education as a “turn-around partner” for the Worcester Public Schools, PCG FOR worked directly with the 13 commonwealth priority schools (under-performing/restructuring) schools and oversaw the implementation of district initiatives in support of the 13 schools. In this effort, FOR worked with all of the districts low-performing/restructuring schools in the implementation of the Seven Areas of Focus as a framework for school improvement/turnaround; and provided on-site coaching to principal and teacher leaders in the implementation of their turn-around strategies.
Outcome	In the first three months of the PCG FOR’s engagement as a turnaround partner for Worcester Public Schools in 2007, PCG FOR conducted over 60 on-site visits; helped each school develop a working Instructional Leadership team; started individual coaching with each principal and the central office team in support of the low performing schools; and helped each school to identify an area of Instructional Focus. The work initially centered in 13 priority area schools and has now expanded for all schools in the district. PCG FOR also provides training and support for all the district's Instructional coaches and provides ongoing executive level coaching for district leadership, principals and teacher leadership teams.
Measure of Success	The chief measure of success of any PCG FOR intervention is sustained measurable gains in student learning. In Worcester Public Schools, this is measured by both MCAS and district/school internal measures. In 2010, Worcester Public Schools showed significant gains in student learning as measured by MCAS including: growth in every grade tested (3–8) in both ELA and Math and double-digit gains in grade 3 reading. Furthermore, eight Worcester Schools were named by the Governor as Commendation Schools for their academic growth and continued success in closing achievement gaps. One of these schools, Burncoat Senior High, was one of ten schools recognized statewide for the biggest combined increase in the percent of students scoring Proficient and Advanced. In 2009, Worcester Public Schools had shown their first district wide increase in Grade 3 Reading in eight years and the highest rates of Proficient and Above in ELA in grades 3, 5, 7, 8 and 10 and grades 3, 7, 8 and 10 in Math. These trends continued in 2010.

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

Client Contact	Melinda Boone, Superintendent Worcester Public Schools 20 Irving Street, Worcester, MA 01609 boone@worc.k12.ma.us (508) 799-3115
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Project Turnaround Partner for Glendale Unified School District	
Client	Under agreement with Glendale Unified School District since 2005, PCG FOR has been providing district-wide support to each of the 20 elementary schools, 4 middle schools, and 6 high schools to develop and implement a framework for focused school improvement (2005-present).
Project Scope	The work includes providing full staff professional development and ongoing executive level coaching for the superintendent, principals and teacher leadership team, and turnaround support at the district level.

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

<p>Outcome</p>	<p>PCG FOR has helped to analyze the current state of the district through the design of diagnostic assessment of district performance management culture for Superintendent and cabinet. The district utilized this analysis to create an actionable strategic plan. PCG FOR also assisted the district in establishing goals and performance metrics by facilitating regular meetings to develop goals, benchmarks, and implementation expectations as they relate to the district’s plan. PCG FOR then designed training curriculum, tools and processes to assist central units in implementing the district plan; provided monthly professional development for school and central leadership teams; and established and trained district teams to build internal capacity, which allowed district to eventually assume all responsibilities related to design and support. PCG FOR also worked alongside assessment and information system units to design data management architecture and develop new methods and formats of data collection and reporting for school and central unit improvement. In support of the project, PCG FOR and the district created detailed implementation and change management plans as well as diagnostic tools to monitor results and assess progress.</p>
<p>Measure of Success</p>	<p>From 2002 to 2007, the percentage of students in the district proficient or above in ELA increased 20 points from 40% to 60%. From 2002 to 2007, the percentage of students in the district proficient or above in Math increased 27 points from 49% to 66% from 2004 to 2007 the district API grew from 779 to the current 807. Two schools have been removed from PI status.</p>
<p>Client Contact</p>	<p>Richard Sheehan, Superintendent Glendale Unified School District 223 N. Jackson St, Glendale, CA 91206 (818) 241-3111</p>

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

GLENDALE DISTRICT DATA 2005-2012 - Glendale Unified School District, California

Group	2005	2012	2005-2012 Change
LEA-wide	56.1	73.4	+17.3
Hispanic/Latino	36.8	59.9	+23.1
White	58.5	74.4	+15.9
Econ- Dis	39.7	62.3	+22.6
Eng. Learners	40.1	57.7	+17.6
Students w/Dis	20.2	48.1	+27.9

UNDERPERFORMING NO MORE:

Horace Mann Elementary - Glendale Unified School District, California

Adequate Yearly Progress: LANGUAGE ARTS – Percent Proficient or Advanced

	2004 Baseline	2005 FOR Year 1	2006 FOR Year 2	2007 FOR Year 3	2008 FOR Year 4	2009 FOR Year 5	2010 FOR Year 6	2011 FOR Year 7	2012 FOR Year 8
All Students	27.0%	28.9%	38.6%	47.0%	49.1%	54.4%	60.4%	60.1%	65.5%
Hispanic (53%)	20.2%	19.0%	23.7%	36.6%	43.4%	51.1%	51.7%	53.9%	62.9%
Low SES (92%)	23.3%	25.3%	35.8%	44.7%	46.6%	51.5%	57.5%	57.8%	64.9%
EL	22.5%	26.1%	37.5%	45.8%	48.5%	53.3%	57.9%	58.7%	62.7%

Adequate Yearly Progress: MATH – Percent Proficient or Advanced

	2004 Baseline	2005 FOR Year 1	2006 FOR Year 2	2007 FOR Year 3	2008 FOR Year 4	2009 FOR Year 5	2010 FOR Year 6	2011 FOR Year 7	2012 FOR Year 8
All Students	37.7%	46.2%	55.9%	60.5%	64.6%	65.0%	66.2%	72.6%	80.7%
Hispanic (53%)	28.1%	36.1%	42.4%	45.1%	54.8%	57.6%	57.6%	66.5%	77.7%
Low SES (92%)	34.3%	43.7%	54.0%	58.1%	62.7%	62.8%	62.7%	70.6%	80.4%
EL	34.4%	44.6%	55.8%	61.4%	64.2%	64.9%	63.6%	71.5%	79.9%

California Academic Performance Index – Percent Proficient or Advanced

	2004 Baseline	2005 FOR Year 1	2006 FOR Year 2	2007 FOR Year 3	2008 FOR Year 4	2009 FOR Year 5	2010 FOR Year 6	2011 FOR Year 7	2012 FOR Year 8
All Students	690	702	746	775	794	803	827	831	857
Hispanic (53%)	644	637	671	719	752	771	789	803	839
Low SES (92%)	671	689	731	766	781	790	813	823	854
EL		697	743	773	791	799	814	826	848

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

UNDERPERFORMING NO MORE:
Thomas Edison - Glendale Unified School District, California

Adequate Yearly Progress: LANGUAGE ARTS – Percent Proficient or Advanced

	2004 Baseline	2005 FOR Year 1	2006 FOR Year 2	2007 FOR Year 3	2008 FOR Year 4	2009 FOR Year 5	2010 FOR Year 6	2011 FOR Year 7	2012 FOR Year 8
All Students	29.0%	31.2%	32.7%	35.9%	44.7%	58.3%	56.9%	58.4%	61.5%
Hispanic (47%)	18.2%	22.0%	21.5%	26.2%	33.2%	49.8%	49.8%	50.8%	51.2%
Low SES (76%)	25.3%	25.8%	27.9%	31.0%	40.5%	54.9%	54.2%	52.7%	54.0%
EL	22.9%	25.8%	29.1%	31.8%	41.8%	52.7%	46.8%	51.4%	51.5%

Adequate Yearly Progress: MATH – Percent Proficient or Advanced

	2004 Baseline	2005 FOR Year 1	2006 FOR Year 2	2007 FOR Year 3	2008 FOR Year 4	2009 FOR Year 5	2010 FOR Year 6	2011 FOR Year 7	2012 FOR Year 8
All Students	43.4%	45.3%	49.3%	49.5%	54.4%	66.0%	66.3%	64.8%	68.6%
Hispanic (47%)	28.5%	31.4%	36.2%	37.9%	41.4%	56.3%	58.5%	55.2%	59.9%
Low SES (76%)	39.5%	41.2%	44.6%	45.5%	50.5%	63.8%	64.3%	61.3%	62.3%
EL	39.2%	42.9%	46.6%	46.1%	52.4%	60.0%	59.7%	57.7%	62.2%

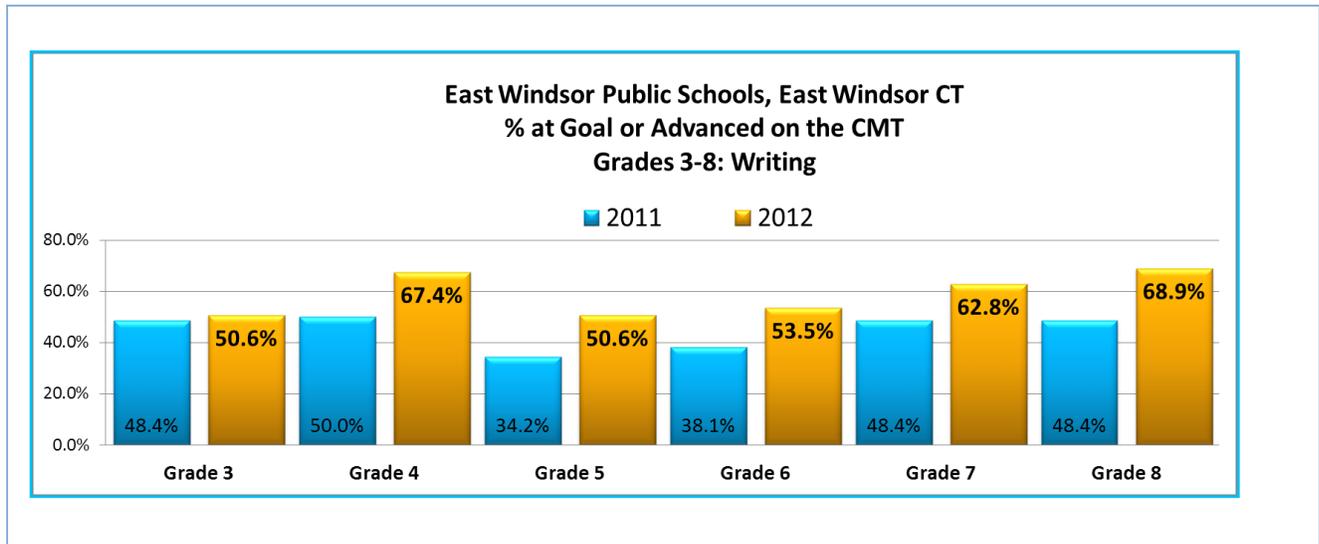
California Academic Performance Index – Percent Proficient or Advanced

	2004 Baseline	2005 FOR Year 1	2006 FOR Year 2	2007 FOR Year 3	2008 FOR Year 4	2009 FOR Year 5	2010 FOR Year 6	2011 FOR Year 7	2012 FOR Year 8
All Students	700	709	727	732	764	807	820	804	835
Hispanic (47%)	637	641	664	670	702	706	777	757	790
Low SES (76%)	679	683	706	711	742	746	805	781	804
EL			720	717	744	747	778	768	797

Project	Turnaround Partner for East Windsor Public Schools
Client	East Windsor Public Schools, Connecticut (2011-Present)
Project Scope	Under agreement with East Windsor Public Schools, PCGs FOR is supporting the each of the districts’ three schools to develop and implement a framework for focused school improvement. The work includes providing full staff professional development and ongoing executive level coaching for the superintendent, principals and teacher leadership team , and turnaround support at the district level.

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

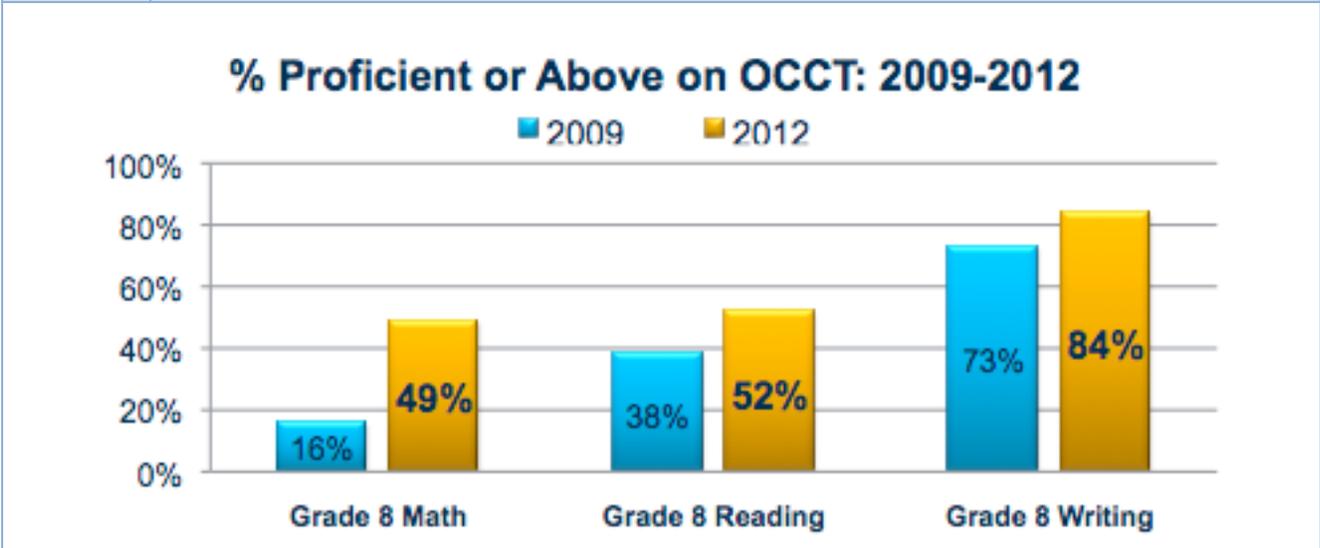
<p>Measures of Project Success</p>	<p>The chief measure of success of any FOR intervention is sustained measurable gains in student learning. In East Windsor Public Schools, this is measured by both CMT and district/school internal measures. In 2012, the East Windsor schools showed significant gains in student learning as measured by CMT including the following gains in proficiency:</p> <p>Grade 4</p> <ul style="list-style-type: none"> • Increase of 14.3 in Mathematics average scale score on CMT • Increase of 15.1 in Reading average scale score on CMT • Increase of 9.8 in Writing average scale score on CMT <p>Grade 5</p> <ul style="list-style-type: none"> • Increase of 9.0 in Science average scale score on CMT • Increase of 3.5 in Reading average scale score on CMT • Increase of 15.1 in Writing average scale score on CMT <p>Grade 6</p> <ul style="list-style-type: none"> • Increase of 9.0 in Science average scale score on CMT • Increase of 3.5 in Reading average scale score on CMT • Increase of 15.1 in Writing average scale score on CMT <p>Grade 7</p> <ul style="list-style-type: none"> • Increase of 9.2 in Writing average scale score on CMT <p>Grade 8</p> <ul style="list-style-type: none"> • Increase of 16.2 in Mathematics average scale score on CMT • Increase of 10.3 in Reading average scale score on CMT • Increase of 25.2 in Writing average scale score on CMT • Increase of 18.9 in Science average scale score on CMT
<p>Client Contact</p>	<p>Theresa Kane, Superintendent East Windsor Public Schools 70 South Main Street East Windsor, CT 06088</p>



Project	Turnaround Partner for Clinton Middle School
Client	Tulsa, OK Public Schools (2009-2013)
Project Scope	PCGs Focus On Results was hired to help Clinton Middle School in Tulsa, OK plan for extending the school day to be funded through a SIG Grant. Initially, our team of consultants helped the leadership define a Better Stronger School Day by focusing on strengthening the time they already had as well as planning for extended time. Once the SIG Grant was awarded, PCGs FOR served as the school’s Turnaround Partner.
Outcome	The initial work focused on building a leadership team to guide the improvement work in the school. The FOR team provided professional development and coaching support to the Instructional Leadership Team. FOR provided Teacher Collaboration Teams with regular professional development concentrating on strengthening instructional strategies, using data to improve teaching and learning, planning effective lessons and classroom walkthroughs. Administrators received on-site and distance coaching
Measures of Project Success	The chief measure of success of any FOR intervention is sustained measurable gains in student learning. In Clinton Middle School, Grade 8 results increased in Math, Reading and Writing from 2009 - 2012: Grade 8 – MATH: <ul style="list-style-type: none"> • Increase of 33.0 average scale score on OCCTT Grade 8 – READING: <ul style="list-style-type: none"> • Increase of 14.0 in average scale score on OCCT Grade 8 – WRITING: <ul style="list-style-type: none"> • Increase of 11.0 in average scale score on OCCT

RFP SECTION IV, ITEM B, #3 (b): Verifiable Data

Client	Shelly Holman
Contact	Tulsa Public Schools 3027 S New Haven Ave, Tulsa, OK 74114 holmash@tulsaschools.org Phone: (918) 798-2227 <ul style="list-style-type: none"> • Former principal Clinton Middle School • Current principal Webster HS



RFP SECTION IV, ITEM B, #3 (c): Names, Qualifications and Experience of PCG Education | Focus On Results

Proposed Virginia Project Staff, Management Structure, and Roles

We have selected a highly qualified team that possesses the track record, experience, and skills to support low- and under-performing schools in Virginia. The team includes staff that designed, developed, and executed our District system for turnaround as well as our Framework. Additionally, this diverse and well-respected team has had an extensive array of experiences with training and client support in similar projects. The diversity of our team is guaranteed to offer Virginia the expertise, support, and guidance to develop and sustain a system of support across the state.

All members of PCGs FOR team have walked in the shoes of the principal, have turned around a school with results to show, and know first-hand, what difficulties lay ahead when the status quo is no longer

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deemed acceptable. Transformational change requires confronting the brutal facts, having a clear vision of learning, getting as many onto the bus, and careful execution of strategy. All of this takes time and hard work and the right amount of pressure and support that will move schools to close the achievement gap.

Project Advisor Joe Palumbo	Project Director & Lead Consultant Kerry Purcell	Project Advisor Jan Leight
Lead Consultant Janice Hanada	Lead Consultant Brett Bishop	Lead Consultant Lou Stewart
Lead Consultant Karen Pittman	Lead Consultant Sandy Blazer	Lead Consultant Barbara Rudiak
Lead Consultant Linda Moore	Lead Consultant Sheila Boozer	Lead Consultant Linda Evans
Project Manager Jud Slusser	Lead Consultant Maureen Ciccone	Project Coordinator JoAnne Kostiuk

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The table below lists PCG FOR staff identified as the Virginia Project :

Member	Project Assignments	Relevant Experience
<p>Name: Joe Palumbo Project Title: Project Advisor Job Classification: Senior Executive</p>	<ul style="list-style-type: none"> ▪ Project support and guidance to PCGs FOR team ▪ Technical Support to Virginia project ▪ Executive Coaching and Facilitation 	<ul style="list-style-type: none"> ▪ Joe is one of two senior executives with Focus On Results (FOR). Joe’s primary responsibilities are to support and supervise projects throughout North America similar to his role as lead consultant in the highly successful six-year project with Edmonton Public Schools in Edmonton, Alberta where he served as executive coach for Superintendent Angus McBeath. Currently, Joe leads the firm’s work in Worcester, Massachusetts districts providing direct services to principals, teachers, and district leaders—working to improve instruction and results for all students. ▪ An expert facilitator, Joe has trained, coached, and provided technical assistance to hundreds of schools, district personnel, and other leaders engaged in school and system improvement. While in Long Beach, CA Joe was a teacher, principal and assistant to the superintendent. While working as a principal in a K-8 school of 1,000 students, Joe created a model of whole-school improvement, increased time for learning, strengthened academic rigor, and demonstrated significant measurable results in student achievement.

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<p>Name: Jan Leight Project Title: Project Advisor Job Classification: Senior Executive</p>	<ul style="list-style-type: none"> ▪ Project support and guidance to PCGs FOR team ▪ Technical Support to Virginia project ▪ Executive Coaching and Facilitation 	<ul style="list-style-type: none"> ▪ Jan is one of two senior executives with PCG FOR. Jan’s primary responsibilities are to support and supervise projects throughout North America. She has assisted hundreds of school leadership members to work collaboratively in making data-driven decisions leading to both short- and long-term breakthrough strategies. ▪ Jan brings to Virginia extensive experience and expertise as a facilitator, executive coach, and technical assistance provider to district leaders and school-based personnel across the country. Her work in whole school improvement (Long Beach Unified) led to national recognition.
<p>Name: Kerry Purcell Project Title: Project Director & Lead Consultant Job Classification: Leader and Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Quality Assurance ▪ Project Satisfaction / Success ▪ Overall responsibility for all PCG FOR deliverables and performance related to the Virginia Partnership 	<ul style="list-style-type: none"> ▪ Kerry has over twenty years of experience in an urban district (Springfield, IL) as a teacher, assistant, principal, principal mentor, and staff developer. Her work in turning around an underperforming school gained her national recognition as one of two featured principals in the PBS documentary, “The Principal Story”. ▪ Kerry brings to the Jersey Virginia extensive experience and expertise in facilitation, management, curriculum development, resource allocation coaching, and instructional leadership.

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<p>Name: Janice Hanada Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Develop and execute training for districts and schools ▪ Executive Coaching ▪ Track performance of principals in alignment with the Virginia Leadership Standards ▪ Leads the development of custom curriculum and the development of principal trios 	<ul style="list-style-type: none"> ▪ Janice has over 30 years of experience as a teacher, principal, and district leader in an urban district (Glendale Unified, CA). Her work in curriculum development, principal trios, and learning visits led to recognition of Glendale Unified as a model for turnaround improvement. ▪ Janice brings to the Virginia extensive experience and expertise in content, training, curriculum development, executive coaching, and change management.
<p>Name: Brett Bishop Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Executive Coaching ▪ Supports the development of custom curriculum and the development of principal trios 	<ul style="list-style-type: none"> ▪ Brett has over 20 years of experience as a teacher, principal, and district leader in urban districts (Springfield, Ma and Ludlow, Ma). His school in Ludlow was removed from Need to Improvement status due to his leadership. It was also recognized by the MA Legislation for it's outstanding work in creating trauma-sensitive learning environments. ▪ Brett brings to the Virginia extensive experience and expertise in content, training, teacher support, executive coaching, and facilitation.

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<p>Name: Lou Stewart Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Executive Coaching ▪ Supports the development of custom curriculum and the development of principal trios ▪ Provides direct support to district leadership ▪ Secondary support ▪ Support to special education department leaders 	<ul style="list-style-type: none"> ▪ Lou has over 35 years of experience as a teacher, principal, and central office leader in an urban districts (Glendale, CA). She has a wide range of highly successful principal experiences grades k-12 as well as a successful track record as a district leader as an assistant superintendent and director of special education. As the recipient of many awards including “Champion of Education” and the “James Brown Leadership Award”. ▪ Lou brings to Virginia extensive experience and expertise in content, training, special education, secondary learning, executive coaching, and facilitation.
<p>Name: Karen Pittman Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Executive Coaching 	<ul style="list-style-type: none"> ▪ Karen recently retired from a successful career in Tulsa Public Schools. As principal of Academy Central Elementary School, she led her school to significant academic achievements. In 2011 Academy Central doubled its API scores after working with the Focus On Results model for only 3 months. Last July, Karen and her instructional leadership team led a session in which a documentary, "Tulsa's Best Kept Secret" a documentary which showcased the successes of the school. ▪ Karen brings to Virginia recent experience as an instructional leader. She has strong content knowledge and is able to successfully lead staff through collaborative conversations that get results.

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<p>Name: Sandy Blazer Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Executive Coaching ▪ Provides direct support to district leadership ▪ Secondary support 	<ul style="list-style-type: none"> ▪ Sandy has over 20 years of experience as a teacher, principal, and central office leader in an urban district (Long Beach, CA). She has also served as Chief Academic Officer for the Green Dot public schools which served charter schools in the Los Angeles area. She has a wide range of highly successful principal experiences grades k-12 as well as a successful track record as a chief academic officer ▪ Sandy brings to the Virginia extensive experience and expertise in content, training, building and sustaining professional collaboration models, secondary learning, executive coaching, and facilitation.
<p>Name: Barbara Rudiak Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Executive Coaching ▪ Provide direct support to District Leadership 	<ul style="list-style-type: none"> ▪ Barbara has over 35 years of experience as a teacher, principal, and central office leader in an urban district (Pittsburgh Public Schools). As assistant superintendent, she led 17 of her 18 schools to make AYP due to her dedication and commitment to job embedded pd and purposeful coaching. As a principal, Barbara earned the distinct honor of being named principal of the year due to her dedication to supporting teachers, students and families ▪ Barbara brings to Virginia extensive experience and expertise in content, training, teacher evaluation, executive coaching, and facilitation.

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<p>Name: Linda Moore Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Executive Coaching ▪ Provide direct support to district leadership 	<ul style="list-style-type: none"> ▪ Linda has over 30 years of experience in an urban school setting (Long Beach, CA). She led her school to make significant gains as she developed a culture and climate focused on success. ▪ Linda brings to Virginia a wide range of skill sets including helping organize and facilitate walkthroughs, executive coaching, and data analysis. She also has a wealth of experiences across grades k-12.
<p>Name: Sheila Boozer Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Supports the development of custom curriculum and the development of principal trios 	<ul style="list-style-type: none"> ▪ Sheila currently serves as a principal in an urban school (Springfield, IL). She has served as a principal in both elementary and high school as well as serving in a central office position. She led her school to a strong track record of achievement earning it the honor of being named an Illinois Spotlight School. ▪ Sheila brings to the Virginia extensive experience and expertise in content, training, teacher support, executive coaching, and facilitation.
<p>Name: Linda Evans Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Serve as a facilitator in training for districts and schools ▪ Executive Coaching ▪ Secondary support 	<ul style="list-style-type: none"> ▪ Linda has over 30 years of experience as a teacher and principal leader in an urban district (Glendale, CA). She led her school to significant gains in achievement resulting in many prestigious honors including National Blue Ribbon, California Distinguished School (twice) and as a top 5% high school according to Newsweek and the US and World News Report. Sheila brings to the Virginia extensive experience and expertise in content, and executive coaching. ▪ Linda brings to Virginia extensive experience in secondary education, honors, collaboration and data analysis.

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<p>Name: Maureen Ciccone Project Title: Lead Consultant Job Classification: Senior Consultant</p>	<ul style="list-style-type: none"> ▪ Executive coaching ▪ Track performance of principals in alignment with the Stronge Leadership Performance Evaluation 	<ul style="list-style-type: none"> ▪ Maureen has over 30 years of experience as teacher, facilitator, assistant principal, principal and manager of staff and curriculum development in an urban district (Worcester, MA.). Her experience in both the middle and secondary levels of education at Worcester Public Schools helped lead this district to recognition of WPS' turnaround improvement. ▪ Maureen brings to Virginia extensive experience in instruction, content, curriculum development, executive coaching, and district support.
<p>Name: Jud Slusser Position Title: Project Manager Job Classification: Director Finance & Operations</p>	<ul style="list-style-type: none"> ▪ Project Management ▪ Project Operations ▪ Liaison with Evaluation ▪ Project Finance & Billing 	<ul style="list-style-type: none"> ▪ Jud has over 25 years of experience in public schools and education-related development work. He served as Senior Vice President of R&D for ProsoftTraining and as Chief Operating Officer for the Corporation for Standards and Outcomes (CS&O). At both organizations he was responsible for integrating the organization's strategic plan within its day-to-day operations, managing the corporation's departments, and supervising all education personnel. ▪ Jud brings to the Virginia extensive experience and expertise in large-scale project management, logistics, operations, performance measurement and strategic planning.
<p>Name: JoAnne Kostiuk Position Title: Project Coordinator Job Classification: Project Manager</p>	<ul style="list-style-type: none"> ▪ Project Coordination ▪ Curriculum Production ▪ Project Logistics ▪ Project Tracking 	<ul style="list-style-type: none"> ▪ JoAnne has over 10 years of experience planning and executing PCGs FOR projects, developing & producing print and web-accessed curriculum and serving as the organization's main liaison to all clients. ▪ Prior to joining PCGs FOR, JoAnne began her career in the private sector where she spent 14 years in a multi-faceted organization focused in customer service where she specialized in Human Resources.

- For full resumes, please see the Appendix A.

RFP SECTION IV, ITEM B, #3 (c): Names, Qualifications and Experience of PCG Education | Focus On Results

Trainer of Trainers: Building Capacity for Internal Focus Coach

PCGs Focus on Results believes that the right people will need to lead the turnaround work in Virginia. These are people who have had experience achieving exceptional results that exceed expectations and have applied a replicable set of effective systems and strategies to get results. This is the kind of **Internal Focus Coach (IFC)** we are seeking and to invest in, through a focused results-based leadership professional development plan.

Where will we find these local leaders to build the necessary capacity to lead this work? We will start by working with district leaders in identifying those who may already be in instructional leadership positions. We recommend that districts commit to find resources to fully fund or multi-fund such a position in order to have at least one IFC who can be identified to take responsibility for the continuation and implementation of the Turnaround Framework. Based on these recommendations and in accordance with district guidelines, PCGs FOR consultants will provide assistance through the final interview/selection process.

Learning the Turnaround Framework: The Seven Areas of Focus

PCGs FOR believes leadership is a collaborative effort. During each district's monthly Turnaround Framework training session in the Seven Areas of Focus, we not only invite but expect that key district leaders attend each professional development training. The cadre of **IFC** will be unique leaders of learning as they learn with and alongside school leadership teams. Each will be assigned to a group of participating schools to support – serving as mentor, coach and collaborator during implementation of learned strategies around the common framework.

During these professional development sessions, all participants are provided with detailed activity guides to duplicate the work back at school, including time to process ideas and new learning as a school Instructional Leadership Team (ILT). Time is also provided to ensure there is discussion, planning and determination of next step actions so that each school team is able to decide the what, when, who, and how the work gets accomplished and practiced. In short, every participant will learn how to apply and reteach what they have learned in the training, as “work to do” back at school. This creates teamwork, a greater sense of ownership and shared responsibility to lead the turnaround work.

Following each professional development session, PCG's FOR facilitators will spend time with the Internal FOR Leaders to debrief the day's work and clarify the expectations and responsibilities of the work that needs to get done prior to the next month's session. These expectations will include spending at least 20 hours at their designated schools to support principals and instructional leadership teams in the implementation process.

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Professional Development for Internal Focus Coach

In addition to learning the Turnaround Framework, the cadre of Internal Focus Coaches will also participate in a monthly **Results-based Leadership Professional Development Plan** (see “Building Internal District Capacity – Moving Along A Continuum” in Appendix B) This plan is ongoing and includes a series of curriculum units, demonstrations and feedback in the following areas:

- Results-Based Approach
- Content Expertise
- Presentation
- Facilitation
- Executive Coaching.

Building Capacity: Gradual Release of Responsibility

Using a gradual release of responsibility, PCG’s FOR facilitators offer specific, small group training around leadership skills and development of the Internal Focus Coaches. The following are the achievable outcomes expected in Year 1.

Year 1 Outcomes - Internal FOR Leaders will:

- become a professional learning community member with Priority and Focus school Instructional Leadership Teams
- learn how to support the Instructional Leadership Team’s implementation of the **Turnaround Framework: Seven Areas of Focus.**
- learn PCGs FOR processes and protocols for reflection, discussion and application of concepts from pertinent research and current articles as vehicles for adult learning and engagement
- learn PCG’s FOR tools and processes for data-driven decisions, close monitoring of progress toward goals and making mid-course adjustments
- learn PCG’s FOR process for identification and implementation of a small set of research-based instructional practices
- learn how to lead each school in the development of a targeted professional development plan
- present professional development activities with school teams as modeled during the Instructional Leadership Team training
- work with schools during their planning time for next step actions at the end of each session
- support the ILT’s accountability for next step leadership actions back at school and bringing back evidence of progress for the next scheduled PD
- learn the use of protocols for sharing the work and providing feedback
- support a culture of continuous improvement

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- use of effective, relentless communication around the priorities of teaching and learning to all stakeholders.

Year 2 and Beyond: PCGs FOR is experienced in customizing and creating sustainable turnaround leadership in a district. The chart below describes the typical, gradual release process as the work transitions over time to build district capacity to full implementation.

<p>Level 1: Early Implementation & Capacity Building</p> <ul style="list-style-type: none"> • PCGs FOR designs, delivers and models professional development (PD) around the Seven Areas of Focus Framework with concrete tools and strategies for implementation. • Identified district leaders work on the planning stages of PD trainings with PCGs FOR facilitators. • PCGs FOR helps district design initial opportunities to hold district and school leaders accountable for implementation (coaching, site visits, walk-throughs, inter-visitations, etc.). • PCGs FOR helps district and school leaders begin re-alignment around an enhanced system of pressure and support in the implementation of an emerging district turnaround framework. 	<p>Level 2: Second Level Capacity Building</p> <ul style="list-style-type: none"> • PCGs FOR designs, delivers and models the majority of professional development around the Framework. District and school leaders provide suggestions into the development of curriculum and occasionally act as co-presenters. • Identified district and school leaders are trained as presenters and co-present PD trainings with PCG’s FOR facilitators. • District and PCGs FOR structure a wide range of activities to help ensure a change in school leaders’ practices through implementation of the framework. • District and PCGs FOR build concrete results systems and succession plans to ensure all district units work in support of the district framework.
<p>Level 3: Collaboration and Delivery</p> <ul style="list-style-type: none"> • PCGs FOR and district collaboratively design all professional development activities. PCGs FOR continues to model some of professional development around the framework. • District and school leadership act as a full partner in the presentation of most training opportunities. • Identified district and school leaders are trained as trained as curriculum training writers and collaboratively write PD with PCGs FOR facilitators. • The District and PCGs FOR jointly design activities to hold staff accountable for implementation. The District acts as lead partner in the implementation of the activities. 	<p>Level 4: Full District Implementation</p> <ul style="list-style-type: none"> • The District leads the design and the delivery of all professional development related to the framework. • PCGs FOR acts as an outside consultant to provide coaching support as requested. • The District designs all activities to continue to hold staff accountable for implementation. The District acts alone in the implementation of the activities. District use PCGs FOR to provide external feedback to District leadership.

RFP SECTION III, ITEM A-1: Statement of Needs - Strong Leadership - WHAT THE RESEARCH SAYS**A1. Strong Leadership:**

Leadership matters. In *Learning From Leadership* (Louis, Wahlstrom, & Anderson, 2010), the largest study to-date looking at the effect of leadership on student achievement, researchers found that next to teaching, leadership is the most important influence on student learning. Decades of research on schools have firmly established the central importance of school leadership quality, accounting by one prominent estimate for 25% of differences in student learning. (Waters et al, 2003)

The importance of leadership appears even greater in a school requiring dramatic improvement. American Institutes for Research and SRI International's evaluation of the Bill & Melinda Gates Foundation's high-school reform initiative, for example, found that leadership was one of the key determinants of successful reform in high schools. (AIR/SRI, 2005) According to a cross-industry literature review of "turnarounds," about 70 percent of successful turnarounds involve changes in top management. (Hoffman, 1989)

Turnaround requires more than just good leadership; it requires leadership that is adept at the particular challenge of turnaround. A wide range of research suggests that leaders who will be effective in efforts to achieve dramatic improvement are likely to have characteristics that are very different from those of typical school leaders and take actions that diverge significantly from those required in more stable leadership situations (Kowal and Hassel, 2005; Arkin and Kowal, 2005).

How Effective School Turnaround Leaders Work - Major Actions

- concentrate on a few changes with big, fast payoffs
- implement practices proven to work with previously low-performing students without seeking permission for deviations from district policies Support Steps
- communicate a positive vision of future school results
- collect and personally analyze school and student performance data
- make an action plan based on data
- help staff personally see and feel the problems students face
- get key influencers within district and school to support major changes
- measure and report progress frequently and publicly
- gather staff team often and require all involved in decision-making to disclose (
- funnel more time and money into tactics that get results; halt unsuccessful tactics
- require all staff to change – not optional
- silence change naysayers indirectly by showing speedy successes
- act in relentless pursuit of goals rather than touting progress as ultimate success.

RFP SECTION III, ITEM A-1: Statement of Needs - Strong Leadership - WHAT THE RESEARCH SAYS

Though the research is fairly clear on this point, policy and practice have yet to apply it on any kind of scale. Some states, major school districts, foundations, universities, and non-profit organizations have put new energy into recruiting and training new principals for urban schools. But very few programs are specifically preparing leaders for the challenge of school turnaround. The Virginia School Turnaround Specialist Program, created by the education and business schools at the University of Virginia at the behest of then-governor Mark Warner, is one exception. States making a commitment to turnaround will need to address this capacity gap at the state level, because few districts have the resources necessary to do it themselves.

For their useful report, *Turnarounds with New Leaders and Staff* (Learning Point Associates, 2005), Kowal and Hassel distilled findings from more than a dozen different sources to produce a set of desired attributes for effective turnaround leaders in school settings. Such leaders, they suggest, tend to pursue common actions including the following:

“Principals today must be instructional leaders. Instructional leaders requires principals to be consummate team builders who can shape a vision of success for all students, cultivate leadership in others, help teacher upgrade their skills, and use data to foster school improvement.” (Portin, 2009)

In an Educational Leadership article (April 2013), **Creating Strong Principals*, Pamela Mendels and Lee D. Mitgang, outline two big objectives for building principal leadership:

Objective 1: Build a Strong Pipeline for School Leaders:

- start with standards: 2008 Interstate School Leaders Licensure Consortium Standards for School Leaders
- improve principal training
- tighten hiring practices
- attract strong leadership to struggling schools.

Objective 2: Support Principals Throughout Their Careers

- develop better ways to assess principals
- invest in mentoring and professional development
- provide data – and training on their use
- help principals focus on instruction
- plan for changes in leadership.

**This article reflects more than a decade of support by the Wallace Foundation for research on school leadership as well as the on-the-ground efforts to improve school leadership in 29 U.S. states.*

RFP SECTION III, ITEM A-2: Statement of Needs – Ensure that teachers are effective and able to improve instruction - WHAT THE RESEARCH SAYS

A2. Ensure that teachers are effective and able to improve instruction

Hire well. If only it were that easy. While hiring is important, studies show that districts and school leaders are often tied to ambiguous standards and expectations for hiring and retaining staff. While there is evidence across the country, that district human resource departments are linking arms with teacher unions to revisit processes and practices for hiring, developing and retaining high quality educators, many gaps still remain.

In Virginia, performance standards have been developed (2011) to define the “major duties performed” for all teachers. What good work looks like as an employee is clearly articulated in each performance standard.

Performance Standard 1: Professional Knowledge	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
Performance Standard 2: Instructional Planning	The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.
Performance Standard 3: Instructional Delivery	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Performance Standard 4: Assessment of and for Student Learning	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
Performance Standard 5: Learning Environment	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
Performance Standard 6: Professionalism	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
Performance Standard 7: Student Academic Progress	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

What we do not know is the extent to which these standards are being referenced during the interview process and to what extent these standards are used in conjunction with goal setting to provide Virginia teachers with the direction and support they need to build expertise in the classroom as teacher leaders who are skilled at providing high quality teaching and learning every day, no exceptions. The old adage still remains true, “there is nothing more important and impactful that the teacher who stands in front of their students every day”.

RFP SECTION III, ITEM A-2: Statement of Needs – Ensure that teachers are effective and able to improve instruction - WHAT THE RESEARCH SAYS

We know that research supports that teachers need a strong content knowledge coupled with pedagogy to create an environment that fosters and supports continuous learning.

RFP SECTION III, ITEM A-3: Statement of Needs – Redesign the school day, week or year to include additional time for student learning and teacher collaboration - WHAT THE RESEARCH SAYS**A3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration**

In an article¹ published in 2009 Schmoker asked the following about the struggle for time in American schools, “Suppose you find that your bucket leaks,” he writes. “Does that mean you need a bigger bucket? Not necessarily; you may just need one that doesn’t leak.” The analogy is one that skillfully illustrates the struggles of administrators to focus on recapturing the wasted time in the regular school day before looking at more costly options for increased time on learning. He identifies many of the time eating low leverage classroom activities that litter the schedule of schools across the country but do little to improve student achievement:

- students settling in at the beginning of each class and packing up at the end;
- worksheets – a “lamentable and unnecessary use of instructional time” that takes up 25-30 percent of instructional time
- ill-conceived group activities, such as making banners, castles, book jackets, collages, and mobiles
- movies, often full-length
- arts and crafts activities – cut, color, and paste activities that can take up to two-thirds of the typical elementary reading/language arts period.

While it is clear the highest performing teachers can and will make use of any additional time they are given Schmoker asserts the efforts should start with using what is currently available, ““If we recovered this time and properly redirected it,” he concludes, “the impact on student learning would be greater than any reform ever launched.”

Hull and Newport’s study (2) published in 2011 on the impact of length of school day and school year on student achievement compared the rate of student achievement in nations with varying time structures. They asserted, “ The relationship between time and student learning is not about the amount of time spent in school. Rather, it is how effectively that time is used... Providing extra time is only useful is that time is used wisely.” Their recommendations to policymakers considering extra instructional time:

- determine how effectively school time is currently being used – for example, the quality of curriculum standards and teaching

RFP SECTION III, ITEM A-3: Statement of Needs – Redesign the school day, week or year to include additional time for student learning and teacher collaboration - WHAT THE RESEARCH SAYS

- explore scheduling alternatives that use existing time – for example, a year-round calendar to offset summer learning loss
- if considering block scheduling, look at the research – it’s mixed, with the 4x4 block schedule producing the least gains
- low-cost options like four-day weeks (with longer school days) can help
- logistics can be challenging but are solvable – for example, child care for year-round scheduling with longer vacations during the year and a shorter summer vacation.

The unavoidable challenge for turnaround school leaders is to do the difficult work of maximizing the instructional impact of every available minute in their schedule. The replicable patterns of the most successful schools serving even the most challenged student populations provide a consistent message of improved quality before increased quantity.

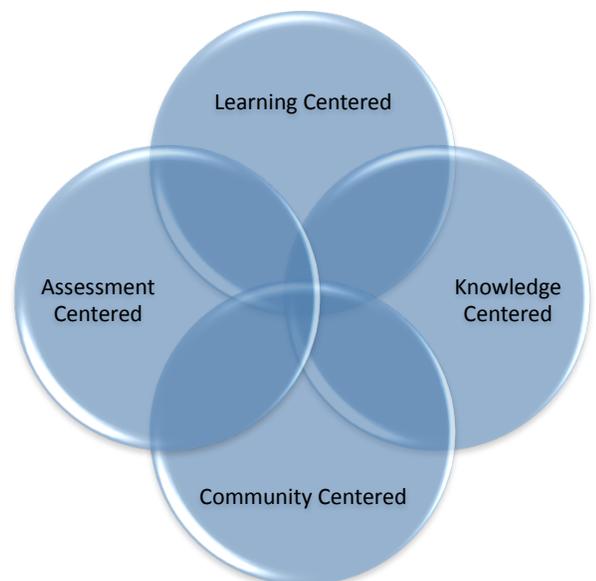
RFP SECTION III, ITEM A-4: Statement of Needs – Strengthen the school’s instructional program based on student needs by - WHAT THE RESEARCH SAYS

A4. Strengthen the school’s instructional program based on student needs by:

Learning environments that promote learning, transfer, and competent performance are centered, knowledge centered, assessment centered, and community centered and that close alignment among these components accelerates learning within and outside school.

- **Learner centered**—learners use their current knowledge to construct new knowledge and that what they know and believe at the moment affects how they interpret new information. Learner-centered environments help students make connections between their previous knowledge and their current academic tasks.

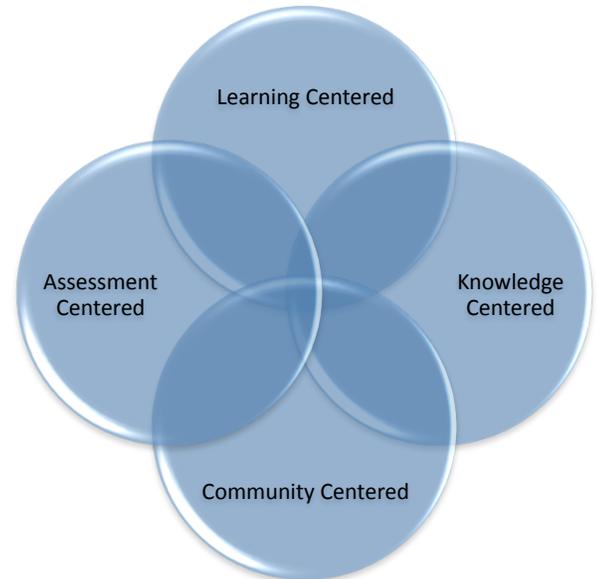
- **Knowledge centered**—in addition to developing general problem solving and thinking skills, learners need well-organized content area knowledge that is presented in ways that are developmentally appropriate. A knowledge-centered perspective emphasizes depth over breadth to help students develop inter-connected pathways within a discipline.



RFP SECTION III, ITEM A-4: Statement of Needs – Strengthen the school’s instructional program based on student needs by - WHAT THE RESEARCH SAYS

- **Assessment centered**—feedback is fundamental to learning and learners need formative assessments that provide opportunities to revise and hence improve the quality of their thinking and learning. If the goal is to enhance understanding, it is not sufficient to provide assessments that focus primarily on memory for facts and formulas.

- **Community centered**—learning environments should promote a sense of community where students, teachers, and other interested participants share norms that value learning and high standards that increase opportunities to interact, receive feedback, and learn. Connections between the school and the larger community, including the home, community centers, and after-school clubs, can have important effects on students’ academic achievement.



While these are all effective practices, they must overlap and mutually influence one another to accelerate learning both within and outside the school. Evidence-based teaching practices that incorporate these principles focus on both how units and lessons are designed and on the strategies and practices teachers use in daily teaching.

Lesson design that ask teachers to think first what they want students to “know and be able to do” aide teachers in providing sound learning experiences that engage, build understanding, connect with prior learning, and show what they know.

Research studies have identified classroom teaching strategies and practices that lead to improvements in student learning. One approach to identifying effective teaching practices is to identify practices that can be used in across subject areas and grade levels. Daniels and Bizar (1998) identify six structures for best practice classrooms:

- Integrative units
- Small group activities
- Representing-to-learn (activities to construct meaning and share it)
- Classroom workshop
- Reflective assessment
- Reflective assessment Authentic experiences with real world connections.

RFP SECTION III, ITEM A-4: Statement of Needs – Strengthen the school’s instructional program based on student needs by - WHAT THE RESEARCH SAYS

Likewise, Marzano (2001) identified nine categories of instructional strategies that improved student performance:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Representing knowledge
- Learning groups
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers.

RFP SECTION III, ITEM A-5: Statement of Needs – Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance and student discipline - WHAT THE RESEARCH SAYS

A5. Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance and student discipline.

Ken Jones, in a 2004 article in Phi Delta Kappan¹, argues that schools must develop an internal accountability system to be an effective collective enterprise. Schools must take responsibility for developing goals and priorities based on the ongoing collection and analysis of data; monitor performance, and report its findings and actions to its public. He proposes that the internal accountability system focus on four areas—student learning, opportunity to learn, responsiveness to students, parents, community and organizational capacity. In the area of student learning, he recommends a system that:

- is primarily intended to improve student learning
- aligns with local curricula
- emphasizes applied learning and thinking skills, not just declarative knowledge and basic skills
- embodies the principle of multiple measures, including a variety of formats.

Research on high-performing schools state that “internal accountability precedes external accountability and is a precondition for any process of improvement”. (Elmore, 2002) Internal accountability is more than analyzing data. Schools with strong internal accountability systems have a high degree of alignment among individual teachers about what they can do and about their responsibility for the improvement of student learning, shared expectations among teachers, administrators, and students about what constitutes good work and a set of processes for observing whether these expectations are being met.

RFP SECTION III, ITEM A-5: Statement of Needs – Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance and student discipline - WHAT THE RESEARCH SAYS

John Hattie, in his book *Visible Learning for Teachers* (2012), provides a major message around the power of “teachers being open to evidence of their impact on students, critiquing each other’s impact in light of evidence of such impact, and forming professional judgments about how they then need to - and indeed can – influence learning of all students in their class.” He goes on to say that the most successful model is the “data teams” model, “which at a minimum meets every 2-3 weeks and uses an explicit, data-driven structure to disaggregate data, analyze student performance, set incremental goals, engage in dialogue around explicit and deliberate instruction, and create a plan to monitor student learning and teacher instruction.” (p.60)

“The essence of data-driven decision making is not about perfection and finding the decision that is popular, it’s about finding the decision that is most likely to improve student achievement, produce the best results for most students, and promote the long-term goals of equity and excellence.” (Reeves, 2011)

In *Leaders of Learning*, (Dufour and Marzano, 2011) the focus of improvement efforts is on building the collective capacity of educators. In order to meet the needs of all students, we must “create structures and cultures by which current educators continuously improve both their individual and collective professional practice.” Leaders and teachers must organize into meaningful collaborative teams (PLC’s, data teams, departments, etc.), and have regularly scheduled time for collaboration. It also means that team members are clear on the purpose and priorities of their collaboration and stay focused on the work of impacting learning. School and district leaders have the shared responsibility and mutual accountability for providing teachers and principals with the resources, training and ongoing coaching support to help them succeed in implementing these processes.

RFP SECTION III, ITEM A-6: Statement of Needs – Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs - WHAT THE RESEARCH SAYS

A6. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotion and health needs

In their research on the construction of positive school climate Cohen, Shapiro and Fisher identified physical safety as one of the factors that defined successful work. They cited clearly communicated rules, clear and consistent response to violations, feelings of personal safety, attitudes about violence, and a well-written a crisis plan as controllable factors worthy of leadership focus. The operations and management of a highly focused turnaround school environment are skillfully integrated into the planning and progress monitoring cycles of the leadership team.

RFP SECTION III, ITEM A-6: Statement of Needs – Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs - WHAT THE RESEARCH SAYS

The same detailed leadership attention that is needed to create fidelity with highly engaging core instruction is extended to important routines and procedures. Cultivating and monitoring the progress of agreements between staff members regarding common elements of effective practice is not limited to instructional strategy. The students at any school level are supported through training and practice on management routines coupled with feedback, and redirection appropriately designed for their age. Staff members embrace shared responsibility for all students and areas of the school building beyond their classroom while also informing the decision making of the leadership team. Mirroring the guidance necessary for improved instruction, the leaders spend intentionally identified time to ensure the staff has a consistent and student-centered approach to transitioning in hallways, use of common areas, and student discipline. Administrators use a continuum of pressure and support to keep the school community relentlessly focused on student learning while simultaneously recognizing the opportunity that every school day routine provides to maximize academic time and reduce distraction. Principals at schools with the highest teacher ratings for “instructional climate” are also principals who rank highest when it comes to developing a safe and caring climate. Students and staff are focused on instruction and are able to clearly articulate schoolwide expectations for behavior relative to all time beyond the classroom. Management and safety routines are appropriately positioned as the vital foundation for excellent instruction rather than an administrative duty that is most often left to chance.

School safety plans are written and executed by a team of leaders who are either members of or report to the Instructional Leadership Team. They integrate all procedures and routines into the school day while remaining consistent with academic priorities. All safety drills (fire, weather, etc.), announcements, and routine practices are conducted at times that minimize interruption to the core instruction. The staff is prepared with simple yet detailed written protocols coupled with training when appropriate. Parents, families and the community are involved through both relentless communication and a collaborative approach with relevant organizations (police, fire, local civic organizations). The skillful turnaround leader recognizes the opportunity to instill renewed community-wide confidence and revitalize culture that is embedded in school safety work. Increased efficiency of student transitions to begin and end the day, clearly articulated safety protocols, and a publically shared vision for a safe school complete with data to track progress toward goals will all support positive change in stakeholders’ perception of the school.

RFP SECTION III, ITEM A-7: Statement of Needs – Provide ongoing opportunities for family and community engagement - WHAT THE RESEARCH SAYS**A7. Provide ongoing opportunities for family and community engagement.**

The research regarding essential elements of successful turnaround in the most challenged schools is clear regarding the importance of engaging the families and community that support the students. The reality of most schools is that they are likely working to at best involve the families of a small population of students that rarely includes the most vulnerable learners. To achieve the goals of turnaround districts and schools, leadership teams make extraordinary efforts to engage all families with special attention to those in poverty and other circumstances that challenge their students' opportunities to succeed. In Kennewick, Washington, the district² has extended its focus on reading to the aged zero-to-four children to strengthen reading skills of entering kindergarten students. They partner with the Reading Foundation to support family literacy activities. The district wide goal for 95% of their students to reach proficiency in literacy and math helped them to recognize the need to reach all students prior to their arrival at the school's doorstep on the first day of kindergarten. They learned that when they were successful in engaging families in the child's education in the years from birth to age five they were able to overcome obstacles to student achievement that they would have previously identified as beyond the reach of school staff efforts or "out of their control."

In a study, "Parents and Schooling in the 1990s," Flaxman and Inger found five primary principles that apply to parent involvement in schools:

1. Involving parents in their children's education improves student achievement and behavior, but parent involvement is most effective when it is comprehensive, well planned, and long lasting.
2. Parent involvement develops over time as an integral part of a school improvement or restructuring strategy, rather than a remedial intervention.
3. The benefits of parent involvement are not confined to early childhood or the elementary grades. There are strong, positive effects from involving parents continuously through high school.
4. Parents do not have to be well-educated themselves in order to help.
5. Children from low-income and minority families benefit greatly when schools involve parents.

The reversal of the disempowered approach to family and community engagement that typically grips low performing schools allows opportunity for improvements to teaching and learning on multiple levels. Changes in expected supportive behaviors for all families at all levels of service are central to cultivating a shift to the belief that the responsibility for initiating and nurturing engagement rests with the school. Students whose family members are held in high esteem as valued clients and critical resources in service delivery by the school are more likely to come to school prepared for learning. The skillfully supported home-school partnership raises the level of expectation for both school staff and families while centering the focus on the achievement of the student.

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH**Understanding of the Project and Methodology**

PCGs Focus On Results Turnaround/School Improvement Solution - PCGs Focus On Results (PCGs FOR) Turnaround/School Improvement Solution contends that what makes for successful turnaround in low-performing schools is not a simple matter of new programs and practices but the **implementation of focused strategies that have proven results and sustainability over time**. Based on the most comprehensive federal research from the Education Sciences' Turning Around Low-Performing Schools project, improving schools tend to combine **strong leadership and data use with strategic teacher recruitment, management, and "intensive" professional development**. Using our proven Seven Areas of Focus framework, we believe our job is to help principals, assistant principals and teacher leaders at identified schools become urgent and focused on their primary role:

to foster excellence in teaching and learning in every classroom, every day, for every student. Our belief is that it doesn't matter what content or program is being taught. Rather, it is about high quality teaching and learning happening in all classrooms, all day, every day, no exceptions!

In this work, we believe it is equally critical to provide assistance to central office leadership on how their efforts must support the instructional leadership of principals and school leadership teams. Also key to leveraging this work is that principals and school staff receive coaching support to develop and refine the skills and strategies they need to lead effective, results-driven efforts at whole school improvement. Professional development opportunities designed for turnaround and school improvement work need to include a well-established system of follow-up and on-site executive coaching ensuring that the work translates into concrete action. Altogether, there needs to be a sense of coherence, collaboration, and leadership with an accountability of pressure and support.

What Makes For Dramatic Turnaround vs. School Improvement

Turnaround is defined as **"a dramatic and comprehensive intervention in a low-performing school/District"** (Mass Insight, 2011). In the *Turnaround Challenge Main Report* (Mass Insight, 2007), research supports that, "Turnaround requires dramatic changes that produce significant achievement gains in a short period (within two years), followed by a longer period of sustained improvement. It requires specialized experience, training and support." In the most successful high-performing, high-poverty schools, we've learned there are three overarching characteristics:

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH**High-Performing High-Poverty (HPHP) Schools Have:**

- 1. Readiness to Learn – Address poverty-related student deficits with such strategies as extended school day, discipline and engagement, close student-adult relationships, action against poverty-related adversity.**
- 2. Readiness to Teach – Share staff responsibility for student achievement, personalized instruction based on diagnostic assessments, teacher culture that stresses collaboration and continuous improvement**
- 3. Readiness to Act – ability to make mission-decisions about people, time, money; leaders adept at securing additional resources and leveraging partners relationships; creative responses to contend unrest.**

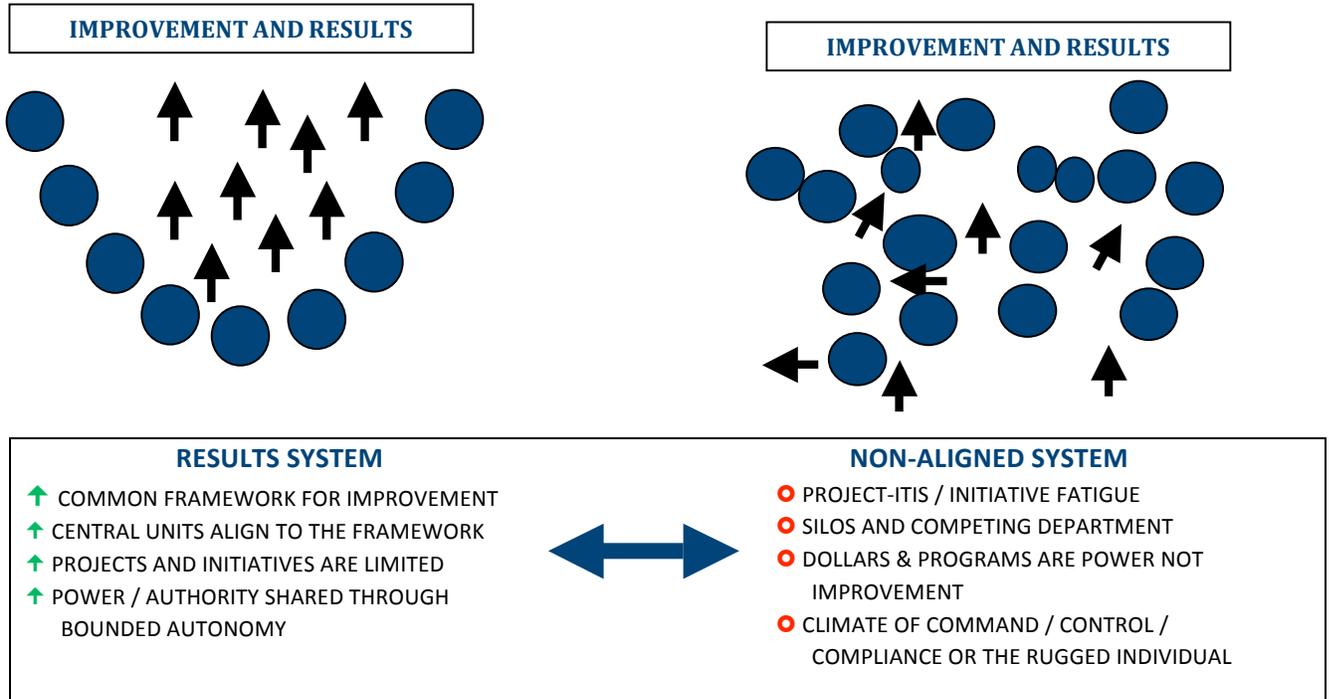
Real turnaround requires courageous leadership. In a recent article published in *Educational Leadership* (April 2013), Frederick Hess talks about being a cage buster. He refers to cage busters as those folks who dare to avoid the “traps” that lead to status quo. Being free to dream what’s possible and to not stop to seek permission to move. This kind of leadership isn’t an option for those willing to take on turnaround. The state of Virginia is stepping out of the cage of excuses about what’s not possible, to focus their words, actions, and deeds on what is possible.

The need to build the capacity of school and district leaders to improve the performance of the lowest-performing schools is well recognized. Preparing and supporting educational leaders to engage in and lead effective turnaround change requires the **capacity building** of all staff to better serve their students while managing challenging resource and governance issues to ensure that students have access to equal educational opportunities. **Decision-making** must revolve around the needs of students, not adults. Identified schools will need to be clustered around similar needs not in ones and twos, but large enough to create “an enterprise.” Once a framework has been introduced and implemented, connections to content can occur. Clearly defining what good work looks like, for example, around literacy learning is a natural next step. In Appendix C, you will find examples of how this occurs in a mid-size district.

PCGs Focus On Results provides a purposefully integrated, results-based and systems-aligned approach that provides support around the FOR Turnaround/School Improvement Framework. The difference between turnaround and school improvement work will vary according to intensity, urgency, pacing, purpose, support, and coaching as well as according to district capacity, resources and time.

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CRITICAL ATTRIBUTES of a RESULTS SYSTEM



The education establishment has been challenged to improve the service they provide for students through increasingly rigorous demands for accountability for improved student learning. The response to these demands has varied widely and provided uneven results in districts throughout North America.

Some districts have focused on creating a relentless culture of performance and accountability. They have begun to use results systems as a means to connect analysis to action and produce results. They have turned around multiple schools and supported and developed multiple turnaround leaders.

Throughout the organization, they set critical metrics and work to meet them. They produce gains in student learning because they do what is working and end practices that are not. PCGs FOR has worked with many of the district and school leaders that have demonstrated the ability to create results systems to improve learning for every student. From these real-world experiences, we have developed some critical attributes in districts that are embracing a culture of performance and accountability.

The PCGs FOR approach to district turnaround involves helping districts engage in frank, open, and honest discussions with their community stakeholders and staff about the challenges they face. Districts create a sense of urgency around the need to improve service and student learning results. The leaders are clear with the community and with all staff that the chief goal of the system is to ensure all students graduate prepared for college and careers. They reject the impulse to make increased testing and accountability their nemesis. Successful districts actively work to create a culture to move the organization from compliance to service

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orientation. To fully implement this cultural transformation toward results systems, leaders do the following:

- A. Create a single District Framework for improved results that drives the work of all staff.** Growing out of an aligned and focused strategic plan, a clear District Framework identifies ‘what good work looks like’ for both schools and central office departments. This Framework contains clear EXPECTATIONS for implementation as well as indicators and benchmarks for regular evaluation of each school and central unit. (See Seven Areas of Focus in Appendix).
- B. Ensure power and authority are shared within a System of Bounded Autonomy.** Within the structure of the District Framework, schools and central office departments are given flexibility and authority to allocate resources of people, time, talent, money and energy to meet the district expectations. A constant stream of data helps schools and central office departments identify what is working and what is not so that they can re-align their work as they go forward.
- C. Create a System of Pressure and Support that holds all staff accountable.** Schools and central office departments are held accountable through an organized system that gives staff support to help them successfully meet district expectations. A transparent system of pressure with rewards and consequences helps shape behavior and action for those not meeting expectations.
- D. Provide Targeted Professional Development and coaching for school and central leaders.** Leaders of schools and central departments are provided with a targeted, ongoing system of high quality training that helps them learn concrete tools and processes to meet district expectations. This training includes how to use data, goal setting, measurement and leadership development focused on creating and supporting a culture of performance and accountability.
- E. Communicate a Relentless Message of Results to create urgency and action.** A relentless, comprehensive and strategic communication system is implemented to help speed the cultural transformation towards results systems. Leaders use communications strategically to win over the hearts and minds of staff and key power players while denying them opportunities for corporate sabotage and backsliding.

This approach provides alignment and support to help every level of the system **examine and revise:**

- ✓ A1. Leadership,
- ✓ A2. Teacher Effectiveness and Improved Instruction,
- ✓ A3. School Redesign
- ✓ A4. School’s Instructional Program
- ✓ A5. Using Data
- ✓ A6. School Environment
- ✓ A7. Family and Community Engagement.

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PCGs FOR SEVEN AREAS OF FOCUS: TURNAROUND / SCHOOL IMPROVEMENT FRAMEWORK

1. Identify and implement a schoolwide instructional focus.
2. Develop professional collaboration teams to improve teaching and learning for all students.
3. Identify, learn and use effective evidence-based teaching practices to meet the needs of each student.
4. Create a targeted professional development plan building expertise in selected evidence-based practices.
5. Re-align resources (people, time, talent, energy and money) to support the instructional focus.
6. Engage families and the community in supporting the instructional focus.
7. Create an internal accountability system.

The PCG FOR Seven Areas of Focus grounds the targeted professional development in practical, results oriented strategies focused on teaching and learning and supportive of dramatic schoolwide change both in and outside the classroom. Our professional development is grounded in one or more of the areas of this framework using current research on targeted components of turnaround efforts with proven results. In our work, we consistently include pertinent research including educational reform leaders such as Marzano, Kotter, Hattie, Reeves, and Joyce. We also frequently rely on the research of others in the corporate world such as Gladwell, Collins and Heath/Heath. Our purposeful decision to include the research cements the work and guarantees results. Our approach and delivery of professional development is unique. The PCG FOR team considers the unique needs of adult learners, therefore building unique professional learning opportunities built on four strategies.

These four strategies help to create professional development that is job-embedded and easily translated into action that gets results. We do this because we recognize that adult learning requires engagement of the mind in a way that involves learning from others. Each PCG FOR consultant is an expert in the facilitation of discussions and problem solving with partners or small groups. Embedded in the concrete



Focus on Results
PCG Education

Building a Targeted Professional Development Plan
... The four strategies

Build Expertise	<p>Help folks know what to do</p> <p>A year-long professional development plan that is differentiated, site-based and includes coaching and peer visits.</p>
Change Practice	<p>Hold each other accountable for doing it</p> <p>School staff will hold each other mutually accountable through regular visitations, classroom walk throughs, and formal and informal observation by the principal and others.</p>
Monitor Student Performance	<p>Chart the impact on student performance</p> <p>Growing out of our SMARTe targets we will regularly assess all students (every 6 to 8 weeks) using an internal measure; then review, share and post the data publicly.</p>
Communicate Relentlessly	<p>Always talk about what you are doing</p> <p>Share updates and information about this work through staff and team meetings, weekly bulletins, email and all other school communication vehicles.</p>

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tools, protocol and strategies are shared activities that promote application and next steps. This includes the use of a variety of protocols for sharing, asking, and providing peer feedback.

Every session concludes with directed planning time for participants. Concluding each session the PCG FOR team uses an evaluation tool that demonstrates accountability on the part of the participant and provides necessary information that the team will then use to monitor and adjust future professional development. Typically the data gleaned from this meeting is used at our exit meetings with clients. We would recommend that this be the case as well in Virginia as we support the development of a system of support at every level.

More About Pressure and Support – A Way to Differentiate What Schools and Districts Need

A component of the system of pressure and support is a robust system of school and district accountability. ‘What good work looks like’ is clearly defined for ALL schools and central office departments, as are key metrics that indicate the progress of each school and departments. All schools and central office departments are evaluated regularly using a consistent process, which includes data analysis and regular walkthroughs. Leaders are trained and supported to use this information to augment and accelerate school and district improvement efforts. The aim is to make data analysis and regular visitation feedback a part of an ongoing system of pressure and support and not a static “annual external check.”

Overall district and school results are posted publicly at the school and throughout the district using easy to understand metrics. All district personnel are expected to understand the metrics and how they tie to the district framework for improved results.

One of the chief aspects of the ‘support’ side of the system is the targeted professional development provided for school and central department leaders. At a minimum, a monthly system of training with concrete tools and processes is provided for these school and district leaders. Training develops the leaders’ skills in goal setting, performance metrics and the use of data. It also develops leadership capacity to help replicate these activities with their staff. The training provides the opportunity for district leadership to re-emphasize key messages, urgency, action, and results, which in turn helps facilitate, cultural transformation. In addition to training, schools and units are provided with ongoing executive coaching, including feedback and on-site support both individually and in group settings, to ensure the content of the trainings translates to application and implementation back at the school or office.

PCGs FOR holds the expectation that district office leadership such as those in departments of curriculum and instruction, Special Education, Human Resources are also leaders of learning in the same process of school turnaround and improvement. Their support in working closely with the Focus Schools must involve attending the monthly professional development trainings and visiting schools and classrooms in order to have first-hand knowledge of each school’s individual and unique challenges, struggles, and progress. PCGs FOR Leads will conduct classroom visits with a focus on the evidence of student learning. This collaboration and teamwork with each school will be another means of providing a balance of pressure and support to help move each school toward improved student results.

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With guidance from PCGs FOR Leads, Central Office services are organized, based on the performance and leadership strengths of individual school leaders, while providing a system of interventions that can be designed for the differentiated needs of each school. As with the expectations set for schools, district-wide results are posted publicly throughout central offices using easy to understand indicators and the language of results. All staff are expected to understand how these results connect to the district framework for turnaround and improvement.

PCGs FOR Team's Executive Coaching:

- Assists district superintendents and central office leadership to focus their efforts on supporting the instructional leadership of building principals and teacher leader teams.
- Assists principals, assistant principals, and teacher leaders in focusing on fostering excellence in teaching and learning through the implementation of a strategic and focused Turnaround/School Improvement Framework.
- Supports principals and school staff to develop and refine the skills and strategies they need to lead effective, results-driven efforts at whole school improvement, and helps central office leaders tailor their roles to better support the instructional leadership of schools.
- Uses an approach that ties professional development opportunities to a well-established system of follow-up and onsite executive coaching, ensuring that the work translates into concrete action.

How Progress and Effectiveness Is Evaluated

PCGs Focus On Results believes that “knowing the impact” is based on the results we achieve in schools and with school/district leaders. Following each professional development session, an evaluation of our work is provided, with feedback being welcomed, reflective, and shared with district leaders. Mid-course adjustments are made when necessary based on our ongoing checking for understanding and the evidence of progress being made. In the effort to build a culture of improvement, systems are put into place to identify where each school, teacher, and leader is on the path to meeting targets. Time is created to analyze data, celebrate successes and problem-solve challenges in order to develop a culture of growth mindset rather than a culture of blame. In order to measure the impact on student learning, PCGs FOR will use multiple forms of evidence to consistently and regularly evaluate the evidence of the work and progress in each school.

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This may include:

How Progress Is Measured:
1. Each school’s ongoing assessment using the Key Indicators rubric in each of the Seven Areas of Focus
2. State and/or District benchmark data
3. Classroom data, individual student data and evidence from student work
4. Each school’s formative/interim assessment data or internal measures toward SMARTe Goals
5. Observational data collected from school learning walks, walkthroughs
6. Evidence and artifacts that demonstrate progress in the Seven Areas of Focus Framework
7. Staff surveys and self-assessments

Customized Support for Virginia Focus and Priority Schools

In accordance with the goals of the Virginia College and Career Readiness Initiative, PCGs Focus On Results is prepared to provide technical assistance and professional development to meet the needs of Virginia’s Priority and Focus schools. The high levels of achievement for all students are clearly defined by the Standards of Learning and College and Career Ready Performance Expectations. To that end, we provide the precise turnaround or school improvement model, based on state and federal requirements, to close the proficiency gaps currently shown by student subgroups (Blacks, Hispanics, LEP, Students with Disabilities). Beginning with a sense of urgency, our whole systems approach and unifying framework, *The Seven Areas of Focus*, supports an internal accountability of high quality and impactful instructional practice on student learning. It also includes building capacity and distributing leadership to develop collective responsibility for all students reaching high levels of achievement, every day, in every classroom.

We understand that every district and school faces its own unique challenges; the reason PCGs FOR customizes standards and data-driven solutions for each partner. Upon entering this partnership, we begin by conducting a thorough collection and analysis of multiple sources of data, including interviews with key leaders, in order to gain an understanding of the strengths and opportunities of the organization. In collaboration with district leaders, we create a focused plan of action based on what we want leaders to know and be able to do by the end of the year. Resulting in this process, we arrive at a common understanding and clarity of the district’s vision and targeted goals. In the course of the school year, we regularly monitor progress and make necessary adjustments to keep these goals forefront in the work we are leading.

PCGs FOR experienced team of expert educators, professional developers, facilitators, executive coaches, and technical assistance providers lead the work to help districts and schools re-focus and re-align teaching,

learning, and management strategies. PCGs FOR provides practical, results-oriented consultation, facilitation,

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH

and professional development for schools and districts around a framework for school turnaround and/or improvement. With personalized on-site and distance coaching services, PCGs FOR ensures that professional development translates into concrete action.

Low-performing and re-structuring schools and districts often report frustration and “initiative fatigue” related to failed isolated turnaround efforts despite high investments of time, skill, money, and political will. PCGs FOR has demonstrated replicable success in helping leaders enmeshed in this challenge to channel the same levels of resources differently to produce desired results with sustainable systems of continuous improvement. PCGs FOR team is especially experienced at providing: consultation and facilitation with designated low-performing and re-structuring schools and districts; professional development and technical assistance leading to a systemic school and district turnaround; the creation of a system of pressure and support for building principals, teacher teams, and district leaders to help teams develop and implement focused plans for improved school performance; custom support and consultation with key central office staff to ensure implementation of identified deliverables; and focused train-the-trainer models that have allowed our partner districts to fully and confidently take over the turnaround intervention process while sustaining turnaround momentum.

Statement of Priorities	PCG FOR Solution to School Turnaround	Alignment to Framework
<p>A.1 Leadership</p>	<ul style="list-style-type: none"> • review the performance of the current principal and her leadership team • create an action plan outlining goals and activities to be accomplished by the end of the year • build a plan to help the leader(so) consistently visit and observe all classroom instruction • support the principal as an instructional leader and ways to provide ongoing, specific feedback for teacher improvement • work with the principal in areas around teacher evaluation • consistently review principal’s progress around leadership expectations with consistent balance of pressure and support • providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget. 	<p>Principal as Instructional Leader</p>

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<p>A.2 Teacher Effectiveness and Improved Instruction</p>	<ul style="list-style-type: none"> • review the quality of the staff and work with leadership to make appropriate plans based on the review • select an evidence based set (3 to 5) that are tied to the instructional focus and the common core standards • ensure these practices promote good teaching and model rigorous, challenging work • develop and monitor a strategy for building staff expertise and ensuring change in practice • actively be a part of recruitment efforts for teachers and a leader(s) who have proven records of success through networking, effective selection practices, observed teaching, and rigorous expectations • provide samples of effective teacher and leader contracts as needed • make recommendations to the school division • collaboratively work with the school division and teacher leaders to allow additional instructional and professional development for teachers. 	<p>Areas 1, 2, 3, 4</p>
<p>A.3 Redesign school day, week and/or year</p>	<ul style="list-style-type: none"> • hold conversations with stakeholders around possible changes to the school calendar: year-round schools, extended learning time • determine whether these are viable options and make recommendations • seek resources to support the active engagement of students in areas of interest such as sport’s day, science fairs, chess clubs, and student council leadership • help the school make decisions around what students need, not what makes adults comfortable • focus resources in the area of instructional focus. • use data and research based on effect-size measures that impact student learning (John Hattie) to determine which existing programs are to be continued/eliminated • re-align resources (people, time, talent, energy, and money) to support the instructional focus. 	<p>Area 5</p>
<p>A.4 Strengthen the school’s instructional program</p>	<ul style="list-style-type: none"> • audit the instructional program to ensure that it is research based, focused on standards, data driven and aligned to the strengths and needs of students served • focus on teaching and learning and eliminate box programs and other initiatives that are not deemed effective • develop and execute professional development plan is coordinated around the small set of identified practices, tied to the instructional focus and linked to results • ensure that the professional development is site-based, on-going, with frequent opportunities for practice and coaching • enlist the district as a customer service provider to meet school professional development needs. • build a plan that ensures true expertise as well as change in practice • monitor effectiveness through teacher feedback and ultimately significant growth in student learning. 	<p>Areas 1, 2, 3, 4</p>

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH

<p>A.5 Use data to drive instruction and decision making</p>	<ul style="list-style-type: none"> • develop an internal accountability system that checks all students every 6 to 8 weeks in the area of instructional focus • help leaders and teachers use the data to drive continuous adjustment to daily instruction • use the language of results, promote and celebrating student learning gains shamelessly • set schoolwide goals must be specific, measurable, attainable and challenging, relevant, time-bound, and touch every student (S.M.A.R.T.e), focus on both internal and external measures • ensure that these measurable, time-bound outcome goals would be in alignment with the template provided by the Virginia. 	<p>Area 7</p>
<p>A.6 Establish an environment that improves student safety and discipline and addresses other non-academic factors</p>	<ul style="list-style-type: none"> • include students in participating in the implementation of developing the school’s student-friendly instructional focus • engage students in ways that supports efforts to widely communicate the instructional focus • engage students in goal setting and monitoring their own academic progress • using the language of results, promote and celebrate student learning gains shamelessly • research effective schoolwide discipline plans that address assessed school needs • recommend programs as needed. 	
<p>A.7 Family and Community Engagement</p>	<ul style="list-style-type: none"> • determine various ways to reach out to potential community partners • invest in time for meeting with potential partners to share school needs for possible resources that will support the instructional focus • use public information to broadly solicit support and communicate the school’s improvement goals • partner with parents in the effort to improve academic performance for their child • set a goal that all students who need the extra support will participate in extended learning time. 	<p>Area 6</p>

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH

What Does It Look Like?

<p>Quarterly Action Planning</p>	<p>Public Consulting Group’s Focus On Results (PCGs FOR) will meet with Virginia’s district and/or school-level leaders at the onset of the project to look at data, interview a sample of leaders, and to discuss and prioritize the scope of the project. At the completion of this initial meeting, PCGs FOR staff and selected district/school leaders will convene to go over results and to create a comprehensive and detailed action plan. This action plan will be reviewed quarterly to monitor progress and adjust support.</p>
<p>Coaching for Central Office Leaders</p>	<p>Ideally, for school turn-around to “stick”, the support of central office is essential. PCGs FOR will be inclined to recommend ongoing coaching to District Office Leaders to support them in implementing the framework. Coaches would support these leaders through onsite visits, phone calls, and emails as they try new practices to become more customer-driven and focused on supporting school and district improvement.</p>
<p>Training for District and School-based Leadership</p>	<p>PCGs FOR will provide direct support to leaders in identified school(s)—principals and Instructional Leadership Teams (ILTs)—to support the implementation of the Seven Areas of Focus. Depending on the school, PCGs FOR may work with the principal and one teacher leader, or the principal and an entire ILT with as many as ten people. Again, PCGs FOR works according to local needs and context.</p>
<p>Setting Clear Expectations for Implementation</p>	<p>PCGs FOR will develop a set of comprehensive core expectations for implementation that are adapted with each of our partner schools to fit the needs and goals of that building. These expectations will not only give schools a concrete guide by which to move forward, but will also provide a rubric by which to measure progress.</p>
<p>Coaching for District and School-based Leadership</p>	<p>Research clearly indicates that professional development is most effective when it is embedded within teachers’ day-to-day jobs and ongoing with frequent opportunities for coaching and practice. While school leaders often attend excellent, motivating—yet isolated—training events, these isolated events rarely translate into improved practice. School leaders need ongoing support, site visits, and leadership coaching to support their efforts at turning the training into concrete actions on-site.</p>

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH**PCGs FOR – Building Capacity**

PCGs FOR team is well experienced in creating sustainable turnaround at every level. The chart below describes the typical, gradual release process as the work transitions over time to build school and/or district capacity to full implementation.

Level 1: Early Implementation & Capacity Building

- **PCG's FOR** designs, delivers and models professional development (PD) around the Seven Areas of Focus Framework with concrete tools and strategies for implementation.
- **Identified district/school leaders work on the planning stages of PD trainings with PCGs FOR facilitators.**
- **PCGs FOR** helps design initial opportunities to hold leaders accountable for implementation (coaching, site visits, walkthroughs, inter-visitations, etc.).
- **PCGs FOR** helps leaders begin re-alignment around an enhanced system of pressure and support in the implementation of an emerging turnaround framework.

Level 2: Second Level Capacity Building

- **PCGs FOR** designs, delivers and models the majority of professional development around the Framework. Leaders provide suggestions into the development of curriculum and occasionally act as co-presenters.
- **Identified leaders are trained as presenters and co-present PD trainings with PCGs FOR facilitators.**
- District and **PCGs FOR** structure a wide range of activities to help ensure a change in school leaders' practices through implementation of the framework.
- **PCG's FOR** build concrete results systems and succession plans to ensure all district units work in support of the turnaround framework.

Level 3: Collaboration and Delivery

- **PCG's FOR** and leaders collaboratively design all professional development activities. PCGs FOR continues to model some of professional development around the framework.
- Identified school and leadership act as a full partner in the presentation of most training opportunities.
- **Identified leaders are trained as trained as curriculum training writers and collaboratively write PD with PCGs FOR facilitators.**
- The leaders and **PCGs FOR** jointly design activities to hold staff accountable for implementation. The school/district act as lead partner in the implementation of the turnaround framework systems and succession plans to ensure all district units work in support of the turnaround framework.

Level 4: Full District Implementation

- **PCGs FOR** and school/district collaboratively design all professional development activities. PCGs FOR continues to model some of professional development around the framework.
- The school/district leadership act as a full partner in the presentation of most training opportunities.
- **District/school leaders are trained as curriculum training writers and collaboratively write PD with PCGs FOR facilitators.**
- The school/district and **PCGs FOR** jointly design activities to hold staff accountable for implementation. The school/district act as lead partner in the implementation of the turnaround framework systems and succession plans to ensure all district units work in support of the turnaround framework.

RFP SECTION III: Statement of Needs – A1 thru A7 – PCGs FOR APPROACH

PCGs FOR - Project Deliverables

It is essential that our work ultimately helps school/district leaders at every level “own the processes and develop the leadership necessary to swiftly and systematically diagnose, intervene, and provide ongoing support to low performing thus rapidly and permanently improving the performance of the students.” To guarantee that leaders achieve this outcome, the PCG FOR team will guarantee the project deliverables outlined below:

Project Design and Level of Commitment	Project Deliverables	Materials
<p>PCG FOR Project Design: <i>A multi-level approach including job-embedded professional development, executive coaching, monitoring and adjusting in an effort to build systems and supports for leaders that can be replicated and sustained.</i></p>	<ul style="list-style-type: none"> ▪ professional development (PD) for Virginia leaders ▪ district-level and school-based PD ▪ executive coaching ▪ benchmarking, evaluation, monitoring and adjusting ▪ deliberate efforts to partner with all Virginia stakeholders including all external partners ▪ onsite and distance communication updates and action planning related to the turnaround work ▪ data collection, analysis, and interpretation at all levels ▪ establishment of, training for, and support of a local training team ▪ structures and processes to ensure ability to replicate the work across the state upon conclusion of the partnership ▪ opportunities and access to additional services offered by PCG. 	<ul style="list-style-type: none"> ▪ curriculum materials from trainings ▪ data collection tools ▪ school learning visit tools ▪ teaching videos ▪ access to videographer to capture the story school turnaround ▪ <u>The Power of Focus</u> ▪ training kit of developed curriculum, tools, protocols, structures, and processes developed by the PCG FOR and local training team.

Attachment B

Required Tables for “LTP Excluding Management” Option

The base unit price per student per school year entered in the tables below must not include any costs related to rental of real estate or office space, student transportation, student meals or student housing.

This base unit price per student per school year must **not** include the cost of teachers, administrators, instructional support, etc.

The base unit price per student per school year shall include only those costs related to the offeror’s duties as the LTP, shall be uniform regardless of the region(s) to be provided the services, and shall be all inclusive of the offeror’s overhead, profit, travel, and instructional support needed (consulting and coaching), and administration of the services by the offeror.

It is also recognized that additional items and services not known and proposed for purposes of the contract may arise based on the needs of the ordering entity in carrying out the services contemplated herein; in this event, the ordering entity shall procure those items or services pursuant to the ordering entity’s applicable procurement policies, procedures and laws.

The base unit price per student per school year entered in the tables below, and any additional proposed unit prices submitted with the proposal, shall not be subject to change, except as may be negotiated by the VDOE and offeror prior to contract award, and included in any final resulting contract.

The tables below allow the offeror to propose a different base unit price per student per school year for 40 hours on-site per week, 32 hours on-site per week, and 20 hours on-site per week. Within each table a different base unit price per student per year may be proposed based on the school level (Elementary, Middle, and High) and size of the school.

*Note: A school may need the services of the LTP 40 hours per week for a literacy coach and 20 hours per week for a mathematics coach. The base unit price per student per year for each school shall be considered using the proposed pricing submitted below and will be based on need.

For each school level (Elementary, Middle, and/or High) included in the Offeror’s proposal for the “LTP Excluding Management” Option (as indicated on Attachment A), the Offeror must propose a base unit price per student per year for all five (5) sizes of schools included in each of the three (3) tables (B1, B2 and B3) on the following page in order for the proposal to be considered.

For example, if Attachment A indicates that the proposal includes schools at only the Elementary School level, all rows in the first column of each of the three tables must be completed. If Attachment A indicates that the proposal includes schools at the Elementary **and** Middle School level, all rows in the first **and** second columns of each of the three tables must be completed. If Attachment A indicates that the proposal includes schools at the Elementary, Middle, **and** High School level, all cells in each of the three tables must be completed.

RFP SECTION IV, ITEM B, #6: Client References

Project Turnaround Partner for Worcester Public Schools	
Client	Massachusetts Department of Education (November 2007 – Present)
Description of Project	Assigned by the Massachusetts Department of Education as a “turn-around partner” for the Worcester Public Schools, PCG FOR worked directly with the 13 commonwealth priority schools (under-performing/restructuring) schools and oversaw the implementation of district initiatives in support of the 13 schools. In this effort, FOR worked with all of the districts low-performing/restructuring schools in the implementation of the Seven Areas of Focus as a framework for school improvement/ turnaround; and provided on-site coaching to principal and teacher leaders in the implementation of their turn-around strategies.
PCG Project Team Contact	Joe Palumbo, Manager, PCG FOR, jpalumbo@pcgus.com
Client Contact	Melinda Boone, Superintendent Worcester Public Schools 20 Irving Street, Worcester, MA 01609 boone@worc.k12.ma.us Phone: (508) 799-3115

Project Turnaround Partner for Delaware	
Client	Vision 2015 Network, DE (2007 - Present)
Description of Services	PCGs FOR provides professional development, executive coaching and leadership development to key central office staff, principals and instructional leadership teams for the Vision Network of Schools in Delaware, a state-wide network of 27 schools. The key components of the work are to improve student achievement through the implementation of the Focus Framework.
PCG Project Team Contact	Jan Leight, Manager, PCG FOR, jleight@pcgus.com
Client Contact	Dr. Darren Guido Supervisor / Secondary Education Capital School District 198 Commerce Way, Dover, DE 19904 Darren.Guido@capital.k12.de.us (302) 672-1772 <ul style="list-style-type: none"> • former principal Central Middle School • Instructional Specialist Central Services

RFP SECTION IV, ITEM B, #6: Client References

Project	Turnaround Partner for Tulsa Public Schools
Client	Tulsa, OK Public Schools (2009-2013)
Description of Services	PCGs Focus On Results was hired to help Clinton Middle School in Tulsa, OK plan for extending the school day to be funded through a SIG Grant. Initially, our team of consultants helped the leadership define a Better Stronger School Day by focusing on strengthening the time they already had as well as planning for extended time. Once the SIG Grant was awarded, PCGs FOR served as the school’s Turnaround Partner.
PCG Project Team Contact	Jan Leight, Manager, PCGs FOR, jleight@pcgus.com
Client Contact	Shelly Holman Tulsa Public Schools 3027 S New Haven Ave, Tulsa, OK 74114 holmash@tulaschools.org Phone: (918) 798-2227 <ul style="list-style-type: none"> • Former principal Clinton Middle School • Current principal Webster HS

ATTACHMENT D
Small Business Subcontracting Plan

Definitions

Small Business: "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: DMBE-certified women- and minority-owned businesses shall also be considered small businesses when they have received DMBE small business certification.

Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or noncitizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) to participate in the SWAM program. Certification applications are available through DMBE online at www.dmbv.org (Customer Service).

Offeror Name: PCG | Focus On Results

Preparer Name: Joseph Palumbo, PCG|FOR Manager **Date:** August 8, 2013

Instructions

- A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall include DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
- B. If you are not certified by DMBE as a small business and plan to subcontract part of this contract with a DMBE certified business, complete only Section B of this form.

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a **(check only one below)**?

- Small Business
- Small and Women-owned Business
- Small and Minority-owned Business

Certification number: _____ Certification date: _____

Section B

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement

Small Business Name & Address DMBE Certificate #	Status if Small Business is also: Women (W), Minority (M)	Contact Person, Telephone & Email	Type of Goods and/or Services	Planned Involvement During Initial Period of the Contract	Planned Contract Dollars During Initial Period of the Contract
Totals \$					

ATTACHMENT E
State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: #F 143289-9
-OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

Consultant Qualifications

Resumes

JOSEPH PALUMBO

Senior Executive
Focus on Results

RELEVANT PROJECT EXPERIENCE

Worcester Public Schools, Worcester, MA

As Senior Associate has led the implementation of FOR's multiyear intervention to support all forty school Principals and the central office accelerate turnaround and school improvement efforts. The district has seen substantial improvement in student achievement

Springfield Public Schools, Springfield IL

As Senior Associate has led the implementation of FOR's multiyear intervention to support all 32 Principals and the central office accelerate turnaround and school improvement efforts. In 2007 all district school met AYP for the first time

Milwaukee Public Schools, Milwaukee, WI

As Senior Associate has led the implementation of FOR's facilitation and development of MPS's five year strategic plan involving all segments of the community in this large urban district

Edmonton Public Schools, Edmonton, Alberta, Canada

As Senior Associate worked to lead the implementation of FOR's multiyear intervention to support all 209 school Principals and the central office accelerate improvement efforts. The district saw notable gains in student achievement and high school completion/graduation rates

PROFESSIONAL BACKGROUND

Senior Executive, Focus on Results, Boston, MA

2000–Present

Co founded and led the development of Focus on Results as consulting firm supporting nearly 300 school leaders in over 20 districts serving 150,000 students as they work to improve results

Center Director, Education Development Center, Newton, MA

1998–2000

Led the development of a new center dedicated to expanding fee for service consulting in support of the implementation of academic standards.

Visiting Professor, UCLA, Los Angeles, CA

1996–1998

Trained and coached Principals and school teams involved with the School Management Program in accelerating school improvement and school based leadership

Assistant to the Superintendent, Principal, Teacher, Long Beach Unified School District, Long Beach, CA

1986-1996

Worked at the district office, as a classroom teacher and as Principal at a high achievement school noted as a model of improved academic rigor and college preparedness in a challenging urban setting

PUBLICATIONS

- *The Power of Focus – More Lessons Learned in District and School Improvement, Second Edition* by Joe Palumbo and Jan Leight, 2007
- “Six Schools That Made A Difference”, Leadership Magazine, November-

December, 2005 by Jan Leight and Joe Palumbo

- “*Treat NCLB As An Attitude Not An Acronym*,” Journal of Staff Development, Summer 2004 by Jan Leight and Joe Palumbo

EDUCATION

California State University, Los Angeles, CA
MA Educational Administration, 1993

Boston University, Boston MA
BA History, 1986

JAN LEIGHT

Senior Executive,
Focus on Results

RELEVANT PROFESSIONAL EXPERIENCE***Glendale unified School District, Glendale, CA***

As Senior Associate has led the implementation of FOR's multiyear intervention to support all thirty school Principals and the central office accelerate turnaround and school improvement efforts. The district has seen substantial improvement in student achievement

Pittsburgh Public Schools, Pittsburgh, PA

As Senior Associate has led the implementation of FOR's multiyear intervention to support all Elementary School Principals accelerate turnaround and school improvement efforts. The district has seen substantial improvement in student achievement.

Vision Network, Delaware

As Senior Associate has led the implementation of FOR's multiyear intervention to support Principals and the central office statewide accelerate turnaround and school improvement efforts.

Tulsa Public Schools

As Senior Associate has led the implementation of FOR's multiyear intervention to support selected low performing schools and the central office accelerate turnaround and school improvement efforts. The schools have made substantial improvements in student achievement

Edmonton Public Schools, Edmonton, Alberta, Canada

As Senior Associate worked to lead the implementation of FOR's multiyear intervention to support all 209 school Principals and the

central office accelerate improvement efforts. The district saw notable gains in student achievement and high school completion/graduation rates

PROFESSIONAL BACKGROUND***Senior Executive, Focus on Results, Long Beach, CA***

2000–Present

Co-founded and led the development of Focus on Results as consulting firm supporting nearly 300 school leaders in over 20 districts serving 150,000 students as they work to improve results

Visiting Professor, UCLA, Los Angeles, CA
1996–1998

Trained and coached Principals and school teams involved with the School Management Program in accelerating school improvement and school based leadership

Assistant to the Superintendent, Principal, Teacher, Long Beach Unified School District, Long Beach, CA 1986–1996

Worked at the district office, as a classroom teacher and as Principal at a high achievement school noted as a model of improved academic rigor and college preparedness in a challenging urban setting

PUBLICATIONS

- *The Power of Focus – More Lessons Learned in District and School Improvement, Second Edition* by Joe Palumbo and Jan Leight, 2007
- “Six Schools That Made A Difference”, Leadership Magazine, November-December, 2005 by Jan Leight and Joe Palumbo
- “Treat NCLB As An Attitude Not An Acronym,” Journal of Staff Development,

Summer 2004 by Jan Leight and Joe
Palumbo

EDUCATION

University of the Pacific, Stockton California,
Bachelor of Science

California Lutheran University, Master of
Education

University of Southern California, Ed.D.

KERRY M. PURCELL

Senior Consultant
Focus on Results

RELEVANT PROFESSIONAL EXPERIENCE***Worcester Public Schools, Worcester, MA***

As Lead Consultant has led the implementation of FOR's multiyear intervention to support all schools, leaders, and District office to accelerate turnaround and improvement efforts.

Additionally, has led work with instructional coaches, presenting and writing teams, and served in an advisory capacity to rethink programs, positions, and outcomes.

Pittsburgh Public Schools, Pittsburgh, PA

As Senior Associate has led the implementation of FOR's multiyear intervention to support all Elementary School Principals accelerate turnaround and school improvement efforts. The district has seen substantial improvement in student achievement.

Brown County, Mt. Sterling, IL

As Lead Consultant has led the seven year implementation of FORs support to all schools, leaders, district personnel, and community action teams to accelerate improvement efforts to graduate more students college and career ready. Additionally, has worked closely with the Sustainability Team to build capacity to write and deliver high quality pd at the conclusion of the partnership.

Northside Charter School, St. Louis, MO

As Lead Consultant has started a partnership with Northside to support the school, the leader, the Board of Directors and the teachers to accelerate the turnaround work. This unique initiative is a total school intervention to assist in

meeting the needs of the high poverty student population.

PROFESSIONAL PHILOSOPHY

I believe that education is the key to lifelong success. As a leader in the educational community, I believe it is my professional obligation to create a climate built upon a strong academic foundation where expectations are high and a safe learning community is ever present. As an educational leader I must never cease to act as an advocate for education and the important role that schools play in their community. Fostering strong working relationships between the District, schools, and the community will enhance the ability of each school to make a difference in the lives of the students and the families served.

WORK HISTORY**Senior Consultant, Focus on Results**

August 2008–present

Owner, Kerry Purcell, Incorporated

August 2008–present

Elementary School Principal, Harvard Park Elementary School, Springfield, Illinois

August 2002–July 2008

Elementary School Principal, McClelland Elementary School, Springfield, Illinois

May 1999–August 2002

Assistant Elementary School Principal, Harvard Park Elementary School, Springfield, Illinois,

August 1998–May 1999

Kindergarten Teacher, Hay Edwards Elementary School, Springfield, Illinois

August 1986–August 1998

PROFESSIONAL HIGHLIGHTS

- Serve as a Senior Consultant for a National Educational Consulting Firm working with both urban and rural Districts and their leaders (currently serve clients in MA, PA, IL)
- Selected as one of two principals to be featured in the POV Documentary, The Principal Story
- Selected to present at several state and national level conferences including NSDC
- Served as a successful instructional leader of two elementary school buildings (NOTE: Harvard Park Elementary School was removed from the state watch list during my tenure.)
- Served as a coach for new principal colleagues

EDUCATION

M.A. in Educational Administration

General Administrative Certificate Type 75,
1996

University of Illinois at Springfield –
Springfield, Illinois

B.A. in Special and Elementary Education,

1986

Eastern Illinois University – Charleston, Illinois

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- NSDC
- ASCD

JANICE HANADA

Senior Consultant

Focus on Results

RELEVANT PROJECT EXPERIENCE***Tulsa Public Schools, Tulsa, Oklahoma***

2011–Present

As Senior Consultant has led the implementation of FOR's framework to support and train seven priority schools, working with central office personnel and coaching principals, staff development teachers, and school instructional leadership teams to accelerate turnaround and school improvement efforts. The district has seen improvement in student achievement.

Principals' Institute

Present

As Senior Consultant has developed and presented Principals' Institutes to support and strengthen effective leadership practices based on the ISLLC standards. Focus on district/school leadership that positively impacts student learning and the Common Core.

Covina-Valley Unified School District, Covina, California

2011–2012

As Coach for Pivot Learning Partners, facilitate two cohorts of Principals' Learning Communities with 11 principals in order to develop effective leadership practices to support the district's core implementation around Effective First Instruction and to effectively manage change.

Corona-Norco Unified School District, Corona, California

2010–2011

As Co-Leader for Pivot Learning Partners, provided facilitation and coaching services to implement a process designed to develop an addendum to the district's LEA Plan as required

for districts designated Program Improvement Year 1. Included work with the District-School Leadership Team in reviewing data, analyzing the current plan and identifying best practices with focus on English Language Learners and Special Education subgroups.

Somerville Public Schools, Somerville, Massachusetts

2010–2011

As Senior Consultant has led the implementation of FOR's multiyear intervention to support central office as well as provide professional development and coaching for six elementary principals and school instructional leadership teams to accelerate turnaround and school improvement efforts.

PROFESSIONAL BACKGROUND***Senior Consultant, Focus on Results***

2010–Present

Provide professional development, facilitation and coaching for principals and school instructional leadership teams.

Coach, Co-Leader, Pivot Learning Partners

2010–Present

Provide professional development, facilitation around Principals' PLC's and coaching for principals.

Principal, Assistant Principal, Staff Development Teacher, Teacher Specialist, Mentor Teacher, Teacher, Glendale Unified School District, Glendale, California

1974–2010

Worked in a large urban district in both high-performing schools and high-poverty schools. California Distinguished School Principal (2000). As principal of one of the lowest performing schools, was able to show continuous growth, meet all AYP targets and avoid Program Improvement. Served as a

curriculum writer and presenter for Focus on Results district framework.

Occidental College and California State University, Los Angeles, CA

1986–1991

University Supervisor for student teachers placed in urban schools in the Los Angeles area.

EDUCATION

California State University, Los Angeles, CA

MA, Urban Education, 1978

Bilingual-Cross Cultural Certificate. 1977

California State University, Los Angeles, CA

La Verne University, La Verne, CA

Administrative Services Credential, 1990

University of California, Santa Barbara, Santa Barbara, CA

BA Sociology, 1972

PROFESSIONAL ASSOCIATIONS

Association of Curriculum and Staff Development

BRETT BISHOP

Senior Consultant,
Focus on Results

improvement efforts. From 2000 to 2011 district schools saw notable gains in student achievement

RELEVANT PROJECT EXPERIENCE***Tulsa Public Schools, Tulsa, OK***

As Senior Associate I have served on a four person FOR team that is leading the implementation of a first year intervention to support nine school principals and the central office accelerate turnaround and school improvement efforts. In the first year of this project the supported schools have shown significant gains in student achievement including four achieving AYP and one being recognized as the largest increases in the district.

Holyoke Public Schools, Holyoke, MA

As a Senior Associate I am responsible to lead the implementation of FOR's multiyear intervention support in two schools partnering with the Principals and Leadership Teams to accelerate turnaround and school improvement efforts. One school has had multi-year support and has seen substantial gains in student achievement while the second school is in year one and is awaiting standardized testing results.

East Windsor Public Schools, East Windsor, CT

As a Senior Associate I am responsible to lead the implementation of FOR's multiyear intervention support in all three of the district's schools and central office, partnering with the Superintendent, Principals, and Leadership Teams to accelerate turnaround and school improvement efforts. This project is in year one.

Springfield Public Schools, Springfield MA

As Senior Associate have joined the leadership of the implementation of FOR's multiyear intervention to support all Principals and the central office accelerate turnaround and school

PROFESSIONAL BACKGROUND***Senior Consultant, Focus on Results Boston, MA***

2009–Present

Supported schools and districts with Executive Coaching, Professional Development, and leading of transformation efforts for increased student achievement. Member of a three person team that co-authored and implemented a Principals' Institute in Long Beach, CA and Boston, MA. Spring 2012

Principal, East Street Elementary School, Ludlow MA

2003–2011

Led the school out of "In Need of Improvement" status; One of two districts in the state to move out of "Corrective Action"; School was recognized by State Legislature for creating Trauma Sensitive Learning Environments; School showed significant gains in student achievement.

Assistant Principal, Chestnut Accelerated Middle School, Springfield, MA

1997–2003

Responsible for Instructional Leadership, student scheduling, observing and analyzing teaching, staff supervision, student behavior support.

Teacher, Chestnut Accelerated Middle School, Springfield, MA

1992-1997

Instructor for Teacher Preparation, Springfield College Springfield, MA

1990-1992

***Teacher, Forest Park Junior High School,
Springfield, MA
1988-1990***

EDUCATION

Springfield College, Springfield, MA -MA
Athletic Administration 1988
Springfield College, Springfield, MA -BS
Physical Education 1987

LOU STEWART

Senior Consultant
Public Consulting Group

RELEVANT PROJECT EXPERIENCE***Glendale Unified School District, Glendale, CA***

As Assistant Superintendent, Lou was part of a district team that was trained by Focus on Results to lead a five-year process that supported all thirty school principals and central office staff in a collective commitment to school improvement. The district has seen substantial gains in student achievement, particularly in closing the achievement gap for minority students.

Pittsburgh Public Schools, Pittsburgh, PA

As Senior Consultant, Lou facilitated the implementation of Focus on Results' multi-year intervention to support high school principals in their efforts to accelerate student achievement. All schools made and sustained student achievement gains.

Oklahoma City Schools, Oklahoma, OK

As Senior Consultant, Lou led an 18 month intensive process of Focus on Results' intervention with five Program Improvement schools in the district, all of which saw notable progress in student achievement on internal and local assessments.

Victor Valley Union High School District, Victorville, CA

As a Coach/Consultant, Lou led a two-year training and coaching program for all district principals and central office administrators in leadership development and research-based

practices for school improvement. Schools saw an increase in their students' pass rate on the California High School Exit Exam, ultimately leading to raising the graduation rate in the district.

Covina Valley Unified School District, Covina, CA

As a Coach/Consultant, Lou is part of a coaching team that has facilitated support for district principals and central office administrators in leadership development and research-based practices for school improvement. In the first year of implementation, the district has achieved significant growth in multiple measures of student academic indicators.

Paramount Unified School District, Paramount, CA

As a Coach/Consultant, Lou has coached the Educational Services Team, consisting of central office administrators and principals, in leadership development, data analysis, and the creation of a three-year plan for implementation of the Common Core Standards..

PROFESSIONAL BACKGROUND

Senior Consultant, Focus on Results
July, 2009–Present

Coach / Consultant, Pivot Learning Partners
July, 2009–Present

LOU STEWART (Continued)

**PROFESSIONAL BACKGROUND
(continued)**

Assistant Superintendent, Glendale Unified School District

Glendale CA, July 2006 to June 2009

Co-Principal, Glendale High School

Glendale CA, November 2002 to April 2005

Principal, Balboa Elementary School, Glendale Unified School District

Glendale CA, September 2000 to October 2002

Principal, Paradise Canyon Elementary School, La Canada Unified School District

La Canada CA, July 1995 – August 2000

Assistant Principal, Columbus Elementary School, Glendale Unified School District

Glendale CA, July 1993 – June 1995

Teacher-Specialist, Welcome Center/Healthy Start, Glendale Unified School District

Glendale CA, September 1991 – June 1993

Teacher Specialist, Title VII Project, Glendale Unified School District

Glendale CA, September 1989 – September 1991

Teacher, Roosevelt Middle School, Glendale Unified School District

Glendale CA, September 1985 – June 1989

Adjunct Professor, Doctoral Program,

Pepperdine University,

Malibu CA, September 1987 – January 1988

Instructor, Computer Software Applications, Glendale Community College

Glendale CA, July 1985 – August 1988

Systems Consultant (Trainer), Entré Computer Center

Glendale CA, June 1984 – August 1985

Lecturer, Graduate Program in Education, California State University, Los Angeles

September 1980 – June 1982

Teacher, Division of Special Education, Los Angeles County Office of Education

September 1974 – January 1984

CREDENTIALS / CERTIFICATIONS:

- Standard Secondary Teaching Credential
- Language Development Specialist Certificate
- Professional Administrative Services Credential
- NCLB Certified Highly Qualified, English Language Arts

EDUCATION

California State University, Los Angeles, CA
Professional Administrative Services Credential (Tier II), January 1994 to July 1995

Pepperdine University, Malibu, CA
Administrative Services Credential (Tier I), September 1990 to July 1991

Pepperdine University, Malibu, CA
Master's Degree in Educational Technology, January 1986 to August 1987

California State University, Los Angeles, CA
Graduate Courses in Special Education, March 1976 to June 1980

California State University, Fullerton, CA
Standard Secondary Teaching Credential, September 1973 to June 1974

California State University, Fullerton, CA
Bachelor's Degree in Physical Education and
English, September 1969 to June 1973

HONORS / AWARDS

Champion of Education Award, 2009
San Fernando Valley Economic Alliance

Jim Brown Leadership Award, 2009
Glendale Unified School District

***Special Education Administrator of the Year,
2008***
Association of California School Administrators

***National Title I Achieving School Principal,
2002 – 2003***
Balboa Elementary School, Glendale USD

Honorary Service Award, 1999
Paradise Canyon Elementary School PTA, La
Canada USD

***California Distinguished School Principal,
1996 – 1997***
Paradise Canyon Elementary School, La Canada
USD

Bilingual Teacher of the Year, 1990
Los Angeles County Bilingual Directors
Association

KAREN PITTMAN

Senior Consultant
Public Consulting Group

Instruction Specialist, Fulton Teaching & Learning Center

Tulsa, OK

Served as an instructional specialist, and provided professional development, mentoring, and supported 18 elementary schools in need of improvement to improve achievement.

RELEVANT PROJECT EXPERIENCE

Tulsa Public Schools, Tulsa, OK

As Principal, Karen led the implementation of Focus on Results at Academy Central Elementary School. In 2011, Academy Central doubled its API scores after working with the Focus on Results model for only 3 months. Last July, Karen and her instructional leadership team led a session in which a documentary, "Tulsa's Best Kept Secret", that showcased the successes of the school, was shown at the Focus on Results Summer Institute in Boston - July 17 -19, 2013. Karen also presented and facilitated sessions at the Summer Institute.

EDUCATION:

University of Central Oklahoma, Edmond, OK

BS Elementary Education
1981

Oklahoma State University, Tulsa, OK

MS Educational Leadership Studies
2004

PROFESSIONAL BACKGROUND

Principal, Academy Central Elementary School

Tulsa, OK 2009 to 2013

Served as principal at Academy Central Elementary School from 2009 - 2013. While there Karen led the school improvement effort each year, changed the climate of the school, and worked with Focus on Results to improve instruction.

Assistant Principal, Cooper Elementary School

Tulsa, OK 2008 to 2009

Served as Assistant Principal at Cooper Elementary School 2008-2009 school year, and served as an instructional leader who instructed teachers regarding data analysis, and led several professional development activities to improve achievement.

SANDY BLAZER, Ed.D.

Senior Associate
Public Consulting Group, Inc.

RELEVANT PROJECT EXPERIENCE***Canby School District, Canby, OR***

As Senior Associate, Sandy has led the implementation of Focus on Results' multi-year intervention to support central office leaders, all nine school principals, and their Instructional Leadership Teams. The district has shown continuous improvement and has implemented collaborative teaming districtwide.

Glendale Unified School District, Glendale, CA

As Senior Associate, Sandy has led the implementation of Focus on Results' multi-year intervention to support central office leaders, all 30 principals, and their Instructional Leadership Teams.

Orange Unified School District, Orange, CA

As Senior Associate, Sandy has led the implementation of Focus on Results' multi-year intervention to support central office leaders, all 38 principals, and their leadership teams.

PROFESSIONAL BACKGROUND***Senior Associate, Focus on Results******Boston, MA 2002 to Present***

Serves as project anchor for Focus on Results, a consulting firm supporting nearly 300 school leaders in over 20 districts, serving 150,000 students as they work to improve results.

Principal Wilson Classical High School***Long Beach, CA 2002 to Present***

Serves as principal to a diverse, urban high school with an enrollment of 4,300 students. Under her leadership, Wilson High School has been named a California Distinguished School and Wilson was the showcase school when Long Beach Unified School District won the Broad Prize for Urban Education.

Center Director, Education Development Center***Newton, MA 1998 – 2000***

Led the development of a new center dedicated to expanding fee-for-service consulting in support of the implementation of academic standards.

Visiting Professor, UCLA***Los Angeles, CA 1986 – 1996***

Trained and coached Principals and school teams involved with the School Management Program in accelerating school improvement and school-based leadership.

Assistant to the Superintendent, Principal, Teacher, Long Beach Unified School District***Long Beach, CA 1986-1996***

Worked at the district office, as a classroom teacher and as a principal at a high achievement school noted as a model of improved academic rigor and college preparedness in a challenging urban setting.

EDUCATION:

California State University, Los Angeles, CA
MA Educational Administration, 1993

Boston University, Boston MA

BA History, 1986

BARBARA RUDIAK

Senior Consultant
Public Consulting Group

PROFESSIONAL BACKGROUND:*Interim Chief of Student Support Services**Pittsburgh Public Schools**December, 2012 - June, 2013*

Supervised staff who provided support to schools in the following areas: attendance, health services, counseling and social work, after school and summer learning, alternative education, student assistance programs, magnet schools, athletics, teen parenting and the teaching and learning environment. Assisted schools in following district policies related to bullying prevention, sexual harassment, transfers and code of student conduct. Was instrumental in raising awareness of the importance of student support services when working on improving student achievement.

*Assistant Superintendent**Pittsburgh Public Schools**2006 - 2012*

Supervised principals in 18 schools in the following areas: teaching and learning, teacher evaluation, teaching and learning environment, finance, and parent-community relations. Under her supervision while using the Focus on Results framework over a two-year period, 17 out of 18 schools reached AYP even as benchmarks increased. Assisted in the development of a principal evaluation rubric that was used to identify support to principals and, ultimately, evaluate them.

*Principal, Phillips Elementary School**Pittsburgh Public Schools**1992 - 2006*

Transformed a low performing elementary school into a high achieving one by developing practices that not only improved the academic achievement of students but also the teaching and learning environment for students and teachers. Increased the level of support of both parents and the community. Recognized as Pennsylvania's 2003 National Distinguished Principal by the Pennsylvania Association of Elementary and Secondary School Principals and the National Association of Elementary School Principals.

*Assistant Principal, Supervisor (School Improvement Program), Teacher**Pittsburgh Public Schools**1974 - 1992*

Worked at the elementary and middle school levels as an assistant principal, supervisor and teacher. Held leadership positions within each of these roles.

PUBLICATIONS

Defining a Focus Leads to Results, by Dr. Barbara A. Rudiak, 2010

EDUCATION

University of Pittsburgh
Ph.D Administrative and Policy Studies, 1992

Duquesne University
MED Reading and Language Arts, 1985

University of Pittsburgh
BS Elementary Education, 1972

LINDA MOORE

Senior Consultant
Public Consulting Group

RELEVANT PROJECT EXPERIENCE

La Habra City Schools, La Habra, CA

Chula Vista Unified School District, Chula Vista, CA

Tulsa Public Schools, Tulsa, OK

July, 2001 to Present

As Senior Associate, Linda works on the implementation of the Focus on Results strategies to support principals, school leadership teams, school staffs, and the central office to accelerate school improvement efforts in. Her responsibilities include:

- assisting in conducting strategic planning institutes for teachers, principals, and district office personnel to improve teaching and learning through analyzing data, selecting strategies, and organizing professional development;
- “coaching” elementary, middle, and high school principals on strategies learned at the institutes;
- organizing and conducting ‘walkthroughs’ at elementary, middle, and high schools with principals and site leadership team members to evaluate evidence of the school’s focus.

PROFESSIONAL BACKGROUND

Educational Consulting

July, 2001 to Present

- Organize and lead *Change of Principal and Team Building* workshops for school leadership teams

- Coach principals on improving leadership skills in instruction, curriculum, and school climate

Long Beach Unified School District,

Long Beach, CA September, 1963 - June, 2001

- Linda served as Teacher, Department Chair, Athletic Director, Activities Specialist, Assistant Principal, Vice Principal, Principal
- Principal on Special Assignment in the Office of the Assistant Superintendent for Research, Planning, and Evaluation. Responsible for LBUSD Accountability Project (*Performance Review Indicators for Strategic Management*).

EDUCATION:

California State University, Long Beach, CA

Bachelor of Arts, Master of Arts
General Secondary Teaching Credential

California State University Fullerton, Fullerton, CA

Administrative Services Credential

PROFESSIONAL TRAINING:

- Instructional Strategies for K-12 Literacy, Long Beach Unified School District
- Professional Development Planning for School/District Leaders, National Staff Development Council
- Professional Learning Institutes by Focus on Results
- Understanding by Design: Teaching and Assessing for In-Depth, Engaging, and Effective Learning, Association for Supervision and Curriculum Development
- Writing and Assessing Curriculum Standards, National Staff Development Council
- Data-Driven Instruction and Performance Assessment, Los Angeles County Office of Education

- Essential Elements of Effective Instruction, Long Beach Unified School District
- Tools for Change, National Staff Development Council
- Clinical Supervision, Long Beach Unified School District
- Urban Middle Grades Network, McConnell Clark Foundation and Association for Supervision and Curriculum Development
- Teacher and School Effectiveness, National Center for Effective Schools Research and Development.

SHEILA BOOZER

Senior Consultant
Public Consulting Group

RELEVANT PROJECT EXPERIENCE***Tulsa Public Schools, Tulsa, OK***

As Senior Consultant, Shelia has led the implementation of Focus on Results' multi-year intervention to support seven principals and the central office turnaround and school improvements. The district has seen substantial improvements in student achievement. In 2011 all seven schools met AYP for the first time.

Springfield Public Schools, Springfield, IL

Shelia has helped lead the implementation of Focus on Results' multi-year intervention to support her school and later to all 34 principals and the central office school improvement efforts. In 2007 20 of the 23 district elementary schools met AYP for the first time.

PROFESSIONAL BACKGROUND***Senior Consultant, Focus on Results******Springfield, IL 2011 to Present***

Shelia has helped lead the implementation of Focus on Results in Springfield Public Schools and Tulsa Public Schools. Led professional development initiatives during the Focus on Results Summer Institutes.

Coordinator of Secondary Learning, Principal, Assistant Principal Teacher, Springfield Public Schools***Springfield, IL 1999-Present***

Worked at the district office, as a high school and elementary principal and as a teacher. Appointed by Superintendent to lead schools in major restructuring and school reform efforts. Schools received Academic Growth and Spotlight School Awards from Illinois State Board of Education. District level trainer for Danielson Evaluation Framework and Student Growth, and Common Core State Standards.

PROFESSIONAL DEVELOPMENT

- SAMS Institute 2013, Bloomington, IL
- Common Core State Standards 2012, 2013, Springfield, IL
- Danielson Evaluation Framework 2011, 2012, 2013, Springfield, IL
- Focus on Results 2011, 2012, Tulsa, Oklahoma
- The SUPES Academy 2010, 2011, Chicago, IL
- NABSE Aspiring Superintendent Summer Institute 2011, Chicago, IL

EDUCATION:

*Illinois State University, Bloomington –
Normal, IL*

Ed.D Education Leadership and Public Policy
2008-Present

*University of Illinois at Springfield,
Springfield, IL*

Ed.S - Superintendent Endorsement
2006-2008

Eastern Illinois University, Charleston, IL

M.S. Education Administration
1999-2001

*University of Illinois at Springfield,
Springfield, IL*

B.A. Psychology/Elementary Education
1998

LINDA EVANS

Senior Consultant
Focus on Results

**RELEVANT FOCUS ON RESULTS
EXPERIENCE***Glendale Unified School District (GUSD), CA*

As the principal of Crescenta Valley High School, Linda led Focus on Results Instructional Leadership team. She also served on both the GUSD Writing Team and the Presentation Team. The school chose critical thinking as the focus area and formative assessment and re-teaching as best practices. The school has seen significant growth in its California Academic Performance Index (API), moving from 754 in 2002 to 883 in 2010. The Hispanic/Latino subgroup dramatically cut the achievement gap moving from an API of 642 in 2002 to 831 in 2010.

Focus on Result Institute, Los Angeles and Boston

As the principal of Crescenta Valley High School, Linda presented at the Focus on Results Institutes: “Connecting Best Practices to the Core Plus More” and “Moving a School Forward—Success for All Students.” In addition, Linda has led “walk throughs” of her school for school leaders throughout the country attending the Los Angeles Institute.

PROFESSIONAL BACKGROUND***Principal Coach and Staff Development***

Since her retirement in 2010, Linda has supported principals in establishing leadership teams and in developing and monitoring improvement plans designed to increase

educational value for students. She has also made presentations on the ramifications of the Common Core on classroom instruction and led an effort that implemented Performance Tasks in classrooms.

Academic Consultant

Beginning in the summer of 2011, Linda served as the Academic Consultant to the summer school program offered by the La Canada Flintridge Educational Foundation in its inaugural year. The program grew in size 30% in 2012. The six-week summer program is in the process of receiving accreditation from the Western Association of Schools and Colleges. She is currently advising the Glendale Education Foundation as it establishes an independent accredited summer school program.

School Administrator

Serving as the Dean of Students (1995-97), Assistant Principal (1997-98), Co-Principal (1998-2006), and Principal (2006-10), Linda understands the value of establishing leadership teams, building relationships with staff, reviewing data, and implementing research-based best practices to increase student achievement. Under her leadership, Crescenta Valley High School was recognized by *Los Angeles Magazine* as one of LA’s Top Public High Schools in 2008, twice named a California Distinguished School, and honored as a National Blue Ribbon School. In addition, the school was recognized multiple times by both *Newsweek* and *US News and World Report* for its excellent college readiness program as measured by student success on national exams. During her administrative tenure, Linda presented on the work of the school for multiple organizations including: the California School Board Association, the California Curriculum and Instruction Meeting, California State

Superintendent's High School Summit, the California League of High Schools, and the National Association of Latino Administrators and Superintendents.

English Teacher

Linda taught both middle school and high school English for twenty-two years. She was chosen twice as a mentor teacher, elected as the English Department Chairperson, and chaired the district English Curriculum Committee

EDUCATION:

La Verne University, La Verne, CA
MA Teaching of English
1979

University of California Berkeley
BA History and English
1972

PROFESSIONAL CREDENTIALS:

California Standard Teaching Credential,
Secondary, Majors: English and History

California Clear Administrative Services
Credential

MAUREEN R. CICCONE**Consultant****Focus on Results****EMPLOYMENT HISTORY:*****Consultant-Focus On Results******March 2011-present***

Responsible for assisting principals develop programs to increase teacher effectiveness and student achievement in urban schools in Massachusetts.

Adjunct Faculty Worcester State University***September 2009-present***

- Responsible for teaching Secondary School Leadership to aspiring administrators seeking administrative certification.

Manager of Staff and Curriculum***Development July, 2008 – July, 2010******Worcester Public Schools, Worcester, MA***

Position Responsibilities:

- Responsible to monitor and assist curriculum liaisons in the design of curricula and professional development.
- Responsible for the development and design of improved curriculum programs that contribute to higher quality education and which are responsive to student needs and are consistent with federal and state laws, school department objectives and budget.
- Responsible for providing overall direction and supervision of the directors and coordinators of curriculum through the development of departmental objectives and action plans consistent with the goals and objectives of the school department and through the review of subordinate accomplishments towards these objectives.
- Responsible for the coordination of AVID and Advance Placement programming.

- Responsible for the development, coordination and/or assistance with after-school and summer programming.
- Responsible for contributing to efficient and integrated school department operations through the coordination of all curriculum areas.
- Responsible for the continuity in the effectiveness of the curriculum programs through the development of well-qualified motivated and productive personnel capable of meeting the current and future needs and objectives.
- Responsible for managing grant budgets in excess of \$25,000,000.

Principal of South High Community School
July, 2002 – June, 2008

Position Responsibilities:

- Responsible for the articulation of a clear vision for the school and the communication of that vision to school faculty and personnel, students, parents of students and the community.
- Responsible for the establishment and maintenance of a school climate that instills a sense of well-being and safety, including daily supervision of the grounds and facility to foster a sense of pride and orderliness.
- Responsible for the direction and guidance of a strong Leadership and Restructuring Team through the creation and further development of three Small Learning Communities that are focused on high expectations and achievement for all, with a particular focus on the challenges faced during the often difficult transition to grade 9.
- Responsible for the recruitment and hiring of teachers who are both competent in the subject matter and committed to providing a successful program for all students.
- Responsible for the scheduling and conducting of monthly faculty and site team meetings as well as frequent meetings with Department Heads.

- Responsible for the monitoring and insurance of the implementation and adherence to the Massachusetts Curriculum Frameworks and the Worcester Public Schools Curricula as demonstrated through course syllabi, lesson plans and data.
- Responsible for the direction and encouragement of improvements in teaching and learning through careful analysis of MAP, MCAS and Advanced Placement data as well as teacher grades.
- Responsible for the expansion of the School's partnership with Clark University through higher numbers of student and Masters Teachers, greater participation on Clark student teachers.
- Responsible for the active involvement in trainings through Advanced Placement, High Schools That Work and AVID.
- Responsible for providing opportunities for students to take more rigorous courses through the Virtual High School.
- Responsible for the establishment of additional AP classes every year to provide additional rigor and to increase the ability of South High students to compete for top college admissions.
- Responsible for the promotion of student achievement through volunteer recognition, JROTC Awards Dinner, South High Hall of Fame Athletic Awards Dinner, MCAS Breakfast, and the Stanley Koplik Certificate of Mastery Breakfast.
- Responsible for the development of an annual budget that allows for purchase of adequate textbooks and supplies for all academic programs in a fair and consistent manner.
- Responsible for the assignment of teachers and other staff to best meet the needs of the student body, and the provision of in-service training and professional development as needed.

- Responsible for the insistence on and maintenance of a culture of tolerance, respect and acceptance for differing religious beliefs and customs.
- Responsible for the encouragement and support of opportunities for students from many different cultural backgrounds to participate in activities and clubs that celebrate diversity such as the Black Student Union, the Latin Colonel's Union and the Asian Club.

Assistant Principal South High Community School

August, 1998-June, 2002

Facilitator South High Community School 1994-1998

Teacher South High Community School 1981-1994

Teacher Worcester Public Schools 1972-1981

Worcester East Middle (1981)
Burncoat Junior High School (1973-1979)
Burncoat Senior High School ((1972-1973)

EDUCATION:

Worcester State College
Bachelor of Science in Education, 1972
Worcester, MA

Worcester State College
Master of Education, 1976
Worcester, MA

NISL-National Institute for School Leadership, 2008-2010
Executive Development Program for School Principals

ExEL-Harvard University, 2007-2010
 Executive Leadership Program for Educators at
 Harvard University in
 Association with the Wallace Foundation.

University of Massachusetts, 1998
 Amherst, MA
 Project Based Learning in the Classroom and
 Beyond – 3 credits
 Integrating Curriculum Using Education Reform
 Principles – 3 credits

Clark University, 1997
 Worcester, MA
 The Role of Media in Education – 4 credits

Fitchburg State College
 Fitchburg, MA
 The Skillful Teacher – 3 credits

Worcester State College, 1996
 Worcester, MA
 Completed Requirements for High School
 Principal Certification
 Public School Administration
 Fundamentals of School Finance
 Staff Development: Theory and Practice
 Fundamentals of School Law
 School Plant and Development
 Practicum in Secondary Administration
***Education Personnel: Supervision &
 Evaluation***

Clark University
 Worcester, MA
 Teacher as Researcher-Ethnographic Research
 on inclusion – 8 credits

University of Massachusetts
 Boston, MA
 Developing & Implementing Tech Prep – 3
 credits

Current Issues in Education – 3 credits

Certifications:

- Principal/Assistant Principal-9-12
- Principal/Assistant Principal PreK-6
- English 7-12
- Social Studies 7-12
- Reading K-12

Other Related Activities:

- Co-Chair South High Community School
 Site Council
- Member of the Negotiations Team for
 teacher contract
- High School Principal representative to the
 Board of Directors for WEDF **1996**
- Participant in Summer New England Small
 School Design Institutes
- Planning Committee for District Leadership
 Institutes
- Presenter- HSTW National Conference-
 June, 2006
- Participant-Advanced Placement Summer
 Institute –China-June, 2007
- Participant in three AVID Summer Institutes

Professional Affiliations:

- National Education Association
- New England Association of Secondary
 School Principals
- National Association of Secondary School
 Principals
- Worcester Public Schools **1993-1994**
 Principals
 Association
- Phi Delta Kappa
 ASCD

1994

JUDSON SLUSSER

Senior Consultant
Public Consulting Group

Education consultant with extensive experience in learning, performance measurement, and information & communications technology (ICT) within instructor-led, virtual or self-paced learning environments. Specialties include: coaching and consultation, developing and executing operational strategy, building and maintaining cohesive teams/outcomes/visions, determining best practices, instituting success indicators, inter- and intra-department communications, managing change, and developing tactical and strategic thinking/actions for public and private organizations.

RELEVANT PROJECT EXPERIENCE

- ***Milwaukee Public Schools, Milwaukee, WI***
Co-led the implementation of Focus on Results' facilitation and development of Milwaukee Public Schools five-year strategic plan, involving all segments of the community in this large urban district.

- ***Springfield Public Schools, Springfield, MA***
- ***Holyoke Public Schools, Holyoke, MA***
- ***Somerville Public Schools, Somerville, MA***
- ***Tulsa Public Schools, Tulsa, OK***
- ***Worcester Public Schools, Worcester, MA***

Assisted Senior Associates from Focus on Results implement and manage multi-year interventions for the organization's school turnaround initiatives.

PROFESSIONAL BACKGROUND

Public Consulting Group, Inc. |Focus On Results
Senior Consultant and Operations Officer
Boston, MA 2005 to Present

Senior Associate responsible for all business operations, strategic relationship management and delivering premiere school improvement consultation, coaching and turn-around solutions.

Corporation for Standards and Outcomes (CS&O) Chief Operations Officer (COO)

Aliso Viejo, CA 2003 to 2005

Hired to assume the responsibilities and duties of three senior executives and oversee and advance the scope and experience of the executive management team. Planned and executed all day-to-day operations. Full P&L responsibility. Reported to CEO and supervised all company departments.

ProsoftLearning (now Certification Partners) Senior Vice President, Research & Development

Santa Ana, CA 1996 – 2003

Managed organization's R&D budget, department and all intellectual property development initiatives; including 10,000 hours of instructor-led, self-study, online, and/or computer-based ICT training products. Hired to manage in-house and contracted staff, vendor relationships, and the complete development lifecycle of the company's products and proprietary IT certifications. Reported to the CEO and supervised 34 direct reports.

JUDSON SLUSSER (Continued)

FutureKids, Inc. Instructional Designer and Corporate Trainer

Los Angeles, CA 1995 – 1996

Managed, developed and coordinated the company's emerging Professional Development Program. Developed comprehensive courses to train educators in the fundamentals of computer literacy, the application of technology in the workplace, curriculum integration, and

classroom management with technology.
Reported to the Director of Education.

Long Beach Unified School District

Mentor Teacher, Teacher Leader

Long Beach, CA 1988 – 1995

Worked as a mentor teacher for the district and classroom teacher at a high achievement school noted as a model for improved academic rigor and college preparedness in a challenging urban setting.

AWARDS

- Human Capital Institute, Education Advisory Board member, 2003 to present.
- Association for Supervision and Curriculum Development (ASCD) member, 1992 to present.
- CIW Certification Council, executive board, 2002 to 2003.
- IT Certification Security Council (ITCSC) member, 2001 to 2003.
- Telecommunications Industry Association (TIA) executive board, 2001 to 2003.
- CompTIA Technology Career Compass executive council board member and education working group chair, 2001 to 2003.
- jCert Initiative, Inc. board of directors, VP of Operations and Treasurer, 2000 to 2003.
- CompTIA iNET+ cornerstone advisory council member, 1998 to 2001.
- AIP Certification Accreditation Council (ACAC) founding member, 1998 to 2003.
- Prosoft President's Award, Prosoft, 1997.
- Association for Supervision and Curriculum Development (ASCD) member, 1992 to present.
- California Council for Social Studies Curriculum (CCSS) member, Long Beach Mentor Teacher, 1991 to 1996.
- National Sally Mae First Year Teaching Award nominee, Long Beach Unified School District, 1990.

EDUCATION

California State University, Long Beach, CA
MA International Education
1993

California State University, Long Beach, CA
Multiple Subjects Teaching Credential
1987

University of Oregon, Eugene, OR
BS Psychology
1981

TECHNICAL PROFICIENCY

- Skilled in Microsoft Office (Word, Outlook, Excel, PowerPoint) Microsoft Office Suite with programming with experience in Excel and Access for financial modeling and analysis
- Quickbooks and Quicken power user with 10+ years of experience
- Website, social media and email marketing development and deployment expertise
- Database development

MICHELLE QUINN-DAVIDSON

Senior Consultant
Public Consulting Group

RELEVANT PROJECT EXPERIENCE

Rhode Island Department of Education, Rhode Island State Project Lead

Serving as Rhode Island State Project Lead on RIDE project to provide communications and marketing expertise to increase public awareness and support of the state's transition to the Common Core State Standards. Liaison with the Office of the Commissioner; the Office of

Instruction, Assessment, & Curriculum; and the state's Partnership for Assessment for Readiness for College and Careers (PARCC) Educator Leader Cadre to conduct informational sessions and outreach throughout the state. The project includes communication planning, managing outreach logistics, developing marketing materials and promotional videos, and supporting PARCC ambassadors in providing outreach efforts throughout the state.

New York State Department of Education Data Portal, Deliverable Manager

PCG was contracted to work with the New York State Education Department is to leverage the Shared Learning Infrastructure, Race to the Top funding, and emerging mature open source technology to deliver a technical platform that will enable a vision of differentiated instruction and personalized learning to flourish. Managing over 110 staff. Working with technical consulting team to coordinate and manage deliverables to the NYSED as well as support the Program Management and Operations and Platform Development and Maintenance for New York's Education Data Portal that will reach over 7 million users.

Rhode Island, Massachusetts, Connecticut Public Schools, Project Manager

Oversight for numerous district-wide customized web-based Special Education, Medicaid and consulting management projects. Spearheaded reporting and analytics efforts to ensure integrity and compliance to State and Federal reporting requirements. Conduct requirements review; oversee development, system testing, piloting, and deployment. Oversee help desk and user support.

December 2012-current, Consulting Services for Lawrence Public Schools, Project Manager

Served as Senior Project Manager for consultative services to assist the District to respond to compliance findings and develop policies and procedures to ensure compliance and accountability for sustainability of special education in Lawrence School District.

November 2012-current, Consulting Services for RtI, Cambridge Public Schools, Senior Project Manager

Served as the Senior Project Manager to develop and implement the Response to Intervention (RtI) project in Cambridge. Continue implementation planning with District leadership team to customize professional development to deepen their content understanding and rollout to District.

PROFESSIONAL BACKGROUND

YouthBuild USA, Director, Academy for Transformation

Directed the strategic programs of the education and training department of a national nonprofit organization that supports more than 296 youth development programs for 16-24-year-old young people in economically poor communities, creating pathways to end poverty.

Youth on Board, Managing Director

Managed the community-based organization which used a collaborative approach that emphasized strong relationships as the basis of meaningful change and supporting the power of youth voice. Trained and advocated for many youth leaders, ambassadors, and young people to support youth voice at every level in decision making.

*Center for Health and Public Service Research,
New York University, Program Administrator/
Researcher*

Administrator for large applied research center that addresses social, organizational, financial, and managerial issues related to the delivery of health care and public services. Research coordination for Robert Wood Johnson Foundation grant of a 10-year Urban Health Initiative designed to improve the health and safety of young people in economically distressed cities.

TRAINING/CERTIFICATIONS

YouthBuild USA: Diversity Leadership; Stress for Success; Interaction Institute for Social Change, Facilitative Leadership; The Coaching Edge: Breakthrough Approach for Enhancing Performance; In-Balance Coaching: Leadership Coaching

Zenger-Miller: Frontline Leadership Training System; Technical Development Corp.: Grant Writing for Nonprofits; Advanced Excel and MS Office; Goulston & Storrs: Sexual Harassment Training for Supervisors; Performance Evaluation and Assessments; The Learning Forum: Quantum Learning for Teachers; New Horizons: Project Management

SELECTED AWARDS

- “Cambridge Who’s Who” Registry of Executives, Professionals, and Entrepreneurs, 2010–2011
- Opportunity Nation Leader, 2011-2012
- “Staff Member of the Year 2003” YouthBuild USA
- “Supervisor of the Year 2008” YouthBuild USA

SELECTED PRESENTATIONS

YouthBuild USA Facilitator

Leadership Development Workshop

National Healthy Marriage Resource Center
Presenter, Relationships Matter Workshop

Emerson College

Trainer, Diversity within Youth Organizations &
Team Building Using Peer Counseling

SELECTED PUBLICATION

University of Wisconsin-Madison, Innovation Center for Community and Youth Development, National 4-H Council *At the Table Research Team, Youth in Decision-Making: A Study on the Impacts of Youth on Adults and Organizations*

EDUCATION

New York University

Master of Public Administration

Emerson College

Bachelor of Science: Speech Communications

SOFTWARE COMPETENCY AND LITERACY

- Access
- Microsoft Suite (Word, Excel, PowerPoint)
- EasyIEP™ / EasyTrac™

JOANNE KOSTIUK

Senior Executive Program Manager
Public Consulting Group

RELEVANT PROJECT EXPERIENCE

As Senior Executive Program Manager, JoAnne Kostiuk plays a key role acting as a liaison between PCG Education's clients and the PCG Education team members. She works collaboratively on a day-to-day basis providing seamless support to both while delivering curriculum materials, and offering technical support to all.

Brown County Public Schools, Mt. Sterling, IL

Canby Public Schools, Canby, OR

Chelsea Public Schools, Chelsea, MA

Chula Vista Public Schools, Chula Vista, CA

Delaware – Vision 2015 – DE

East Windsor Public Schools, East Windsor, CT

Elizabeth Public Schools, Elizabeth, NJ

Glendale Unified School District, Glendale, CA

Holyoke Public Schools, Holyoke, MA

Ludlow Public Schools, Ludlow, MA

Milwaukee Public Schools, Milwaukee, WI

NCTL – Mass 2020, DESE, MA

Northside Charter School, St. Louis, MO

Oakland Unified School District, Oakland, CA

Oklahoma City Public Schools, Oklahoma City, OK

Orange County Unified School District, Orange County, CA

Passaic Public Schools, Passaic, NJ

Pittsburgh Public Schools, Pittsburgh, PA

Pittsfield Public Schools, Pittsfield, MA

Salem HS, Salem, MA

Somerville Public Schools, Somerville, MA

Southbridge Public Schools, Southbridge, MA

Springfield Public Schools, Springfield, IL

Tulsa Public Schools, Tulsa, OK

Worcester Public Schools, Worcester, MA

PROFESSIONAL BACKGROUND

Senior Executive Program Manager, PCG Education's Focus on Results

2003 to Present

JoAnne works collaboratively on a daily basis with both the PCG team members and the PCG clients. She is a direct liaison, offering technical support, conference planning and execution, marketing and production of print materials, website maintenance and updates, book editing, newsletter development and distribution, power point presentations, and other related activities.

JOANNE KOSTIUK (cont.)

JoAnne is also a key member of the team who responds to all written RFPs, assisting in the initial interpretation of the needs of the RFP, template preparations, editing and proofing to ensure accuracy of

high-level written content, often on quick turnaround timelines.

2004 to Present, Conference Planner, PCG Education's Focus on Results

- Getting Results: What Works – Summer Institutes
- Going Where the Work Is: Fall / Winter Institutes
- Principals’ Institutes
- FOR Team Meetings.

As Senior Executive Program Manager, JoAnne is responsible for the organization and implementation of all of PCG’s Focus on Results Client institutes from inception to completion. For each of these 2- or 3-day institutes and team meetings, she is responsible for providing all clients, as well as team members, with high-level, organized learning events. She initiates requests for proposals, handles contract negotiations and signings, event registrations and payments, accommodations, institute / meeting space allocation and coordination, food and beverage requirements, production of all print and signage materials, and audio visual needs.

For the Fall and Winter Institutes, JoAnne is also responsible for the implementation and coordination of all transportation needs as PCG’s Focus on Results provides clients with real-time visits to local school districts.

AWARDS

2003 Edmonton Tourism’s, “You’re Welcome” Awards

- During her two years in the Human Resources department, JoAnne was nominated, along with 100 peers throughout the city, and interviewed by a judging panel consisting of 3 industry experts
- JoAnne was successfully chosen as the sole recipient of the prestigious city-wide award, “Outstanding Heart of House”.

EDUCATION

Grant MacEwan College, Edmonton, AB (Canada)

- html – level 1 (2006-2007)
- excel – levels 1 & 2 (2001)

Alberta Hotel Safety Association:

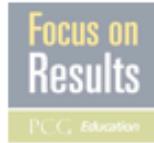
Health & Safety – Peer Auditor Certification
2002

Confederation College of Applied Arts & Technology, Thunder Bay, ON (Canada)

Accounting
1983 – 1985

TECHNOLOGY PROFICIENCY:

- skilled in Microsoft Office (Word, Outlook, Powerpoint, Publisher), Adobe Acrobat
- PCGs FOR website maintenance (HTML).



Building Internal District Capacity Moving Along A Continuum



<p>Early Implementation</p> <ul style="list-style-type: none"> Focus on Results designs and delivers professional development around the Seven Areas of Focus with concrete tools and strategies for implementation Focus on Results helps district design initial opportunities to hold leaders accountable for implementation (coaching, site visits, walk throughs, inter-visitations). 	<p>Initial Capacity Building</p> <ul style="list-style-type: none"> Focus on Results designs and delivers majority of professional development around the framework. District leaders provide suggestions into the development of curriculum and occasionally act as co-presenters. District and Focus on Results structure a wide range of activities to help ensure a change in school leader's practices through implementation of the framework.
<p>Co-design and Delivery</p> <ul style="list-style-type: none"> The District and Focus on Results jointly design all professional development activities. Focus on Results continues to act as primary writer of curriculum materials. The district acts as a full partner in the presentation of most training opportunities The District and Focus on Results jointly design activities to hold staff accountable for implementation. The District acts as lead partner in the implementation of the activities. 	<p>Full District Implementation</p> <ul style="list-style-type: none"> The District lead the design, delivery of all professional development related to the framework. Focus on Results acts as an outside pair of eyes to provide coaching feedback as requested. The district designs all activities to continue to hold staff accountable for implementation. The District acts alone in the implementation of the activities. It may use Focus on Results to provide external feedback to District leadership.
<p>Where are we now? (evidence)</p>	
<p>What might be some next steps to move us forward?</p>	

**Worcester Public Schools
 Framework of High Quality Teaching and Learning**

High Quality Teaching & Learning is content rich, student - centered, measurable and exists in a culture of high expectations for all students Pre K - 12. High quality teaching and learning classrooms are sensitive to students' needs, interests, strengths, abilities, modes of contribution, social/cultural backgrounds, and address three essential elements: organization of the classroom; instructional design and delivery and student ownership of learning.





Working Definitions of High Quality Reading, Writing and Discourse

In support of the District's Instructional Focus and the WPS Compact, we believe that:

- All personnel in the Worcester Public Schools will align efforts to have all students show growth in their ability to read fluently, comprehend deeply, think critically and respond effectively.
- High quality reading, writing, and discourse nourish intended student outcomes of college and career readiness.
- When teachers use effective instructional practices to engage students with high quality reading, writing and discourse, student achieve intended learning outcomes of college and career readiness.

READING

When teachers ...

Systematically support the match of text readability to student reading ability,
Explicitly key students in to text structure, and
Frame the assigned reading with a probing question,

Teachers effectively use reading to support improved learning outcomes.

When students ...

Read text with clear connections to the student and learning standards,
Read to develop their skills and content knowledge, and
Read to deepen their thinking, writing, and discourse in the content areas,

Students effectively read to support improved learning outcomes.

WRITING

When teachers ...

Frame writing as a performance task that defines outcomes for skill and content development,
Scaffold skill and content development to ensure students meet performance expectations, and
Explicitly teach students to use patterns of thinking consistent with the text structure of content areas,

Teachers effectively use writing to support improved learning outcomes.



Working Definitions of High Quality Reading, Writing and Discourse

When students...

Write text to reflect content-specific thinking and framed by a specific structure,
 Write to develop their skills and content knowledge, and
 Write with evidence connected to multiple sources and prior knowledge,

Students effectively write to support improved learning outcomes.

DISCOURSE

When teachers...

Frame discourse to prompt deeper thinking about content,
 Use discourse to promote the exchange of knowledge and evidence, and
 Expect discourse to reflect the conventions of thinking reflected in a specific content area,

Teachers use discourse to support improved learning outcomes.

When students...

Speak with others to exchange ideas, knowledge, and thinking,
 Speak with others to create new knowledge, and
 Speak with others using conventions of thinking reflected in a specific content area,

Students engage in discourse to support improved student outcomes.





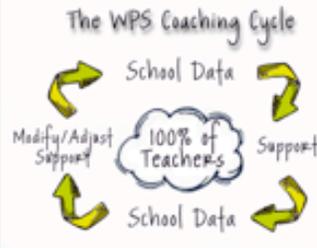
Worcester Public Schools Principals' Professional Development

**The Worcester Compact:
Delivering on High Expectations and Outstanding Results
for ALL Students**

April 23, 2013 2:15 – 4:30
Agenda

Principals' Goal:

As leaders we will strengthen our use of student and teacher data to show evidence of how we are providing feedback and support that will influence improved student outcomes (academic, social and emotional).



- 2:15 – 3:00** **Welcome and Leadership Message**
- 3:00 – 3:45** **Calibrating Our Thinking**
Principals will have the opportunity to review one teacher's observations throughout the year for the purpose of calibrating their thinking around "placement" of the teacher on the rubric.
- 3:45 – 4:00** **Lessons Learned and Next Steps**
Principals will have the opportunity to identify some key lessons from today's work and how those lessons translate to next steps.
- 4:00** **District Info and Evaluation**



**Worcester Public Schools
 Focused Instructional Coaches' Training**

**The Worcester Compact:
 Delivering on High Expectations and Outstanding Results
 for ALL Students**

**April 24, 2013 8:00 – 2:00
 Agenda**



<p><u>Coaches' Goal:</u></p> <p>Coaches will be able to select, analyze and use school data to provide support to staff as they design, deliver and monitor instruction that meets the learning needs of WPS students.</p>	<p><i>The WPS Coaching Cycle</i></p>
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- 8:00 – 8:30** **Welcome and Leadership Message**
- 8:30 – 9:00** **Connections and Accountability: Apply What We Learn to Get Results**
 Coaches will have the opportunity to share specific examples of the work they have done in their buildings to support our 2012-2013 goal.
- 9:00 – 11:30** **The Art of Coaching: Working Smarter, Not Harder**
 Coaches will actively participate in learning how to use technology to support their role and our goal.
- 11:30 - 12:00** **Action Research in Search of Results**
 Coaches will revisit the what, why and how of Action Research thinking specifically about how this work can ultimately support the HQT.
- 12:00 – 12:45** **Lunch**
- 12:45 – 1:45** **Action Research in Search of Results**
 Action Research teams will meet to check in on progress and plan next steps.
- 1:45 – 2:00** **Key Message and Reflection**