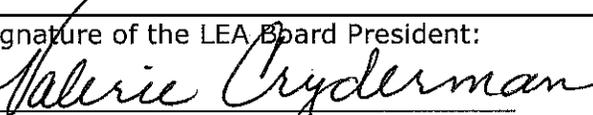
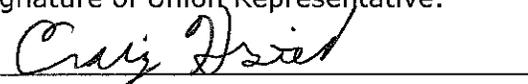


LEA Application
Michigan SIG Cohort IV

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of LEA Applicant: <u>Hale Area Schools</u> District Code: <u>35020</u>	Applicant's Mailing Address: <u>200 West Main Street, Hale MI 48739</u>
LEA Contact for the School Improvement Grant Name: <u>Loren Vannest</u> Position and Office: <u>Superintendent</u> Contact's Mailing Address: <u>200 West Main Street, Hale MI 48739</u> Telephone: <u>(989) 728-7661</u> Fax: <u>(989) 728-2406</u> Email address: <u>lvannest@haleschools.net</u>	
LEA School Superintendent/Director (Printed Name): <u>Loren Vannest</u>	Telephone: <u>(989) 728-7661</u>
Signature of the LEA School Superintendent/Director: X <u></u>	Date: <u>7/6/2015</u> <u>L.V.</u>
LEA School Board President (Printed Name): <u>Valarie Cryderman</u>	Telephone: <u>(989) 469-3858</u>
Signature of the LEA Board President: X <u></u>	Date: <u>7/6/2015</u> <u>V.C.</u>
Union Representative (Printed Name): <u>Craig Histed</u> <u>Craig Histed</u>	Telephone: <u>(989) 737-0410</u>
Signature of Union Representative: X <u></u>	Date: <u>7/6/2015</u>

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application.

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment H**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

Section A1

A dramatically modified schedule has been established to effectively reduce class sizes to meet the academic needs of our students. These changes allow for greater collaboration between staff to implement the following: tutorials and enrichments, reinforcement hours, and meaningful data dialogue. The district has negotiated with the union increased learning time, two additional days added to the school calendar. Other learning opportunities include: credit recovery, before and after school programs, and summer school.

The district has implemented Readers'/Writers' Workshop and MTSS (Multi-Tiered Systems of Support) professional development. McGraw-Hill math consultants will be conducting professional development to educate staff on the new math curriculum, which includes a digital component. Readers'/Writers' Workshop coaches will observe staff, provide feedback, and model effective teaching strategies to improve classroom instruction. Staff will attend a PLC series of professional development entitled Achievement Series directed by Pat Davenport. This series will instruct staff in the Plan-Do-Check-Act process (PDCA). The SIG Coordinator and Data Coach will evaluate the effectiveness of the grant's interventions on a continual basis and make modifications to professional development schedules as appropriate.

The evaluation process has been modified to enable teachers to receive more timely and constructive feedback. The principal will conduct monthly walk-throughs and lead conversations regarding his observations on the effectiveness of the implementation of the intervention model. The district has already established a teacher evaluation tool (Charlotte Danielson – Chicago method) and two formal observations by the principal, as well as IDPs. At least [50%](#) of educator evaluations will be based on Student Growth and Assessment Data in 2015/2016 and beyond.

In order to meet the needs of students in a transformational school, Hale Area Schools will implement strategies to recruit highly effective staff. These strategies will include establishing a personnel committee through human resources that is comprised of a variety of stakeholders to ensure the most effective and appropriate candidates are hired. We have developed a rigorous interview process, which comprises of posting for position, screening for positions, multiple written and verbal interviews, vetting, and recommendation to board of education. We plan to fill available positions within two weeks of receiving grant approval. However, positions will continue to be re-posted until an exemplary candidate is hired. To ensure this, the district will partner and align with universities and local newspapers, as well as post job openings electronically, to increase the prospective applicant pool. Recruiting highly effective staff will contribute to the transformation of Hale High School to meet the needs of all students.

During the 2015-2016 school year and beyond, the following technical assistance and support of Hale Area School's targeted areas of improvement will be provided by Iosco Regional Educational Service Agency (IRESA), Michigan Department of Education (MDE), and parent/community involvement.

IRESA will provide an annual county-wide professional development. The agency will also provide special education professional development to meet the needs of all students as identified through assessments. MDE will provide resources, monitoring, and feedback during the priority school process. The department

will also provide access and support for various tools to enhance the reform process. These tools will be utilized to enhance classroom best practices and teacher instruction. The Culture and Climate Coach will partner with local businesses and community organizations to support school endeavors. Frequent perception surveys and volunteers will foster communication and drive the selection of workshops and events (e.g. Family Nights, Technology Nights, Scholarship and Financial Aid Nights, etc.).

The intervention model selected aligns with the school's Transformation Model outlined in the Priority School plan. The Priority School plan was designed to increase reading comprehension, writing skills, and implementation of MTSS. The SIG intervention model proposes to support the Priority School plan by increasing student achievement in all core subject areas and reducing the achievement gap through various activities and supports. A focus on improving school culture and climate will also assist with the implementation of MTSS.

Section A2

The SIG Coordinator will oversee the implementation of the selected intervention for Hale High School. The SIG Coordinator will be responsible for monitoring and evaluating the effectiveness of the SIG. State (M-Step, SAT, PSAT, etc.) and local (quarterly mastery tests) assessments will be used to measure the effectiveness along with attendance rates, discipline referrals, and perception surveys. On a monthly basis, SIG personnel will meet to discuss and monitor the data to determine progress and outcomes. Stakeholders will then be informed and have the opportunity to give input on the progress and outcomes discussed in the SIG personnel meetings during professional development. Quarterly, the SIG Coordinator and Data Coach will formally present data and implementation progress at a public board meeting.

Section A3

The Data Coach will analyze data often for continuous improvement. The Data Coach will also be responsible for reporting baseline data and quarterly data feedback reports. Data collected from state testing will be analyzed and reviewed by the Data Coach and teachers on an annual basis to ensure that each year's percentage increase is met (outlined in Attachment G). The changing state assessments will affect goal setting and modifications will be made accordingly when baseline data is released. The current annual goals are aligned with the Priority School plan and compared to statewide proficiency rates.

Section A 4 – Charter School Accountability

If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. (maximum length 1 page; please respond “N/A” if the applicant entity is not a charter school)

N/A

Section A 5 – External Service Provider Accountability

Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. (maximum length 1 page)

N/A

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0
226	Supervision and Direction of Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
232	Executive Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
233	Grant Writer/Grant Procurement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
249	Other School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
252	Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
266	Operation and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
281	Planning, Research, Development, and Evaluation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
283	Staff/Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
331	Community Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Indirect Costs _____ % Restricted Rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0

District/Central Office Budget Year 2: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0
226	Supervision and Direction of Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
232	Executive Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
233	Grant Writer/Grant Procurement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
249	Other School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
252	Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
266	Operation and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
281	Planning, Research, Development, and Evaluation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
283	Staff/Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
331	Community Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Indirect Costs _____ % Restricted Rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0

District/Central Office Budget Year 3: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0
226	Supervision and Direction of Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
232	Executive Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
233	Grant Writer/Grant Procurement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
249	Other School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
252	Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
266	Operation and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
281	Planning, Research, Development, and Evaluation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
283	Staff/Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
331	Community Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Indirect Costs _____ % Restricted Rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0

District/Central Office Budget Year 4: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0
226	Supervision and Direction of Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
232	Executive Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
233	Grant Writer/Grant Procurement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
249	Other School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
252	Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
266	Operation and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
281	Planning, Research, Development, and Evaluation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
283	Staff/Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
331	Community Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Indirect Costs _____ % Restricted Rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0

District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	\$0	\$0	\$0	\$0	\$0	\$0	\$0
226	Supervision and Direction of Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0
232	Executive Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
233	Grant Writer/Grant Procurement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
249	Other School Administration	\$0	\$0	\$0	\$0	\$0	\$0	\$0
252	Fiscal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
266	Operation and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
281	Planning, Research, Development, and Evaluation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
283	Staff/Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
331	Community Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Indirect Costs _____ % Restricted Rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0

LEA BUDGET OVERVIEW

Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Eligible School #1 Hale High School	\$1,145,765	\$1,137,357	\$1,137,357	\$696,854	\$696,854	\$4,814,187
Eligible School #2						
Eligible School #3						
Eligible School #4						
LEA Costs	\$0	\$0	\$0	\$0	\$0	\$0
Total Budget	\$1,145,765	\$1,137,357	\$1,137,357	\$696,854	\$696,854	\$4,814,187

Section A 6c

Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends. (maximum length 2 pages)

We did not represent any costs to the district over any of the five years of the grant. It appeared we had maxed out our personnel costs on the building budget and were concerned about risking grant approval if we added any additional personnel costs. If the grant were approved and the district were permitted to add some appropriate cost we would ask to be allowed to do so. We called the office of improvement to inquire about all this but only got the answering machine and no one returned our call prior to the SIG application deadline.

We are prepared however to make the necessary commitments to support grant implementation, monitor the progress of the high school, and be accountable for meeting SIG requirements. If approved the administration (we are a small district with a very small administrative staff – superintendent, principal, business manager) intend to diligent strive to learn what our responsibilities would be and to carry them out.

Our SIG application was written a year after the Priority Redesign Plan was written. The Redesign Plan was consulted at every juncture for complete alignment. The SIG application was written as a support to the Priority Redesign Plan. The alignment is so complete it permitted us to copy a good deal of the articulation from the Redesign Plan into the SIG application. Every strategy suggested in the SIG application is simply an extension of the Redesign Plan.

The district has not added any SIG positions at the district level.