

**LEA Application**  
**Michigan SIG Cohort V**  
APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS (SIG)

**LEA Information**

Legal Name of LEA Applicant: Litchfield Community Schools

District Code: 30040

Applicant's Mailing Address: 210 Williams Street, Litchfield, MI 49252

**LEA Contact for the School Improvement Grant**

Name: Dr. Corey Helgesen

Position and Office: Superintendent/Principal

Contact's Mailing Address: 210 Williams Street, Litchfield, MI 49252

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Corey Helgesen  
LEA School Superintendent/Director (Printed Name)

Dr. Helgesen  
Signature of the LEA School Superintendent/Director

Sheryl Pitts  
LEA School Board President (Printed Name)

Sheryl Pitts  
Signature of the LEA Board President

KRISTEN MILLER  
Union Representative (Printed Name)

Kristen M  
Signature of Union Representative

517-542-2388  
Telephone

7-15-16  
Date

517-398-2729  
Telephone

7-15-16  
Date

517-250-2346  
Telephone

7-15-16  
Date

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 G**, 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.

## LEA Application

### Schools to be Served

**SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.**

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments B.1 – B.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-school reform, or early learning models
- are facing a documented public health or environmental emergency

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Litchfield High School	262175005873	X		Turnaround

## Overview of Application Requirements

- DO NOT RESPOND HERE -

1. **Analysis of Need: (Section B, Question 1)** For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input: (Section B, Question 1.b)** For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan: (Section B, Question 3)** The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources: (Section A, Question 1)** The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection: (Section B, Question 5)** The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile: (Section B, Question 4)** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model: (Section A, Question 1)** The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation: (Section A, Question 2)** The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement: (Section B, Question 3.e)** The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms: (Section B, Question 9)** The LEA must describe how it will sustain the reforms after the funding period ends.

11. **Reform Model Implementation: (Section B, Question 3, Attachment B)** The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by
  - a. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics **(Section B, Question 8)**
  - b. Measuring progress on the leading indicators from attachment A, Baseline Data. **(Section A, Question 3)**
13. **Charter School and External Service Provider Accountability: (Section A, Questions 4 and 5)** An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
14. **Pre-Implementation Activities: (Section B, Question 3, Attachments B and D)** An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
15. **Rural LEA Model Modification: (Section B, Question 3.d)** For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
16. **Evidence-Based, Whole-School Reform Model: (Section B, Question 3, Attachment B.4)** For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
  - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
  - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
17. **Restart Model: (Section B, Question 3, Attachment B.5)** For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
18. **Implementation Timeline: (Section B, Question 7, Attachment D)** the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

## **Section A**

### **District/Central Office Level Responses**

#### **1. Actions to Support the Intervention Model:**

- The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively
- Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity
- Describe how community resources will be aligned to facilitate implementation of the selected intervention
- If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? **(maximum length 2 pages)**

#### **LHS Response**

##### Overview of Actions

July 1, 2013, Litchfield Community Schools hired a new middle/high school principal. He meets the five turnaround competencies. He has been committed to identifying and focusing on plan requirements in order to see gains. An example would be the structure and accountability for staff and students alike. He has also taken action to break organizational norms by building data walls around the building to create transparency and a data-driven community. This was in an effort to act quickly to promote the use of data within the entire district. Not only has he been intentional with data, he also uses data with teachers as they collect and analyze student data to inform their classroom instruction.

##### Intentional hiring of staff

Screen all existing staff and rehire no more than 50%, using the following data:

- Stages/Teacher Evaluation
- Student Growth Data
- Commitment to District
  - Data application with district protocols
  - Completion of student grade entries as applies to job responsibility
  - Instructional Learning Cycle
  - Classroom management and engagement
  - Professional achievements
- Current IDP designated for less than effective teachers

In order to meet student needs in a turnaround model, Litchfield will implement strategies to recruit highly effective teachers. Strategies will include establishing a personnel committee comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August and offering full-time positions when possible. The student needs will be our primary focus of recruitment, which include rural environment, low reading and math scores and low socioeconomic status. Our recruitment strategies will also include notifying all major state universities, MASA, the local ISD's and our school website. Positions will be posted for three weeks, convene a committee (when possible), go through a screening process to ensure credentials and experience aligns with needs, complete rigorous interview and have candidate present a lesson and writing prompt.

#### Support of the existing redesign plan

The new governance structure of the district is a shared leadership model. One individual who fulfills the five turnaround competencies holds the positions of superintendent and principal. The Priority Leadership Team (PLT) and the School Leadership Team (SLT) both assist with leadership roles. The superintendent has two meetings a month with each team as well as monthly instructional round meetings. Discussions will include progress of the plan, including: (1) What's working? (2) What's not working? (3) How do we know? (4) How will results be addressed? (5) What next? The administrator will report monthly to the Litchfield Board of Education. The Priority Plan information is also shared in newsletters as well as a standing agenda item on the PTO and Title I meeting agendas.

Staff is provided assistance for the plan through mentor teachers, IDS support, professional library materials, and professional development opportunities, Individualized Development Plans. Administration has operational flexibility to meet individual needs of the teachers. They are also provided additional time to ensure school staff has the professional learning time to effectively implement learning goals. The school has this same flexibility in use of time to adjust the calendar and schedule. The Litchfield Education Association supports these operational flexibilities.

#### Community Resources

In an effort to gain reception in the value of education success when transitioning students to the work force, education or training, Litchfield Community Schools will designate time to provide community support. This will be a significant support in facilitating ownership of academics, and is connected to the motivation of students. Home and community resources will be aligned to the school's efforts in successfully transitioning further education, work force or training. It is important to note the local Alumni Association, with over 200 members, supports the school with fundraising efforts to improve curriculum and technology. The Hillsdale Count Intermediated School District provides direct and indirect supports for students and staff.

2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

**LHS Response**

The district will provide effective oversight for implementation of the intervention through both Leadership teams. Teams are comprised of teachers, administrators and coordinators of programs. All team members are currently on staff.

3. **Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to Attachment E, Annual Goals, as appropriate. **(maximum length 1 page)**

**LHS Response**

We will monitor our progress of annual goals by using data from NWEA, M-STEP, easyCBM math, Fountas and Pinnell benchmarking, MME/SAT, poverty levels, attendance data and perception surveys. This will be done as the data becomes available, to ensure we are on track to meet the progress of our annual goals.

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)**

**LHS Response**

**N/A- Litchfield HS is not a charter school.**

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)**

**NOTE:** The district and school may choose not to work with an ESP; however, the SIG still requires a description of how the district will hold ESPs accountable should they ever have one in place. A response consisting simply of "N/A" or one indicating the district or school does not plan to work with ESPs and does not describe an accountability or monitoring plan will receive a score of zero.

**LHS Response**

The leadership team will meet initially with the External Service Provider (ESP) to collaboratively develop an evaluation plan for the ESP services before the services begin. The evaluation plan should ensure whether the provider's model continues

to be aligned with the school strategy. The contract will be reviewed to ensure all terms have been met and not altered in any way. A request for self-evaluations from the ESP will also be made.

Templates will be made to evaluate ESP outcomes, staff, materials, professional development (on-going) and professional development (training sessions).

On-going evaluations should include:

- Immediate evaluation of training sessions and on-site consulting
- Regular debriefing between leadership team and ESP (no less than monthly)
- Staff meeting time to discuss staff impressions of ESP services

When the leadership meets bi-annually to formally evaluate the ESP, the following guiding questions should be used to assist the process:

1. Is the provider meeting its stated performance goals and benchmarks?
2. Are the provider's services having measurable effects?
3. Do the provider's services continue to be of high quality?
4. Is the provider implementing and adjusting based on feedback received?
5. Are the services aligned with state standards and district/school initiatives?
6. Is the provider performing the work according to the agreed timeframe?
7. Are any of the weaknesses in the provider's program limiting the success of implementation at your school(s)? If so, are these weaknesses being addressed?
8. Is the provider successfully integrating its services with those of the school and district, as well as other providers?
9. Is the provider staying within its projected budget?
10. Does the provider's model continue to be financially viable?
11. Have the staff and faculty had the opportunity to voice concerns about the work of the ESP?
12. Have the staff and faculty had the opportunity to share successes in working with the ESP?

## 6. District Level Budget:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment F.1; a template has been provide for your reference)**
  - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
  - ii. Building level costs or positions should not be duplicated at the district level. For example, if the SIG coordinator is a building level position, associated costs come out of the building budget. In this scenario,

these costs may not come from the district budget, nor could the district employ additional SIG coordinators at the district level.

- iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
    - 1. This may include restructuring duties and time of current district/central office staff.
    - 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
    - 3. This may include contracting with a third party.
  - iv. District level duties may include, but are not limited to:
    - 1. Financial oversight
    - 2. Support for school buildings receiving the grant
    - 3. Monitoring schools and other entities for compliance with grant requirements
    - 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- b. 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)**

### **LHS Response**

Due to our district enrollment of only approximately 150 students, the district and school is synonymous. Therefore, the district will not incur costs from the school improvement grant. This was the past practice for the district for the last three years as our elementary school received the SIG III. The financial manager, SIG coordinator and superintendent will monitor the progress of the school and external service providers. The district's plan aligns directly to the reform/redesign plan. Due to our small size, there are no district level positions to be funded when the grants ends.

## Attachment F.1: Five Year Budget Overview

**NOTE:** Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items.** Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

**Annual awards per building are capped at the following amounts:**

- Planning (Option 1, Year 1): **\$500,000**
- Implementation (Option 1, years 2-4 or Option 2, years 1-3): **\$750,000**
- Sustaining reforms (Option 1 year 5 or Option 2 years 4 & 5): **\$500,000**

**Any district level costs are charged against the school level budget.** District level costs are considered in the overall totals for schools applying for the grant.

Here is an example:

- The district has two eligible schools. Each school initially plans to request \$750,000 for year one.
- The maximum the district can receive in year 1 is \$1,500,000.
- \$75,000 will be used for district level costs; the school requests must be reduced by that amount so as not to exceed the \$1,500,000 maximum.
- Overall district proposed budget for year 1:
  - District costs (\$75,000) + school A (\$712,500) + school B (\$712,500) = \$1,500,000

Complete the budget overview on the next page using the template provided.

**LEA BUDGET OVERVIEW**

<b>Budget Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>5 Year Total</b>
<b>Eligible School #1</b> <i>Indicate if choosing option 1 or option 2</i>	Litchfield High School \$500,000 Option 1	Litchfield High School \$750,000 Option 1	Litchfield High School \$750,000 Option 1	Litchfield High School \$750,000 Option 1	Litchfield High School \$500,000 Option 1	Litchfield High School \$3,250,000 Option 1
<b>Eligible School #2</b> <i>Indicate if choosing option 1 or option 2</i>						
<b>Eligible School #3</b> <i>Indicate if choosing option 1 or option 2</i>						
<b>Eligible School #4</b> <i>Indicate if choosing option 1 or option 2</i>						
<b>LEA Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Budget</b>	\$500,000	\$750,000	\$750,000	\$750,000	\$500,000	\$3,250,000