

Lansing School District

CHILD – Choice Helps Individuals Learn & Develop

PROJECT NARRATIVE:

Table of Contents

COMPETITIVE PREFERENCE PRIORITY 1	1 - 11
(a) The cost of implementing project as proposed.....	7
(b) The resources available to applicant if funds not provided.....	8
(c) The costs of the project exceed applicant resources.....	9
(d) The difficulty of effectively carrying out the approved plan	9
 COMPETITIVE PREFERENCE PRIORITY 4	11 - 13
(a) Providing increased access STEM Coursework.....	11
(b) Increasing opportunities for educators of STEM	12
 PLAN OF OPERATION	13 - 37
(1) Effectiveness of management plan.....	14
(2) Utilizing resources and personnel to achieve objectives.....	29
(3) Ensure equal access and treatment for eligible project participants....	31
(4) Recruit students from different backgrounds	33
 QUALITY OF PERSONNEL	37 - 46
(1) Qualifications of Personnel	37
(2) The Secretary Determines the Extent to Which.....	40
 QUALITY OF PROJECT DESIGN	46 - 83
(1) Project Design Based on Sections 5305(b)(1)(A), 5305(b)(1)(B), 5305 (b)(1)(D)(i), 5305(b)(2)(D) and 5307(b) of the ESEA	46
(2) Secretary Determines Extent each Magnet School will.....	46
 BUDGET AND RESOURCES	83 - 86
(1) Adequacy of the Facilities.....	83
(2) Adequacy of the Equipment and Supplies	85
(3) Adequacy and reasonableness of the budget for the project in relation to the objectives of project.....	86

EVALUATION PLAN	87 - 94
(1) Methods are Appropriate to the Project	87
(2) Meeting Intended Outcomes, including Goals for Desegregating Students and Increasing Student Achievement.....	88
(3) Methods are Objective and Produce Data that are Quantifiable	92
 COMMITMENT AND CAPACITY	 94 - 100
(1) Likely to Continue Magnet School Activities After Assistance	94
(2) Commitment to Magnet Schools Project	95
(3) Identified resources to continue support	98

Competitive Preference Priority 1 – Need for Assistance. Lansing School District (LSD), located in the heart of Michigan’s state capital, requests MSAP funding to reduce black student isolation, offer rigorous educational options and implement exciting reforms at six high-needs urban schools: Cavanaugh (K-3), Fairview (K-3), Lewton (4-6), Mt. Hope (4-6), Sheridan Road (4-6) and Everett (7-12). For more than 40 years, Lansing School District has dealt with court-ordered mandatory desegregation and continues to this day. In the search for working solutions, magnet schools have proven to offer positive choices that the community can understand, approve and rally behind. To this end, the district submits *CHILD—Choice Helps Individuals Learn & Develop*. To identify schools and programs for this grant, the district’s Magnet Design Team (MDT)—an experienced partnership of LSD administrators, teachers, community leaders and parents—conducted a needs assessment that focused attention on: A) social and B) academic indicators.

A) Social Indicators: School communities exhibit high poverty, illiteracy and family instability.

- Michigan has the 5th highest unemployment rate in the United States at 8.9% (December, 2012). Lansing has been particularly hit hard with the loss of General Motors and tens of thousands of auto manufacturing and other related auto industry jobs;
- Lansing School District has a bilingual population of 2,167 students (18% of our student population) from 67 different countries, speaking 53 native languages;
- LSD special education students total more than 20% of our student body;
- Nearly five of every ten of our young citizens live in single family homes (44.5%);
- The district average for free/reduced lunches is 68.3% across elementary, middle and high schools, ranging from 57.7% at Post Oak to 90.0% at Beekman;
- Lansing School District’s student body has transitioned from 58% white, 42% minority in 1988 to 29% white and 71% minority in 2013, a 25-year time frame;
- Conversely, city of Lansing demographics in 2013 show 72% white, 28% minority - directly opposite the racial and ethnic composition of Lansing School District; and
- One quarter of the adults in our school communities perform at the lowest literacy level.

Most of our students do not benefit from the kinds of needed parental and caregiver support that motivates children to excel in school. Lack of basic support is a primary cause of low attendance / tardiness and increased discipline issues, causing higher dropout rates and lower graduation rates.

Social Risk Indicators	Target Area	Michigan	Nation (National Rank)
Per Capita Income	\$17,197	\$24,409	\$26,059
% Children Living in Poverty	39.0%	24.8%	22.5%
% Children in Single Parent Homes	44.5%	17.4%	17.8%
% High School Diploma or Higher	83.9%	88.8%	85.9%
% Bachelors Degree or Higher	14.3%	25.6%	28.5%

*Sources: U.S. Census, 2010; NCELA, 2011; LSD, 2012.

B) Academic Indicators: Students attending our targeted Title 1 elementary schools fail to meet state standards in core academic subjects and fall short of national averages on standardized tests, particularly in mathematics. *Elementary* - Reading and Math performance indicators, as measured by Grade 3-5 scores on the Michigan Educational Assessment Program (MEAP) state-standardized test, demonstrate low levels of performance in math at each grade level – nine of ten Grade 3 students (92%) are failing (Below Basic) at Cavanaugh while 87% of Grade 5 students at Sheridan Road cannot pass mathematics. (K – 2 not tested through state-administered assessments).

Percentage of Students <u>FAILING</u> Reading & Math MEAP Assessments (Fall 2011)						
	Grade 3		Grade 4		Grade 5	
School Name*	Reading	Math	Reading	Math	Reading	Math
Cavanaugh	58%	92%	43%	77%	45%	86%
Fairview	53%	86%	36%	75%	27%	84%
Lewton	41%	70%	33%	84%	38%	81%
Mt. Hope	37%	82%	29%	68%	16%	45%
Sheridan Road	55%	78%	41%	76%	38%	87%

(Michigan Department of Education, MEAP, Fall 2011). *Last year, these schools were K-5.

Middle - Reading, math, science and social studies performance indicators in the middle grades (6-8) show a greater pattern of decline as students matriculate to higher grades. The decline of scores at each grade level has been identified by the Superintendent and Department of Accountability and School Improvement as an area of concern – approximately nine of ten students are failing math at all middle school grade levels; newly all students (98%) fail the Grade 8 MEAP science exam:

Percentage of Students FAILING MEAP Assessments (Fall 2011)								
	Grade 6			Grade 7		Grade 8		
School Name	Reading	Math	S.S.	Reading	Math	Reading	Math	Science
LSD average	55%	84%	85%	69%	88%	67%	91%	98%

(Michigan Department of Education, MEAP, 2011)

High - Results for Everett High (9-12*) – a chronically-failing Priority School, not making Adequate Yearly Progress for two consecutive years, and in the bottom 5% of all Michigan schools – highlights the struggles secondary students face in Lansing School District. In the four core subjects, an average of 82% fail to meet even basic standards, as measured by Grade 11 Michigan Merit Exam (MME) results. Nine of ten grade 11 students are failing Science (91%) and Mathematics (90%).

Percentage of Students FAILING Michigan Merit Exam Assessments (Fall 2011)				
Grade 11				
School Name*	ELA	Math	Science	Social Studies
Everett (9-12)	70%	94%	91%	80%

(Michigan Department of Education, MME, Fall 2011). *Everett will serve Grades 7-12 in 2014.

School Report Card: Proposed magnet schools fail to provide students with the quality education needed to reduce failure and attract new students to overcome racial isolation. All proposed magnet school choices received D's and F's in ELA and Math.

2011-2012 MICHIGAN SCHOOL REPORT CARD DATA				
School	ELA	Math	AYP Status	Priority School
Cavanaugh	F	F	Met	NO
Fairview	D	F	Met	NO
Lewton	D	D	Met	NO
Mt. Hope	D	D	Met	NO
Sheridan	F	F	Met	NO
Everett	F	F	Did Not Meet – Phase 1 Alert	YES

Declining Enrollments: Lansing School District has experienced declining enrollments and a shift in majority/minority population percentages in the last two decades. Since 2000, the district has

enrolled 5,314 fewer students. The minority (non-white) student population has increased from 58% to 71% during the same 12-year period. This shift in enrollment patterns has dramatically changed the demographic composition of Lansing School District and targeted elementary, middle and high school grade levels, prompting the district to critically review its school boundaries and choice options for parents and caregivers. The table illustrates the changing racial composition of students, from 1988 - 2012.

Ethnicity	1988	1992	1996	2000	2004	2008	2012
African-American	28%	29%	33%	38%	41%	44%	45%
Hispanic	11%	11%	12%	14%	16%	16%	18%
Asian	3%	4%	5%	5%	5%	5%	6%
Native American	2%	1%	1%	1%	1%	1%	1%
Minority Enrollment	42%	46%	51%	58%	63%	65%	71%
White Enrollment	58%	54%	49%	42%	37%	35%	29%

Changing Demographics: Several factors have influenced the demographics of the district since 1988. First, the suburbs surrounding Lansing have increased in size and new housing has led to the departure of a significant number of Lansing families, primarily non-minority (white), to the outlying suburbs. The 2010 U.S. Census shows city of Lansing ethnic demographics as 72% white, 12% black and 16% Hispanic. Contrast this with Lansing School District Demographics: 29% white, 54% black and 18% Hispanic. Additionally, the State of Michigan permits students to select a school of choice across district boundaries and many families take advantage considering the low-performing status of Lansing schools. Finally, Michigan has enacted a program of public charter schools that, in the Lansing area, operate independently of the public schools. Eleven public charter schools serve the Lansing area – over 1,500 children who once attended Lansing School District have left LSD for alternative education options (primarily white and non-free / reduced lunch youth). These three factors have contributed significantly to the changing demographics of Lansing schools and the exodus of students from our district. The implementation of magnet school programs in 2001 was the district's first real effort to meet the challenges of student movement to the suburbs, inter-district schools of choice and charter schools. Lansing School District currently

operates ten magnet schools. Since the 2009-2010 school year, all ten schools have operated via district general funds and community partnerships. With the implementation of six new magnets – five new whole school and one specialized academy program – the district proposes to offer parents and students the opportunity to participate in innovative, accelerated curricular programs – Discovery STEAM, New Tech, Project Lead The Way, Global Studies / Spanish Immersion – that will attract new students to the district and offer something of interest and rigor to those who have stayed. These programs will strengthen the diversity of our student populations and offer enrollment opportunities that expand our district’s ability to offer parents and students the choice to attend schools with challenging academic curricula and rich, multi-cultural student populations. Without MSAP funding, the district will continue to struggle as it attempts to overcome persistent obstacles impeding equitable access to effective learning options and will remain indefinitely in court-ordered, mandatory desegregation (see *Appendix* for early history of Lansing desegregation).

Relationship of the Desegregation Plan to Purposes of the MSAP: The Lansing court-ordered desegregation plan is being modified and approved by the Lansing School District, the NAACP and Judge Robert Holmes Bell to include proposed *CHILD* magnet schools (See Draft Document in the Appendix – required signatures will be obtained in March 2013). The plan, once fully and carefully implemented, will become a significant model for new desegregation strategies in the district. The plan is built upon four essential principles of good desegregation planning. The first is the principle of education equity. This means that all students must have full and equal access to all educational programs. It means, as well, that any and all burdens associated with desegregation must fall equally on non-minority parents and students and never only on minority parents and students. The second is the principle of a high quality education. All children do not have the same educational needs, talents, or interests. While some students do fairly well in traditional schools, many children prosper in different, non-traditional schools, including magnets, that allow students to nurture their particular interests in specialized areas such as mathematics, science, engineering, visual and performing arts, Montessori, International Baccalaureate and technology. The third principle is expanding the capacity for choice. Students, parents, teachers, and principals, within contractual

obligations and constraints, will be able to choose the kind of school they wish their children to attend and, in the case of professionals, the kind of school in which they wish to teach. The fourth principle focuses on strong leadership and shared decision-making. For schools to improve racial balance and give parents and professionals meaningful choices, the organizational infrastructure must include all the stakeholders in each school – principal, teachers, staff, parents, students and community. These underlying desegregation principles are the basis upon which *CHILD* is designed and provide Lansing School District with the framework from which to tackle current challenges to meaningful desegregation. **Strategy to Reduce Black Student Isolation:** Lansing School District enrollment is significantly out of balance with the demographic profile of the Lansing community (Community Population: 72% white, 12% black, 16% Hispanic; District Enrollment: 29% white, 54% black, 18% Hispanic). Efforts to desegregate racially identifiable schools will include three district-wide efforts:

1. Drastically reduce or halt the mass exodus of students (primarily white and higher income) from Lansing School District to charter schools, parochial schools and other non-district options;
2. Stabilize Lansing School District enrollment and increase performance through implementation of innovative and rigorous programs with proven track records of success; and
3. Aggressively recruit students from communities / neighborhoods served by Lansing School District who have left the district for alternative options to return and enroll in LSD schools.

In short, LSD must entice families it once served to return to the district by improving current academic programs through rigorous, innovative magnet schools. By pulling families back through magnet programs, the diversity of schools will increase and black student isolation will decrease. Furthermore, enhanced academic options and expanded choice will elevate the quality of education offered to current students and promote improvements in chronically failing schools. District desegregation strategies (see *Appendix*) will reduce minority group isolation by allocating magnet capacity across two groups of students – Category 1: 85% of magnet space will be allocated for current Lansing School District families who apply to attend magnets; Category 2: 15% of magnet space will be prioritized for students outside of community zones to enroll in magnets and thereby

increase interaction among students of diverse backgrounds and reduce minority group isolation. *CHILD* is critical to the long-term success of the district and necessary to address longstanding, court-mandated desegregation of racially identifiable schools.

(a) The costs of implementing project as proposed. Lansing School District requests a total of \$10,123,102 to serve 12,168 students, grades K - 12. Federal funds will support implementation of magnet schools designed to reduce black student isolation and expand academic choice for all students. *MSAP* funds will cover the following costs:

- Development of magnets that improve interaction among a diverse student population;
- Implementation of innovative, thematic, career-connected curricula and aligned student assessments across six magnet school sites – with a particular focus on STEM content;
- Recruiting and marketing efforts to ensure diverse participation in magnet programs;
- Staff development focused on both content knowledge and pedagogy;
- Technology integration across all grade levels, themes and curricular subjects;
- Parental and community involvement activities, and
- Administration and evaluation of grant-funded programs.

By supporting the development of six new magnets (2) K-3 schools, (3) 4-6 schools and (1) 7-12 high school academy) – each focused on specific school-to-career connections in a themed magnet setting – *MSAP* funding will help LSD demonstrate to the community that the magnet school concept is a viable and powerful means of reducing racial isolation in targeted schools and the district. Enhanced community confidence will help to sustain meaningful desegregation throughout a divided district. Magnet funds will be used to acquire appropriate teaching and learning materials that facilitate interactive, technology-based, career-driven education. The broad scope of the project requires: 1) a rigorous approach to education that highlights advanced STEM content; 2) use of updated learning materials, technology and equipment; and 3) comprehensive teacher quality enhancement to ensure students receive exceptional instruction in an environment driven by high expectations for all. Significant start-up costs are too expensive for Lansing School District:

School	Theme	Pupils	Budget	Cost / Student
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Cavanaugh (K-3)	Discovery STEM	228	1,389,019	\$6,092
Fairview (K-3)	Project Lead The Way	274	1,451,752	\$5,298
Lewton (4-6)	Global Studies / Spanish Immersion	295	2,020,168	\$6,848
Mt. Hope (4-6)	Discovery STEM	255	1,423,411	\$5,582
Sheridan (4-6)	Project Lead The Way	317	1,508,949	\$4,760
Everett (7-12)	New Tech High School Academy	1,402	2,329,803	\$1,662
TOTALS	(5) Whole School / (1) Academy	2,771	10,123,102	\$5,040

(b) The resources available to applicant if funds not provided. Successful magnet school programs attract students of all races through quality academic programs of high interest to students and their families. Yet, such enticing, high-quality programs come with the substantial costs of designing and aligning innovative curricula, providing staff development, acquiring appropriate materials to deliver theme-based curricula and aggressively marketing magnet programs to motivate students to leave neighborhood schools and attend magnets. Only when resources are available to support the vision can the concept become viable and then, with demonstrated effectiveness, self-supporting. Lansing School District has committed significant district funds to initiating *Schools of Choice* programs embedded in current elementary, middle and high schools. These programs have met with limited success because LSD lacks sufficient funds to fully develop programs and serve the critical numbers of youth needed to reduce black student isolation. The Michigan legislature has reduced education funding during tough economic times and community confidence in public education is waning as schools repeatedly fail to achieve adequate yearly progress and students perennially fall short of minimum standards. To eliminate the perception that public schools are not worth supporting, students must post a record of improved achievement. LSD resources will continue to be used to implement the current five-year school improvement plan, which includes: (a) data-driven improvement for schools; (b) tutoring, credit recovery and intervention programs for low-performing students; (c) technology-infused instruction to support achievement, including equipment acquisition, staff development and technical support; (d) teacher quality improvement that focuses on content knowledge and pedagogy; (e) assessment initiatives that support student achievement in standards-based learning environment; and (f) a comprehensive administrator /

teacher effectiveness assessment protocol to ensure all students are taught by effective and highly effective educators. LSD lacks resources to fund a MSAP project of the scope needed to improve academic options, reduce black student isolation and comply with our court-ordered desegregation plan. Grand funds will address school/community stakeholder needs while demonstrating commitment to reducing black student isolation/increasing achievement.

(c) The costs of the project exceed applicant resources. Planning, startup and implementation costs to establish new and much-needed magnet schools (see budget) far exceed the availability of Lansing School District resources. The costs of launching and sustaining effective magnet programs are simply too prohibitive for the district to bear given the breadth of current school improvement initiatives, new teacher / administrator performance-based compensation directives and dwindling resources compounded by a declining local economy and tax base. MSAP funds are the only way that LSD can afford to put these plans into action at a level of implementation that will yield meaningful results – and the proposed magnet program is a necessary step toward achieving full equity in education and sustaining ongoing desegregation efforts. LSD has exhausted its financial resources by initiating *Schools of Choice* programs throughout the district in an attempt to comply with court-ordered desegregation initiatives and court-ordered mandatory desegregation plans. Further, district buildings are in disrepair and significant funds have been expended to abate mold and health issues, rectify fire code violations and update campus security infrastructure. The pressure is great to maintain the integrity of current efforts and expand rigorous, high-quality magnet options. Without MSAP funding, LSD will not be able to offer the comprehensive magnets needed to promote district improvement and meet mandatory desegregation goals.

(d) The difficulty of effectively carrying out the approved plan. Lansing School District continues to grapple with desegregation issues and low performance in racially identifiable schools. Considering local funding limitations, it has been impossible to launch sufficient new programs to prevent the increase of (and reduce current levels of) black student isolation – district funds are allocated to maintaining current magnet schools and cannot support development of new choice options. The following factors undermine attempts to reduce black student isolation in LSD schools:

- Community housing patterns are largely shaped by racial and/or economic characteristics.
- Black student enrollment has increased as white student enrollment has decreased because of “white flight” to private, parochial and charter schools and to areas outside of the district.
- Dwindling state and local funds do not meet the rising costs of education.
- LSD is launching new performance-based compensation and teacher assessment protocols – in compliance with state initiatives – that limits availability of funds to support new magnets.
- LSD cannot alter or overcome entrenched, negative community perceptions of historically segregated schools and chronic academic failure reinforces community bias.
- Historically underserved black community is skeptical of district intentions and resists changes to school configurations that it views as a precursor to school closure or reconstitution.
- Lansing schools fail to provide a venue for meaningful, sustained, affirming interactions between white and black students and families – segregated social and developmental experiences sustain damaging community norms that promote racial isolation.

To meet the challenge of fully desegregating schools, LSD must recruit and retain non-minority students into racially identifiable schools and provide quality programming at racially balanced schools (current district-wide racial balance: 29% white; 71% black). Current research regarding magnet schools indicates that it is often easier to attract students to a magnet at the elementary and middle school levels, before social groups become a major influence in school selection. Five of the six proposed magnets are designed to attract students in early grades (K-6) and to provide sustained programming in subsequent years through multi-grade level Learning Pathways (see *Plan of Operation*). However, since the project relies on new recruitment and voluntary student transfer based on thematic and career interests, it must address in its early promotional phase the following issues: 1) lack of public confidence in low-performing schools; 2) transportation to non-neighborhood schools; and 3) perception of threat to personal safety outside of familiar neighborhoods. MSAP grant funds will enable LSD to create and implement high quality, standards-based, thematic programs that help change prevailing community biases. Only with quality programs, staff and materials will public confidence rise to the levels needed to implement

the approved plan and the proposed project. Resources from MSAP will enable Lansing School District to effectively implement its court-ordered desegregation plan through the development of six new magnet schools, each holding the promise of reversing the disturbing trend toward increased black student isolation. Through implementation of *CHILD: Choice Helps Individuals Learn & Develop*, LSD will increase academic rigor, provide outstanding educational experiences across K – 12 Learning Pathways and promote equal access to effective programs for all students.

Priority 2 – See required Table 6. **Priority 3** – see required Table 5.

Competitive Preference Priority 4 -- Promoting Science, Technology, Engineering and Mathematics (STEM) Education. *CHILD*, as implemented by Lansing School District, will create K – 12 STEM Learning Pathways (see *Plan of Operation*) and expand existing STEM choice options to invigorate education at all grade levels. *CHILD* will launch four new elementary STEM magnet schools (grades K – 6), and create a New Tech high school academy (grades 7 – 12). Five magnet schools (all but Lewton) will provide advanced learning across all STEM components:

2013-2016 MSAP Grant Schools and Themes				
School	Magnet Theme	Grades	Capacity	Status
Cavanaugh	Discovery STEAM	K – 3	290	Whole School
Fairview	Project Lead The Way STEM	K – 3	284	Whole School
Mt. Hope	Discovery STEAM	4 – 6	374	Whole School
Sheridan Road	Project Lead The Way STEM	4 – 6	440	Whole School
Everett	New Tech	7 – 12	600	Academy

(a) **Providing Increased Access to STEM Coursework.** *CHILD* will provide students with increased access to enhanced STEM coursework that reflects the growing need for well-educated youth prepared to succeed in highly competitive, technology-driven, postsecondary education environments and careers. Each magnet will present all components of STEM curricula through unique instructional strategies designed to maximize the number of students engaged in rigorous courses of study. The following chart outlines strategies that will drive teaching and learning:

CHILD: Access to Rigorous Coursework

Elementary / Middle Years Students (Grades K - 3 / Grades 4 - 6)	
Access	<ul style="list-style-type: none"> • <u>Discovery Education</u>: Provide technology-based access to Discovery Education Network – an online library of STEM-focused multi-media content.
Coursework	<ul style="list-style-type: none"> • <u>Project Lead The Way</u>: Curriculum designed to integrate STEM concepts across core curriculum using project-based learning challenges. • <u>Engineering is Elementary</u>: Curriculum designed to integrate STEM concepts across core curriculum using project-based learning challenges. • <u>Discovery Network</u>: Teach diverse STEM content through project-based learning strategies enhanced by structured lesson plans and multi-media content.
High School Students (Grades 7 - 12)	
Access	<ul style="list-style-type: none"> • <u>New Tech</u>: Provide access to digital learning platform enriched with STEM-focused project-based learning challenges that increase content knowledge and real-world skills.
Coursework	<ul style="list-style-type: none"> • <u>New Tech</u>: Explore each STEM discipline (science, technology, engineering, math) through instruction that builds skills in technology, teamwork and communication.

Lansing School District will implement research-based programs designed by outstanding education experts and validated in schools across the United States (see *Project Design* for details). While the district will adapt components of curricular frameworks to better reflect local needs, it will utilize materials and curricula designed by nationally recognized leaders in education, including *New Tech*, *Project Lead The Way*, *Engineering is Elementary*, *Discovery Education*, Smithsonian Institution and Buck Institute for Education to increase rigor, effectiveness and relevance of STEM learning.

(b) Increasing Opportunities for Educators of STEM. *CHILD* will provide students and families with the choice to attend six new magnet schools that emphasize STEM instruction. To successfully implement these programs in alignment with MI Common Core standards and grade level benchmarks, faculty at each school will need focused training in both pedagogy and content to acquire and master new instructional strategies. Each magnet school will offer extensive, high-quality professional development that aligns magnet themes to Common Core and develops enhanced skills and content knowledge needed to deliver rigorous STEM curricula. Professional

development will be delivered by leaders in the field of STEM education, project-based learning, object-based learning and magnet school strategies. Professional development will be continuous throughout the project and include, but not be limited to, the following opportunities:

CHILD: Access to Rigorous Coursework
Elementary (K - 3) / Middle Years (4 - 6) School Educators
<ul style="list-style-type: none"> • <u>Project Lead The Way</u>: One 3-day Readiness Training; Multiple 12-day Core & Ongoing trainings • <u>Engineering is Elementary</u>: One 2-day curriculum training on Exploring STEM through Engineering; four, 1-day STEM content and Engineering challenge workshops. • <u>Discovery Education</u>: Four multi-day workshops on STEM curriculum, assessment, technology integration and exploring STEM content using project-based learning plus Distance Learning Courses. • <u>Buck Institute for Education</u>: Two 3-day PBL courses followed by 2-5 days' Instructional Coaching. • <u>Smithsonian Institution</u>: Five multi-day workshops on integration of STEM and object-based learning. • <u>Wharton Center/Broad Museum</u>: Four Arts and STEM Immersion Weeks per year partnering classroom teachers/Teaching Artists with STEM mastery – Arts integration (Cavanaugh, Mt. Hope).
High School Educators (7 - 12)
<ul style="list-style-type: none"> • <u>New Tech Network</u>: Three-year regimen of workshops and coaching to build teacher capacity to facilitate technology-based curriculum platform and STEM focused project-based learning.

Additional professional development for both administrators and teachers will focus on school climate, Common Core standards, magnet theme integration and instructional strategies to ensure educators are equipped with the skills to successfully implement high-quality magnet programs.

(A) Plan of Operation. (1) Quality and (2) Demonstration of effectiveness to attain specific, measurable outcomes. Lansing School District proposes *CHILD: Choice Helps Individuals Learn & Develop* to establish and sustain six magnet schools serving at-risk students and segregated schools in Lansing, Michigan. **Project Goals:** Implementation of the project during the three-year grant period will help the district meet and exceed the following programmatic goals identified by the *CHILD* Magnet Design Team during the planning and development of the proposed project:

GOAL 1: Increase racial and socio-economic diversity in segregated schools. **GOAL 2:** Increase

academic performance in underserved schools. **GOAL 3:** Create and sustain magnet schools that expand academic choices for students. Evaluation of *CHILD*, conducted by an experienced external evaluation team (see *Evaluation* section), will focus on project-specific measures and required **GPRA Indicators:** **GPRA 1:** The percentage of magnet schools whose student applicant pool reduces, eliminates, or prevents black student isolation. **GPRA 2:** Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in reading/language arts. **GPRA 3:** Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in mathematics. **GPRA 4:** The cost per Student in a Magnet School. **GPRA 5:** Percentage of magnet schools that received assistance that are still operating magnet school programs 3 years after Federal funding ends. **GPRA 6:** Percentage of magnet schools that received assistance that meet State standards at least 3 years after Federal funding ends. *CHILD* schools will implement themes, improve curriculum and expand supplementary enrichment that meet the above goals, performance measures and Competitive Preference Priorities 1 – 4 (see *Project Design* for proposed magnet School Profiles):

<i>CHILD</i> Magnet Schools and Themes 2013-2016			
School	Magnet Theme	Grades	Status
Cavanaugh	Discovery STEAM	K – 3	Whole School
Fairview	Project Lead The Way STEM	K – 3	Whole School
Lewton	Global Studies/Spanish Immersion	6 – 8	Whole School
Mt. Hope	Discovery STEAM	4 – 6	Whole School
Sheridan Road	Project Lead The Way STEM	4 – 6	Whole School
Everett	New Tech	7 – 12	Academy

(i) Effectiveness of management plan to ensure proper administration of project.

A strong grant management plan will enable Lansing School District (applicant and fiscal agent) to successfully implement *CHILD* and promote the achievement of identified project goals, objectives and outcomes. Grant management will focus efforts on the following progress-monitoring and oversight strategies to increase sustainability of outcomes and services: 1) Coordination of Services;

2) Budget Oversight; 3) *CHILD* Timeline; 4) Management Plan Procedures; and 5) Planning / Programming Reflect Research. **(1) Coordination of Services:** While Lansing School District – applicant and fiscal agent – is ultimately responsible for administering *CHILD*, the project is designed to foster a collective decision-making process across the district, six targeted schools and the community, facilitating both multi-school collaboration and autonomous prioritization of needs. Administrators prioritized gaps identified during the needs assessment and will coordinate delivery of services across grade levels, schools and communities as allowed in the RFP. While overlapping / common needs exist throughout LSD and participating schools, prioritization of those needs – based on ongoing analysis of student and community data – will allow LSD to ensure that *CHILD* responds, over the life of the grant and beyond, to the unique conditions impacting participating K – 12 students. **(2) Budget Oversight:** The Magnet Design Team designed the budget to meet program goals and objectives, emphasizing inclusive education strategies that provide equal access for all youth and families while meeting required state standards and promoting the goals of the *Magnet Schools Assistance Program* grant. Each budget line item is linked to one or more of the grant components, services and/or priorities. The budget is fiscally efficient while providing sufficient funds for targeted, comprehensive programming. The Magnet Grant Coordinator (MGC) and LSD Accounting Department will manage expenditures in accordance with Michigan and U.S. Department of Education spending regulations and will prioritize allocations to ensure completion of the project. The MGC and Advisory Board will coordinate with schools and partners to identify complementary programming and funds that expand the reach of *CHILD* and sustain systemic changes initiated during the grant period. **(3) *CHILD* Timeline:** The Design Team developed a detailed timeline with defined responsibilities and milestones to guide implementation of *CHILD*. The Magnet Grant Coordinator and Evaluation Team will use the timeline to monitor progress during the grant period – October 2013 through September 2016. **(4) Management Plan Procedures:** Effective grant management will include well-defined procedures that provide an administrative process to accomplish the goals and objectives of *CHILD*:

1. **Convene Planning Team** – a *Magnet Design Team* of administrators, teachers, counselors, parents, students and community partners conducted a needs assessment, identified gaps and weaknesses in programming and recommended strategies to strengthen education programs;
2. **Initiate Grant** – LSD will hire staff and brief project partners to launch *CHILD*;
3. **Implement Records Management Protocol** – Grant Coordinator will maintain program file to document implementation, evaluation and fiscal milestones, from grant award to completion;
4. **Implement Fiscal Management Protocol** – LSD Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;
5. **Implement Action Model** – Magnet Grant Coordinator, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *CHILD* Timeline to ensure completion of all project elements;
6. **Implement Goods / Services Management Protocol** – LSD will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
7. **Monitor Standards Alignment** – Convene Pathway Alignment Team to align individual magnet school curricula to Common Core / state learning standards / benchmarks;
8. **Implement Evaluation Plan** – *CHILD* Grant Coordinator, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.

(5) Planning / Programming Reflect Research. The *CHILD* Magnet Design Team conducted a thorough literature review, investigated successful magnet schools across the state and country and researched effective practices in school choice/magnet programs during the planning and development of *CHILD*. After review of proven strategies that reduce racial/socio-economic group isolation and improve academic achievement for low-performing youth, the Design Team adopted a research-validated approach to initiating new magnet schools described in the U.S. Department of Education Report *Creating Successful Magnet Schools Programs* (USDOE, 2004) and *Blueprint for Understanding and Operating Successful Magnet and Theme-based Schools* (Brooks et al., 2004). These documents, augmented by supplementary research aligned to the needs of Lansing, guided development of *CHILD*: 1) Magnet Planning; 2) Theme Selection and 3) Plan of Operation.

(1) Magnet Planning: Lansing School District completed a structured approach to magnet schools development as recommended by leaders in the field of theme-based academic programming (USDOE, 2004; Brooks et al, 2004; Pucel, 2001; Bennett, 1988) that included the following steps: 1) assess the purpose/intent of approved desegregation plan and specified racial balance goals; 2) evaluate school and community needs across diverse stakeholder groups; 3) convene advisory committee to collaboratively plan project; 4) identify faculty committed to magnet school instructional strategies; 5) link magnet initiative to complementary school improvement efforts/plans; and 6) empower site-based oversight committee.

(2) Theme Selection: Selection of magnet themes is a critical step in building and promoting successful options; magnet themes must appeal to targeted audience in order to generate positive outcomes (Cullen et al., 2003; Ballou, Goldring and Liu, 2006). The LSD Magnet Design Team implemented a research-based process for theme identification and selection, including: 1) identify target enrollment populations based on desegregation plan (racial groups, socio-economic groups, ethnic subgroups); 2) assess student and family interest across targeted enrollment subgroups to prioritize culturally-relevant themes; 3) evaluate potential partnerships to gauge availability of community support (*Giving Parents Options* - USDOE, 2007); 4) convene committee to solicit feedback from stakeholders and build consensus for appropriate academic themes (USDOE, 2004; Brooks, et al, 2004) and 5) inform school community of selected themes and specialized, theme-based learning options to generate prior support.

(3) Plan of Operation: Upon determining the location of magnet schools, selection of themes and identification of enrollment balances based on desegregation goals, the Design Team organized a strong plan of operation that includes the following key elements (Hoxby and Rockoff, 2005; Howell and Peterson, 2002): 1) magnet schools will be staffed by committed faculty and school leaders who believe in the thematic approach of the school (Massucci, 2004, Poppell and Hague, 2001); 2) magnet school curricula will be developed to reflect required content standards and regularly reviewed to assess effectiveness of theme-based approach (Ballou, Goldring and Liu, 2006; Cullen et al., 2003); 3) academic achievement goals will be rigorous and attainable through structural support for students in need of supplementary assistance (Ballou, Goldring and Leu,

2006); 4) targeted recruitment will employ culturally-relevant approaches connecting with and educating potential clients about the diversity of academic options available and the desired racial and socio-economic balances needed to ensure equal access to opportunities (USDOE, 2007; Brooks et al, 2004; Christenson et al, 2003; Eubanks, 1990) and 5) magnet schools will implement complementary strategies that appeal to diverse stakeholders to generate positive social and academic outcomes (Ballou, Goldring & Liu, 2006; Nelid, 2004).

The above research findings prompted the deliberate and collaborative development of *CHILD* during an open and inclusive planning process. By grounding project elements in a strong research base and supplementing the magnet design with validated school improvement models (*Project Lead The Way, Discovery Education, New Tech, Arts Integration*), formative academic assessments (*Acuity*), proven learning interventions (*Accelerated Reader and Accelerated Math*) and extensive outreach to improve parent and community support for and involvement in school programming, Lansing School District plans to launch and sustain effective, high-quality magnet schools.

(ii) The effectiveness of plan to attain specific outcomes. The *CHILD* Magnet Design Team (see *Personnel* section) collaborated with administrators, teachers, counselors, parents, community partners and students to assess the capacity and quality of district programs and identify unmet needs impacting schools (see *Priority # 1*). After analysis of programs and review of the court-mandated desegregation plan guiding LSD school choice initiatives, the Design Team identified the following needs – aligned to *CHILD* goals (see *Evaluation* section for objectives / measures) – and proposed solutions that will improve racial balance in schools, improve academic achievement across grade levels and strengthen community and parent support for education initiatives:

District Need / Goal	Proposed Solution / Aligned Project Components
Lansing School District is in court-ordered desegregation (Goal 1).	<ul style="list-style-type: none"> • LSD proposes six magnets in racially identifiable schools out of compliance with balance thresholds to reduce black student isolation. • LSD will implement targeted recruitment to attract students who have left the district to return and enroll in new magnets to diversify schools. • Proposed magnets comply with court-ordered desegregation plan.

	<ul style="list-style-type: none"> Proposed magnets will recruit students from all areas of district to increase interaction among students of different backgrounds.
LSD lacks funds to establish innovative magnet schools needed to address desegregation (Goal 1, 3).	<ul style="list-style-type: none"> MSAP funds will enable LSD to offer new / expanded magnets that serve all grade levels, K – 12, and build or expand Learning Pathways. Funding will provide resources to address: desegregation, curricular improvement, expanded interventions, professional development and parent / community outreach and services – to improve academic options.
Lansing schools need innovative curricula to engage at-risk students in learning (Goal 2, 3).	<ul style="list-style-type: none"> Magnet themes are linked to career / postsecondary education outcomes. Proposed magnets initiate or expand K – 12 Learning Pathways that increase continuity of learning & real-world relevance through validated curricula (<i>Discovery STEM/STEAM, New Tech, PLTW, Arts Integration</i>).
Lansing schools need to expand availability of academic interventions to support low-performing students (Goal 2).	<ul style="list-style-type: none"> LSD will utilize formative assessments to promote early detection of student failure and link assessment data to use of research-based academic interventions in elementary / middle school grade levels (<i>Acuity</i>). LSD will expand access to technology-based, adaptive learning interventions proven to help students performing below grade level achieve state standards in core subjects (<i>Accelerated Reader, Math</i>). <u>District-funded</u> school day and afterschool Homework Assistance Centers and Tutoring Centers will supplement classroom learning.
Lansing teachers need professional development to integrate magnet themes across curriculum (Goal 2, 3).	<ul style="list-style-type: none"> <i>CHILD</i> magnets will provide professional development opportunities designed to increase educator effectiveness, integration of themes across core subjects and mastery of proven instructional strategies. Professional development will be provided by experts in instructional models (<i>Discovery Education, Smithsonian Institution, Buck Institute, New Tech, PLTW</i>), interventions (<i>Accelerated Reader, Math</i>) and partner programs (Michigan State U., EMU, Sparrow Health, Wharton Center).
Lansing schools need	<ul style="list-style-type: none"> School Advisory Boards will include parents/community partners to

expanded parent / community participation in K – 12 education (Goal 1,2,3).	ensure broad stakeholder involvement in magnet planning/implementation. • <i>CHILD</i> will include parent education/support opportunities to increase family commitment to learning (parent GED program, computer literacy programs, access to academic interventions, volunteer opportunities).
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The Magnet Design Team was deliberate in its planning and proposal to ensure that *CHILD* reflects the broad needs of all stakeholders while facilitating the achievement of desegregation goals. By aligning project activities to the needs of students and project participants, the Design Team hopes to improve education services across a diverse spectrum of needs to increase academic achievement and social outcomes for everyone in the school community—especially students and families.

(A) Will accomplish the purposes of the program. Successful *CHILD* magnets will provide Lansing School District the resources it needs to accomplish the purposes of the *Magnet Schools Assistance Program* by: 1) reducing black student isolation in racially unbalanced schools; 2) increasing academic rigor and curricular diversity through theme choice; 3) providing exciting choices for families in high-needs schools, including reading and math interventions for students and parents; 4) creating/enhancing Learning Pathways to post-secondary education and careers; and 5) improving district marketability to stem the flow of students leaving the district for private, charter and parochial school alternatives. **(1) Reducing Black Student Isolation (Goal 1; Objective 1):** In the last ten years, racial balances have shifted toward lower majority (white) enrollment rates as white, more affluent families leave LSD schools for alternative options. Currently, racial balance in the district is: **29% white, 40% black, 18% Hispanic, 6% Asian; 2% American Indian and 5% two or more races.** This balance represents increased minority enrollment rates of nearly 23% since 2000. To curb white flight, innovative programming is needed to entice families to return to Lansing schools. Proposed magnets offer the rigor, excitement and choice to appeal to diverse families while restoring racial balances that better reflect the demographic profile of the city of Lansing (72% white, 28% non-white). The following table provides current % black enrollment for each proposed magnet and the reduction of black student isolation during the three-year grant (overall goal is to increase district-wide white enrollment):

Three Year Reduction of Black Student Isolation (% Black Student Enrollment)						
School	Grades	Baseline	Yr 1 13-14	Yr 2 14-15	Yr 3 15-16	% Change
Cavanaugh	K-3	29.4%	28.3%	27.8%	26.4%	- 3.0%
Fairview	K-3	26.6%	25.4%	24.2%	24.4%	- 2.2%
Lewton	4-6	53.9%	50.2%	54.7%	54.3%	+ 0.4%
Mt. Hope	4-6	28.6%	26.9%	27.5%	28.0%	- 0.6%
Sheridan Rd.	4-6	27.8%	26.9%	26.4%	26.5%	- 1.3%
Everett	7-12	43.3%	48.5%	52.3%	54.5%	+ 11.2%

LSD has demonstrated success implementing strong marketing/recruitment efforts to attract families to magnets. Past success in reducing racial isolation through choice programs promises positive outcomes for students of diverse racial, ethnic and socio-economic backgrounds as LSD deconstructs barriers that perpetuate social bias, intolerance and inequity in education.

(2) Increasing Academic Rigor and Curricular Diversity (Goal 2; Objectives 2 and 3): The addition of two Discovery STEAM programs, two Project Lead The Way STEM programs, New Tech and Global Studies / Spanish Immersion magnets gives Lansing students six rigorous, research-based academic choices at six magnet school locations. Combined with existing magnets that offer Montessori, Leadership, Law & Government, Engineering, World Languages and Communication, International Baccalaureate, and Visual and Performing Arts, the district provides appealing options for diverse learners. Six new magnet themes will bring excitement and rigor to chronically low-performing schools. Targeted professional development by experts in STEM / STEAM thematic instruction, project-based learning, object-based learning and technology will bring fresh ideas and optimal learning for students and teachers alike. **(3) Expanding Academic Choices for Families in High-Needs Schools (Goal 3; Objective 4):** *CHILD* will establish new academic options at six chronically low-performing schools. By offering improved programming, the *CHILD* Magnet Design Team seeks to provide compelling options for parents that will entice students from across Lansing to enroll in magnets, reduce black student isolation and improve school-wide achievement rates while providing students enrolled in underserved schools with new

educational strategies proven to generate positive outcomes. In addition to themed-academic choices, *CHILD* programming will include reading and math interventions for students performing below Michigan grade level standards. Differentiated, technology-based reading / language arts (*Accelerated Reader*) and mathematics (*Accelerated Math*) interventions will help failing students meet standards, catch up to higher-performing peers and eliminate achievement gaps that distinguish racial and socio-economic subgroups across the district. *CHILD* will also provide learning opportunities for parents by offering a General Education Diploma (GED) program at Hill Center (available to all magnet student parents) and opportunities for caregivers to increase functional reading and math skills by using *Accelerated Reader* / *Accelerated Math* interventions during extended library and computer learning center hours. By offering a chance to experience a school climate that has resulted in measurable academic success, as well as specific interventions to bring students to grade level and give parents a chance to improve skills, *CHILD* offers genuine options for highest risk students and their families.

(4) Creating / Enhancing Learning Pathways (Goals 2 and 3; Objectives 2, 3 and 4): Lansing seeks to reinvigorate district schools by creating K–12 Academic and Career Learning Pathways. Learning Pathways will offer students coordinated, hierarchical academic programs that promote student development of critical skills and knowledge through integrated K – 12 theme-based learning experiences. Multiple Pathway options will increase diversity of academic opportunities of study that prepare youth to enroll in postsecondary education or pursue rewarding careers. Enhanced and / or expanded Academic Learning Pathways include:

- STEM Pathway – Cavanaugh Discovery STEAM School and Mt. Hope Discovery STEAM School will initiate a STEAM Pathway that links elementary STEM / STEAM schools to multiple middle and high school options that explore diverse STEM disciplines, including biomedical, health sciences, engineering, information technology and the arts. STEM Learning Pathway options allow students to explore fields linked to postsecondary education and careers that prepare them to succeed in an increasingly technical and competitive world.

- Engineering Pathway – Fairview Project Lead The Way STEM School and Sheridan Road Project Lead The Way STEM School will initiate an Engineering Learning Pathway that links elementary STEM programming to Sexton High School's Project Lead The Way Engineering program to prepare students for postsecondary study and engineering careers.
- Global Studies Pathway – The Global Studies Pathway will link Lewton Global Studies / Spanish Immersion and existing LSD Schools of Choice to provide students with K – 12 learning that focuses on multiple strands geared toward postsecondary study and careers in communication, culture and world languages.
- Technology Pathway – In addition to a STEAM pathway, Cavanaugh (K-3) and Mt. Hope (4-6) will initiate a Technology Pathway to Everett New Tech. The Technology Pathway will link new *CHILD* magnet schools and supplement existing LSD Schools of Choice to provide students with technology-rich learning with a strong emphasis on STEM content geared toward postsecondary enrollment in technology, computer science, biomedical, engineering and STEM.
- Existing Pathways – LSD offers existing Learning Pathways in Visual and Performing Arts.

The Learning Pathways approach to magnet planning, design and operation is both logical and feasible. LSD is dedicated to expanding magnet programs to reduce black student isolation and improve academic achievement. Creation of pathways that reflect student interests while preparing youth for postsecondary fields of study and careers is the first step in initiating long-range planning for future magnets while rationalizing the selection of proposed schools and themes.

(5) Increasing District Marketability (Goals 1, 2, 3; Objectives 1, 2, 3 and 4): By creating high quality, academically rigorous magnets in low performing schools, LSD hopes that parents will reevaluate the quality of available academic choices in Lansing School District and commit to Learning Pathways linked to positive career and postsecondary education outcomes. Cutting-edge programming that emphasizes science, technology, engineering, mathematics, arts and multiple STEM-related disciplines at the primary and secondary level will entice families who have left Lansing schools for private / charter / parochial options to give LSD their consideration. The

district believes it has created the quality options needed to reinvigorate programs and motivate families to enroll in and succeed in schools with strong reputations for quality and equity.

(B) Are attainable within the project period. Lansing School District will develop, launch and sustain six magnet schools that provide expanded academic choice options for 2,162 students, grades K – 12, and families. All six magnet schools will accept applicants for enrollment during the first year of the project with magnet instruction beginning with the commencement of the 2014-15 school year. The *CHILD* Magnet Design Team worked closely with district and school administrators and LSD student data specialists to propose aggressive yet attainable goals complete with annual benchmarks to help the district monitor progress toward proposed outcomes. Primary objectives aligned to the purposes of the *MSAP* grant outlined in the establishing legislation include:

Outcome	Plan to Promote Attainment
<p>Reduce Minority Student Isolation</p> <ul style="list-style-type: none"> • <u>Goal</u>: 1 • <u>Objective</u>: 1 • <u>GPR</u>A: 1 	<ul style="list-style-type: none"> • Develop rigorous curricula and exciting learning options to attract diverse student applicants from all district zones. • Implement Recruitment and Marketing Plan to include both universal and targeted strategies to maximize number and diversity of applicants. • Enroll students in <i>CHILD</i> magnet schools during 2014-15 school year and future years to reduce black student isolation in racially identifiable schools.
<p>Improve Achievement</p> <ul style="list-style-type: none"> • <u>Goal</u>: 2 • <u>Objectives</u>: 2 & 3 • <u>GPR</u>A: 2 & 3 	<ul style="list-style-type: none"> • Adopt research-based and validated curricular models to ground daily instruction in effective practices (Discovery Education, New Tech, Arts Integration). • Provide extensive professional development to improve teacher quality and mastery of STEM / STEAM content knowledge (Discovery Education, Smithsonian Associates, Buck Institute, New Tech, Project Lead The Way). • Offer academic interventions to students performing below standard to close achievement gaps and reduce failure rates (<i>Accelerated Reader / Math</i>) • Enhance curricular programs with theme-based enrichment and extracurricular learning experiences (Robotics Club, Math Competition, Arts activities).
<p>Expand</p>	<ul style="list-style-type: none"> • Expand current Schools of Choice options for all grade levels by offering two K-

Academic Choice <ul style="list-style-type: none"> • <u>Goal</u>: 3 • <u>Objective</u>: 4 • <u>GPRA</u>: 4, 5 & 6 	3, three 4-6 and one 7-12 high school magnet programs. <ul style="list-style-type: none"> • Link <i>CHILD</i> magnets to existing Learning Pathways to fill grade level gaps in programming and provide postsecondary and career aligned academic study. • Open applications for magnets to all LSD families.
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Attainment of objectives linked to the primary purpose of the *MSAP* grant within the project period will be made possible through strong project management, collaborative planning and oversight, meaningful partnerships that expand education resources, establishment of aggressive yet reasonable annual performance targets (see *Evaluation Section* for performance measures/targets) and commitment to reform that drives forward progress during *CHILD*.

(C) Are measurable and quantifiable. *CHILD* is designed to produce outcomes that will improve the overall quality and diversity of academic experiences available in Lansing School District while implementing strategies aligned to the district mandatory desegregation plan. Key outcomes include: 1) reduce black student isolation in racially unbalanced schools; 2) expand academic choice for LSD students and families; and 3) improve academic achievement in chronically low-performing schools. To determine progress toward achieving outcomes, Lansing, in collaboration with an experienced external evaluation team, will assess performance indicators (see *Evaluation Section* for measures and methodology) that are both measureable and quantifiable.

<i>CHILD</i> Outcomes: Measurable and Quantifiable
Reduce Minority Student Isolation (Goal: 1; Objective: 1; GPRA: 1; Outcome: 1.1 & 1.2)
<ul style="list-style-type: none"> • Measurable: LSD administrators and evaluators will track student enrollment across racial subgroups at <i>CHILD</i> magnets to measure change in black student isolation. • Quantifiable: LSD will compare annual subgroup enrollment to 2012-13 baseline to determine magnitude of change—difference between baseline and annual enrollment will equal % change.
<ul style="list-style-type: none"> • Measurable: LSD administrators / evaluators will monitor applications for magnet school enrollment across demographic subgroups to assess progress toward proposed racial balances. • Quantifiable: LSD will compare subgroup applicants to 2012-13 baseline enrollment rates to determine magnitude of change in enrollment based on applicant pool data – applicant pool data

compared to proposed black student isolation outcomes will drive marketing / recruitment strategies.

Improve Achievement (Goal: 2; Objectives: 2 & 3; GPRA: 2 & 3; Outcome: 2.1, 2.2, 3.1 & 3.2)

- **Measurable:** LSD administrators and evaluators will collect academic performance data on state assessments (ELA, Math, Science) to determine impact of magnet programs on student achievement.
- **Quantifiable:** LSD will compare annual achievement rates to 2012-13 baseline to determine magnitude of change across school-wide and subgroup scores – annual difference from baseline will equal growth indicator (subgroup comparisons will be used to quantify achievement gaps).

Expand Academic Choice (Goal: 3; Objective: 4; GPRA: 4, 5 & 6; Outcome: 4.1 & 4.2)

- **Measurable:** LSD administrators and evaluators will monitor operational capacity of six magnet schools to maximize number of students who can apply for and enroll in *CHILD* magnet schools.
- **Quantifiable:** LSD will track applications and student placements per magnet school to determine growth of enrollment across subgroups and school-wide aggregates for each magnet – enrollment rates will be compared to academy capacity to drive marketing and recruitment strategies.

Evaluation of *CHILD* will be ongoing throughout the grant period to ensure a steady flow of data needed to inform stakeholders of progress toward proposed outcomes. Outcomes are both measurable and quantifiable to ensure that annual evaluation activities and data collection procedures will produce consistent and reliable data and feedback to promote continuous project improvement (see *Evaluation Section* for specific performance indicators).

(D) For multi-year projects, can determine progress in meeting intended outcomes. The *CHILD* Plan of Operation includes an extensive, annual Timeline that will allow Lansing School District / grant administrators and external evaluators to manage and monitor implementation of the multi-year project throughout the grant period and beyond to promote completion of the project and sustainability of initiatives. The Timeline will serve as a key implementation guide and evaluation tool promoting achievement of *CHILD* outcomes.

***CHILD*: Administrative & Implementation Timeline and Responsible Parties**

October 1, 2013 - September 30, 2016

KEY: Superintendent (S); Advisory Board (AB); Magnet Grant Coordinator (MGC);

Marketing/Recruitment Specialist (M/RS); Magnet Focus Teacher (FT); Technology Specialist (TS); Administrators (AD); Teachers (T); Evaluation Team (ET)
ONGOING: Quarterly Advisory Board Meetings; Monthly Evaluation Conferencing w/Updates; Outcome Data Analysis, Monitoring and Adjustment; Professional Development; Theme-based Instruction; Recruitment and Marketing; Annual Performance Reporting.
YEAR 1 (October 1, 2013 - September 30, 2014)
QTR 1: <u>1.</u> Assume control of grant funds (S, AD); <u>2.</u> Hire Grant Coordinator (S); <u>3.</u> Hire all project personnel (S, MGC); <u>4.</u> Transition Magnet Design Team to Advisory Board (MGC, AD); <u>5.</u> Convene Advisory Board (AD, MGC, AB); <u>6.</u> Finalize evaluation plan, collect baseline data, schedule conf calls (MGC, ET); <u>7.</u> Assess facility improvements/prioritize projects (All); <u>8.</u> Generate publicity (All)
QTR 2: <u>1.</u> Review professional development needs/ schedule training (MGC, FT, AD); <u>2.</u> Convene curriculum teams/initiate theme development (MGC, FT, T, AD); <u>3.</u> Develop consistent marketing plan /materials (MGC, M/RS , FT, AD); <u>4.</u> Continue parent, community marketing, outreach to generate student applications across diverse subgroups (MGC, FT, M/RS, AD); <u>5.</u> Continue curriculum/prof development (MGC, M/RS, FT, TS); <u>6.</u> Develop/refine student database (MGC, TS).
QTR 3: <u>1.</u> Initiate 2014-15 magnet school scheduling to comply with both content standards and specialized instructional needs (MGC, AD, FT, T); <u>2.</u> Conduct <i>Magnet Fair</i> magnet schools enrollment fair (MGC, M/RS, FT, AB); <u>3.</u> Open application process for all magnets for 2014-15 school yr (All); <u>4.</u> Comply with instructional accreditation protocol – <i>New Tech</i> (MGC, FT, TS); <u>5.</u> Assess instructional materials/curriculum supplies – order materials for 2014-15 school year (MGC, FT, AD, AA, T, TS); <u>6.</u> <i>CHILD</i> Forum (MGC, FT, T, AD); <u>7.</u> Community marketing/outreach (All).
QTR 4: <u>1.</u> Complete application process, inform families of enrollment results (MGC, M/RS, AA); <u>2.</u> Host magnet orientations (MGC, FT, TS, M/RS); <u>3.</u> Open all magnet schools for first cohort of students (All); <u>4.</u> Prepare all magnets for enrollment of first cohort of students (MGC, AB, AD, FT, M/RS, TS, T); <u>5.</u> Continue curriculum development and professional development (MGC, FT, TS, T, AD); <u>6.</u> Collect /analyze year-end evaluation data/complete /submit Annual Performance Report (MGC, FT, ET); <u>7.</u> Review Year 1 budget expenditures – project Year 2 revisions (All); <u>8.</u> Prepare to

attend ANY prof level events and report back *CHILD* Forum (MGC,M/RS, FT,T,AD); 9. Plan curriculum writing/order materials, supplies/equipment for Yr 2 (MGC,FT,TS, AD,T).

YEAR 2 (October 1, 2014 - September 30, 2015)

QTR 1: 1. Continue theme-based instruction at magnets for first cohort of *CHILD* students (All); 2. Collect Year 2 baseline data (MGC, ET, FT, T); 3. Schedule Year 2 professional development (MGC, FT, TS, AB); 4. Continue curriculum development to integrate theme-based instruction (MGC, FT, TS, T); 5. Assess Year 2 facility improvements / prioritize projects / schedule updates (All).

QTR 2: 1. Review enrollment data, revise recruitment/marketing plan to promote achievement of enrollment goals (MGC, M/RS, ET, FT, AB); 2. Launch Yr 2 parent/community outreach strategies to boost student applications (MGC, M/RS, FT, AB, TS); 3. Schedule Year 2 prof devel (MGC, FT, TS, AD, T); 4. Continue to integrate theme-based instruction (MGC, FT, AD, TS, T, AB).

QTR 3: 1. Initiate 2015-16 magnet school scheduling to comply with content standards/specialized instructional needs (MGC, AD, FT, TS, AB); 2. Launch Yr 2 parent/community outreach strategies to boost student applications (MGC, M/RS, FT, AB); 3. Continue theme-based instruction in magnets (MGC, FT, TS, AB, AD, T); 4. Continue to integrate theme-based instruction (MGC, FT, TS, AB, AD, T); 5. Assess instructional materials/supplies – order for 2015-16 (MGC, FT, TS, AD, T, AA).

QTR 4: 1. Complete application process, inform families of enrollment results (MGC, M/RS, AA); 2. Prepare all magnets for enrollment of second cohort of *CHILD* students (MGC, FT, TS, AD, T, AB); 3. Open all magnets for Yr 2 *CHILD* students (All); 4. Continue curriculum/prof devel (MGC, FT, TS, AD, T); 5. Collect/analyze year-end evaluation data, complete/submit APR (MGC, FT, ET); 6. Review Yr 2 expenditures – project Yr 3 revisions (All); 7. Prepare to attend prof devel events/report back to *CHILD* Forum (MGC, FT, TS, T, AD); 8. Plan curriculum writing/order materials, supplies, equipment for Yr 3 (MGC, FT, TS, AD, T); 9. Convene sustainability team (MGC, All).

YEAR 3 (October 1, 2015 - September 30, 2016)

QTR 1: 1. Continue theme-based instruction at magnets for *CHILD* students (All); 2. Collect Year 3 baseline data (MGC, FT, ET, FT); 3. Schedule Year 3 professional development (MGC, FT, TS, AB); 4. Develop sustainability protocol to promote continuation of magnets beyond funding (MGC,

AB, FT, ET); <u>5</u> . Assess Year 3 facility improvements / prioritize projects / schedule updates (All)
QTR 2: <u>1</u> . Review enrollment data, revise recruitment/marketing plan to promote achievement of enrollment goals (MGC, M/RS, ET, FT, AB); <u>2</u> . Launch Yr 3 parent/community outreach strategies to boost applications (MGC, M/RS, FT, TS, AB); <u>3</u> . Schedule Yr 3 prof devel (MGC, FT, TS, AB, T); <u>4</u> . Curriculum development/integrate theme instruction (MGC, FT, TS, AB, AD, T); <u>5</u> . Plan to promote continuation of <i>CHILD</i> magnet schools beyond grant period (MGC, AB, S, AD).
QTR 3: <u>1</u> . Initiate 2016-17 magnet scheduling to comply w/content standards, specialized instruction needs (MGC, AD, FT, TS, AB); <u>2</u> . Launch Yr 3 parent/community outreach to boost applications (MGC, M/RS, FT, TS, AB); <u>3</u> . Theme-based instruction (MGC, FT, TS, AB, AD, T); <u>4</u> . Curriculum development to integrate theme-based instruction (MGC, FT, TS, AB, AD, T); <u>5</u> . Assess instructional materials/curriculum supplies – order materials for 2016-17 school year (MGC, FT, TS, AD, T, AA)
QTR 4: <u>1</u> . Complete application process/inform families of enrollment results (MGC, M/RS, AA); <u>2</u> . Prepare magnets for Yr 3 enrollment (MGC, FT, TS, AD, T, AB); <u>3</u> . Open magnets (All); <u>4</u> . Continue curriculum, professional development (MGC, FT, TS, AD, T); <u>5</u> . Review Yr 3 expenditures – project sustainability expenditures (All); <u>6</u> . Collect/analyze year-end evaluation data and complete/submit Final Performance Report (MGC, FT, ET); <u>7</u> . Report program results to Advisory Board and LSD Board of Education (MGC, ET); <u>8</u> . Celebrate <i>CHILD</i> successes with district, schools, families and community (All); <u>9</u> . Sustain <i>CHILD</i> magnet schools and pursue new opportunities (All)

The *CHILD* timeline will provide grant managers/evaluators with a clear tool to help assess progress during the multi-year project & timely benchmarks promote attainment of goals/objectives.

(iii) Plan for utilizing resources and personnel to achieve objectives. Implementation of *CHILD* will be a collaborative effort linking district, school and partner resources to achieve the goals and objectives of the project. Key project personnel, partners and resources are outlined as follows:

<i>CHILD</i>: Plan of Operation - Use of Personnel / Partners / Resources	
Resource	Implementation Role / Contribution
<i>CHILD</i> Advisory	<ul style="list-style-type: none"> An Advisory Board will meet quarterly to monitor progress across all schools, review evaluation data to promote continuous project improvement, review

Board	recruitment/marketing/placement procedures to ensure compliance w/desegregation goals, recruit community partners to enhance programs/promote sustainability.
Magnet Grant Coordinator	<ul style="list-style-type: none"> A full-time Grant Coordinator will manage all aspects of the project, including personnel, fiscal, curriculum development, partner outreach, vendor relations, evaluation and student engagement responsibilities to ensure thorough and timely implementation of the project and compliance with federal grant mandates.
Focus Teachers	<ul style="list-style-type: none"> Full-time Focus Teachers at each school will coordinate curriculum development, promote theme integration across all subjects, collaborate with school personnel in Learning Pathway schools, participate as key members of recruitment/marketing teams, coordinate site-specific expenditures, professional development, enrichment.
Technology Specialists	<ul style="list-style-type: none"> One full-time Technology Specialist, divided among five schools, will assist in implementation of STEM/STEAM technologies, train magnet teachers to integrate technology resources into daily instruction, facilitate technology/curriculum linkages across Learning Pathways and instruct students, when applicable.
Marketing and Recruitment Coordinator	<ul style="list-style-type: none"> A full-time Recruitment Coordinator will manage a district-wide Marketing and Recruitment Plan and oversee the student recruitment (both targeted and non-targeted recruitment), application and the student selection process (lottery) for all <i>CHILD</i> magnets (see <i>Project Design</i> for Marketing and Recruitment Plan).
Partner Resources	<ul style="list-style-type: none"> Local partners will enrich magnet curricula / learning experiences, including <u>Michigan State University</u> (providing dual enrollment for high school students, K – 12 robotics/engineering clubs, math-based HEAT interscholastic teams); <u>Lansing Community College</u> (providing dual enrollment for high school students); <u>Wharton Center & Broad Art Museum</u> (providing visual and performing arts experiences linked to STEM content and arts integration professional development for teachers).
District Resources	<ul style="list-style-type: none"> LSD will contribute ample resources in support of <i>CHILD</i>, including transportation services to ensure equal access to all magnets, fiscal management and accounting, administrative oversight coordinating programs across magnet schools, curricular

	support from district experts, partner outreach to expand services and data management to ensure thorough evaluation and promote data-driven decisions.
School Resources	<ul style="list-style-type: none"> • <i>CHILD</i> schools will contribute learning resources to promote achievement of objectives, including high-quality faculty in core and non-core subjects, classroom/lab facilities, technology resources, libraries with curricular-aligned media (print/electronic) and committed leadership to promote theme integration.

Supplementing *CHILD* personnel, district resources, school resources and partner resources, Lansing School District will engage outstanding curricular models, pedagogy experts, professional development providers and vendor resources to improve teacher effectiveness, enhance learning in all proposed magnet schools and promote achievement of objectives.

(iv) Ensure equal access and treatment for eligible project participants. Lansing School District has struggled with racial inequality for most of its history. Ensuring equal access is critical to district sustainability and to serving the best interests of students and families. LSD will take all steps necessary to ensure barriers that could impede equitable access or participation by gender, race, national origin, color, disability, sexual orientation, religion, veteran status, age or other protected class do not prohibit or limit the access of any individual – student, parent, staff or school community partner – to district-sponsored magnets and/or other district-funded services / activities.

- Students are accepted to district magnet schools through a totally random lottery process.
- The district will provide targeted recruitment activities, including Magnet Fairs, parent nights, booths at community events and gathering places and strategic advertising to reach all facets of the Lansing community and generate diverse interest in magnet schools.
- The LSD Public Information Office communicates all school events, programs, and parental involvement activities to a wide audience using local and regional media and district web portal.
- Printed information is available in multiple languages (English, Spanish) to serve the needs of multi-cultural students and families.

- Through careful disaggregation of state assessment and academic performance data, student needs will be identified and unacceptable gaps in performance that distinguish race, gender and socio-economic subgroups will trigger appropriate intervention responses.

The district is seeking support through MSAP to enhance its efforts to eliminate black student isolation by offering greater choice options for students and their parents and providing curricula that is both challenging and engaging for all students. Lansing schools are committed to help all students meet and exceed high standards that promote growth and success. **Cultural Appropriateness:** Lansing School District will encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students and communities – fostering equitable outcomes for all students and resulting in services that are responsive to issues of race, culture, gender, and social/economic status. The implementation Advisory Board (see *Personnel* section) will address issues of inequity and promote solutions to ensure open access to all services by breaking down cultural, social, economic, race and language barriers that impede participation. Because of high levels of limited English proficiency and illiteracy in impoverished Lansing communities, all curricular and outreach programs will be available in multiple languages, including English and Spanish – ‘urban’ versions of published curricula will be used to ensure materials reflect the social, racial and cultural composition of schools. Culturally appropriate activities will include:

- Infusing the study of science, technology, engineering and math with gender inclusive content / examples to increase accessibility for girls and women and encouraging girls and women to pursue these fields in which they are traditionally underrepresented.
- Ensuring all programs make appropriate accommodations for participants with special physical, emotional and / or mental needs to promote equal access and full participation.
- Conducting outreach with community groups to assess education barriers with emphasis on outreach to black / impoverished neighborhood churches / community centers; and
- Assessing the needs of critically-underserved populations, with input from the participants, to determine relevant activities that will generate student and family interest.

(v) Effectiveness of plan to recruit students from different backgrounds. *CHILD* will provide LSD the resources to further comply with mandatory desegregation goals, increase student access to high-quality education choices and equip youth with the skills to succeed in postsecondary education and careers. The *CHILD* Design Team designed two strategies to promote diversity:

1) Marketing, Recruitment and Placement Plan; and 2) Targeted Recruitment from Feeder Schools.

(1) *CHILD* Marketing, Recruitment and Placement Plan: The district marketing, recruitment and placement strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed magnet schools:

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all geographic locations / neighborhoods and from all socio-economic groups to inform constituents of magnet school options and the application procedures that determine entry into magnet schools, including:

1. Monthly presentations in critical neighborhoods to generate diverse interest among students and parents for magnet school applications, enrollment (beginning Fall 2013 & ongoing in majority white communities to decrease black student isolation in racially-identifiable schools and in affluent communities to increase socio-economic diversity in low-income Title 1 schools).
2. School open house programs highlighting the unique instructional methods utilized to infuse theme-based instruction in all core subjects and school programs (Fall and Spring).
3. Presentations to leadership and civic organizations that inform parents and community of the methods, strategies and benefits of *CHILD* academic options (quarterly).
4. Social media outreach to generate positive community perceptions of *CHILD* magnet schools across LSD communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in LSD magnet programs.
5. Media education including newspaper articles, public service announcements on local radio/television outlets and billboards (ongoing – media outreach will begin during winter 2014).
6. Annual *Magnet Fair* – initiated by the district in 2003 – highlighting the magnet school application process for LSD and MSAP-funded options (January or February of each year).

7. Branding campaign utilizing school-specific logos and brochures to increase visibility of school themes and provide parents with culturally relevant materials that reflect unique opportunities.

Step 2 – Student Application: Facilitate the successful application of all interested youth and families regardless of race, color or national origin to ensure equal opportunity to participate in LSD *CHILD* magnet schools (LSD will utilize online application procedure for all magnets).

1. All students who wish to attend LSD magnet schools must complete online applications.
2. Families that do not have access to the Internet at home may complete applications at the LSD Schools of Choice Office or any school library, where they can receive assistance as needed to complete/submit enrollment applications (some parents unable to see, read, use computers, etc.).
3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in order to be considered for placement.

Step 3 – Student Placement: Place students in schools as indicated on applications to the extent of program capacity. If the number of applicants for a magnet program exceeds capacity at a chosen school, LSD will employ random lottery system to assign youth to selected schools. No neighborhood boundaries exist in our elementary, middle and high school magnets and enrollment in each magnet will occur to the extent school capacity allows.

1. **Elementary** – Two categories of seats have been established to increase enrollments in *CHILD* K-5 elementary magnet schools to attract parents and students: Category 1: 85% of magnet space will be allocated for current Lansing School District families who apply to attend magnets; Category 2: 15% of magnet space will be prioritized for students outside of community zones to enroll in magnets and thereby increase interaction among students of diverse backgrounds and reduce minority group isolation.
2. **Middle and High School** – Seats will be assigned based on a lottery selection process where students have an equal chance to seek enrollment, and who list the magnet school program as a first choice on the Schools of Choice application (lottery enacted if applications exceed capacity, otherwise all interested students are admitted into program – no academic eligibility criteria imposed on prospective students [**Priority # 3**]). Targeted recruitment efforts will

maximize the number of applicants for enrollment from students and families that have exited Lansing School District and are enrolled in charter and non-public alternatives. *CHILD* magnets are designed to entice students and families back to Lansing schools, end the mass exodus of families from the district and promote increased racial diversity in schools to better reflect the demographics of the broader community (see *Priority # 1*).

- 3. Assignment** – Families will be encouraged to make three choices on the Schools of Choice application. School assignment will take place during the spring of each school year by Pupil Accounting and the Magnet Office. Students will be given weighted priority for preferred magnets based on continuity of enrollment in theme-based Learning Pathways (i.e. Students from Cavanaugh STEAM will receive priority for subsequent placement in Mt. Hope STEAM) and applicants with a sibling already enrolled in school will receive priority to maintain integrity of family units (sibling priority only a factor in K – 6 elementary magnets). The first priority period is February 1 through April 30. A lottery system will randomly select eligible students for number of seats available. A waiting pool will be established for students not placed in their second or third choice. Students will be selected from the specific waiting pool based on a random selection process if and when additional seats become available. Implementation of the modified plan is contingent upon the approval of this MSAP grant.

Lansing School District will manage and implement a MSAP grant program that offers high quality education programs to all students, regardless of race, color, religion, ethnicity, sexual orientation or national origin. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing LSD to promote socio-economic diversity. Students from all socio-economic backgrounds and geographic areas of the district will be encouraged to apply to and will be selected to participate in magnets based on race-neutral procedures. Students and families will be supported in their efforts to make strong educational choices that provide Lansing youth with opportunities to pursue excellent elementary, middle and

high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and the world beyond Lansing.

(2) Targeted Recruitment from Feeder Schools: During project planning, the *CHILD* Design Team reviewed district enrollment data and future enrollment projections in relation to mandatory desegregation goals and academic performance measures to select *CHILD* Magnet Schools and targeted feeder schools from which students will be actively recruited. Selection of both magnet and feeder schools will help LSD further desegregation efforts and improve academic achievement in low-performing, underserved schools. While LSD is an open enrollment district (students from any school can apply to attend any School-of-Choice or Magnet program), the following chart identifies *CHILD* Magnets and targeted feeder schools (applicants will be aggressively recruited):

<i>CHILD</i>: Plan of Operation Targeted Feeder Schools		
Magnet	Feeder School	Feeder School Rationale
<ul style="list-style-type: none"> • Cavanaugh • Fairview (K-3 schools)	<ul style="list-style-type: none"> • Kendon (recruit white, non-F/R lunch applicants) • Forest View (recruit white and non-Free/Reduced lunch applicants) 	<ul style="list-style-type: none"> • Targeted marketing and recruitment efforts for both Cavanaugh and Fairview will focus on increasing white and non-free / reduced lunch eligible applicants to diversify the socio-economic and racial profiles of proposed magnet schools impacted by ongoing black student isolation and chronic low performance (<u>Cavanaugh</u>: 29.4% black; 76.8% F/R Lunch; <u>Fairview</u>: 26.6% black; 71.9% F/R Lunch).
<ul style="list-style-type: none"> • Lewton, • Mt. Hope • Sheridan Road (4-6 schools)	<ul style="list-style-type: none"> • Atwood (recruit white and non-F/R lunch applicants) • Pattengill (recruit white and non-F/R lunch applicants) 	<ul style="list-style-type: none"> • Targeted marketing/recruitment efforts for Lewton, Mt. Hope & Sheridan will focus on increasing white and non-free / reduced lunch eligible applicants to diversify socio-economic/racial profiles of proposed magnets impacted by ongoing black student isolation, chronic low performance (<u>Lewton</u>: 53.9% black; 73.6% F/R; <u>Mt. Hope</u>: 28.6% black; 72.3% F/R; <u>Sheridan</u>: 27.8% black; 78.4% F/R Lunch).
<ul style="list-style-type: none"> • Everett 	<ul style="list-style-type: none"> • Eastern (recruit 	<ul style="list-style-type: none"> • Targeted marketing/recruitment efforts for Everett will

(7-12 school)	white, non-F/R • Sexton (recruit white and non-F/R lunch applicants)	focus on increasing white and non-free/reduced lunch eligible applicants to diversify the socio-economic and racial profiles of proposed magnet schools impacted by ongoing black student isolation and chronic low performance (Everett: 43.3% black; 62.1% F/R Lunch.
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Implementation of a comprehensive marketing / recruitment plan will help LSD achieve goals and objectives of the project by ensuring sufficiently diverse applicant pools of prospective magnet school students enter the random lottery placement process and ultimately enroll in magnets. These strategies will increase socio-economic and racial diversity in all Lansing schools, reduce black student isolation in historically segregated schools and promote increased achievement rates in some of the lowest performing schools in both the district and the state.

(B) Quality of Personnel. (1) Qualifications of Personnel. *CHILD* is a complex and ambitious project serving students across six district schools and all grade levels, K – 12. The quality of project implementation and extent of positive outcomes will be largely shaped by the quality of administrators, faculty and staff who dedicate their efforts to thorough and successful implementation of the MSAP initiative. **Planning and Oversight:** During the planning stages of *CHILD*, Lansing School District convened a Magnet Design Team – comprised of LSD administrators, teachers, community leaders, parents and students – to assess existing school programs and propose new magnet schools that meet instructional needs while supporting desegregation goals. The Design Team solicited input from district teachers, counselors, parents and students to identify appropriate education themes that prepare youth to succeed in careers and postsecondary education. The Magnet Design Team was fully immersed in the planning and development of *CHILD*; members will continue to guide *CHILD* during implementation as members of the *CHILD* Advisory Board. The Advisory Board will meet quarterly during the three-year project (see *Plan of Operation* for detailed Timeline) to oversee implementation progress, monitor evaluation results and recommend project changes to promote ongoing improvement of *CHILD*. The Advisory Board will collaborate with district administrators and grant personnel to

develop procedures and protocols that influence marketing and recruitment efforts, student placement, professional development and partner activities. The Advisory Board will serve as a critical management oversight structure that provides community and parent stakeholders with a voice influencing key academic programs serving Lansing youth and families. **District Leadership:** While district administrators, curriculum specialists, classroom teachers, counselors and support staff will be fully or partially engaged in the project, the following chart outlines key leaders who will play a significant role in grant management, decision-making and implementation:

Position	Education	Curriculum / Desegregation Experience
District Administrators		
Superintendent of Schools: Dr. Yvonne Caamal Canul	<ul style="list-style-type: none"> • ABD - Ph.D. Educational Administration, Michigan State University. • M.Ed. Elementary Education / Racial Studies, Michigan State University. 	<ul style="list-style-type: none"> • Director of Office of School Improvement for Michigan Department of Education. • LSD Director of Curriculum, Assessment and Professional Development. • LSD Director of Programs for Linguistic and Cultural Diversity and Migrant Education.
Assistant Superintendent for Instruction: Diana Rouse	<ul style="list-style-type: none"> • M.Ed. Reading Instruction, Michigan State University. • B. S. Elementary Ed., Wilberforce University. 	<ul style="list-style-type: none"> • 35 years in Education; 30 years in supervision. • LSD Director of Elementary Education. • Director of Student Services in charge of alternative education, homeless, community collaboration and student discipline programs.
Director of Instructional Choice: Sergio Keck	<ul style="list-style-type: none"> • MASA Superintendent Endorsement. • M.A. Educational Administration, Michigan State University. 	<ul style="list-style-type: none"> • Director of Instructional Support overseeing state and federal programs and magnet schools. • Director of Specialized Programs including Early Childhood, Bilingual Ed., Indian Ed., Adult Ed, and Parent Coordinator.
Director of High Schools and	<ul style="list-style-type: none"> • M.A. Elementary Ed., Michigan State University. 	<ul style="list-style-type: none"> • Director of Magnet Schools managing all aspects of three magnet school grant initiatives.

Academies: Worsie Gregory	• B.A. Elementary Ed., Michigan State University.	• Collaborated with federal court and NAACP to monitor progress / compliance with court-mandated desegregation plan.
Magnet School Administrators		
Cavanaugh Principal: Mary Chandler	Ed.S. Education Administration, Michigan State U; M.A. Elementary Education, MSU	• Lansing School District administrator for 21 years • Active in service to school community - Cavanaugh Neighborhood Association liaison
Fairview Principal: Terry Baker	M.S. Education Administration, Cal State University; B.A. Elementary Education, Brigham Young	• Lansing school principal for 19 years • 24 years in education administration
Lewton Principal: Teri Bernero	M.S. Education Administration, Michigan State U.; B.A. Elementary Education, Adrian College	• 2012 summer school Principal for Promoting Academic Success for Boys of Color • Gifted and Talented Summer Academy
Mt. Hope Principal: Nanette Kuhlmann	M.Ed. Administrative Leadership, Saginaw Valley; B.S. Elementary Education, University of MI - Flint	• Ed.D Candidate, Administrative Leadership; Dissertation: Instructional Interventions for Elementary Subgroups, Non-Retention, Failure • Has Certification in Technology
Sheridan Road Principal: Jessica Benavides	M.Ed. Curriculum Development, Michigan State University; B.S. Elementary Ed, MSU	• Involved in writing curriculum for Science • Professional development presenter in classroom management and Response to Intervention • Elsie Maile Outstanding Teacher Award
Everett Principal: Dr. Norman Gear	Ph.D. Administrative Leadership, Walden U.; M.A. Ed - Curriculum &	• Michigan Principal of the Year 2011 • Cultural diversity and minority concerns graduate fellow

	Teaching, MSU	• Japan Cultural Exchange Program Ambassador
Magnet School Faculty		
School /# Teachers	Average Years of Teaching	% Highly-Qualified / % Masters Degree
Cavanaugh (21)	14 years	100% Highly Qualified / 62% Masters or Higher
Fairview (20)	21 years	100% Highly Qualified / 70% Masters or Higher
Lewton (25)	17 years	100% Highly Qualified / 72% Masters or Higher
Mt. Hope (20)	18 years	100% Highly Qualified / 80% Masters or Higher
Sheridan Road (24)	16 years	100% Highly Qualified; 79% Masters or Higher
Everett (75)	14 years	100% Highly Qualified / 71% Masters or Higher

Key district administrators and curriculum specialists – all of whom possess extensive magnet school curriculum development and desegregation leadership – will provide a strong managerial foundation that supports grant-funded staff who will be 100% dedicated to thorough, efficient, timely and successful implementation of *CHILD* across six proposed magnet schools.

(2) The Secretary Determines the Extent to Which -- Lansing School District will hire highly-qualified candidates to fill all grant-funded positions. Grant-funded positions will increase district capacity to provide administrative, managerial, curriculum, technology, marketing/recruitment activities vital to project success.

(i) Grant Coordinator is Qualified to Manage the Project. LSD will hire a full-time *CHILD* Magnet Grant Coordinator [MGC] (1.0 FTE) to manage daily implementation of the project. Sergio Keck, LSD Director of Instructional Support (see *Appendix* for Resume), will serve as Interim Grant Coordinator until a highly-qualified candidate is selected to fill the position. Mr. Keck is a seasoned administrator and supervisor of multiple Federal discretionary grants. Mr. Keck has spent 23-years serving Lansing students and possesses the skills, expertise and commitment to the purposes of the *Magnet Schools Assistance Program* to effectively lead *CHILD* until an experienced professional can manage the project. The *CHILD* Grant Coordinator (1.0 FTE – To Be Hired) will possess the following minimum qualifications: 1) Master’s Degree in Education and valid Administrative Certificate; 2) Experience managing state and / or federal grant projects serving

primary or secondary students; 3) Fiscal management expertise; 4) Familiarity with procedures designed to attain desegregation goals and reduce black student isolation in racially unbalanced schools; 5) Curriculum development and curriculum alignment expertise and 6) Experience conducting parent / community outreach and education to increase stakeholder engagement in education. The Grant Coordinator will oversee all aspects of *CHILD*, including: 1) Manage grant funds; 2) Supervise *CHILD* personnel; 3) Coordinate and lead *CHILD* Advisory Board; 4) Manage curriculum development and alignment across six magnet schools and Learning Pathways; 5) Monitor implementation progress to ensure all schools are operational in compliance with *CHILD* Timeline; 6) Sustain and strengthen *CHILD* partnerships; 7) Coordinate professional development activities to improve teacher effectiveness; 8) Manage marketing, recruitment, application and student placement procedures; 9) Collaborate with external evaluation team to conduct thorough evaluation; and 10) Solicit feedback/disseminate outcomes promoting continuous improvement.

(ii) Key Personnel are Qualified to Manage the Project. The *CHILD* Grant Coordinator will receive implementation support from key personnel throughout the grant period, including: 1) Marketing and Recruitment Coordinator; 2) Focus Teachers; 3) a Technology/Media Specialist; 4) an Accountant; and 5) an Administrative Assistant. **Marketing and Recruitment Coordinator [M/RC]:** LSD will hire a full-time professional (1.0 FTE) to oversee all marketing and recruitment activities designed to generate enthusiasm for magnet schools, promote application for enrollment and ultimately sustain student and parent commitment to proposed magnet options. The Marketing and Recruitment Coordinator will ensure the district adheres to a structured, fair and transparent enrollment procedure that provides equal access to magnet schools for all youth and families. Enrollment goals reflect mandatory desegregation plans; recruitment and placement will help racially identifiable schools increase socio-economic and racial diversity in schools. Targeted marketing and recruitment activities (see *Project Design* for Marketing and Recruitment Plan), initiated and sustained by the Recruitment Coordinator with assistance from the Grant Coordinator and Focus Teachers, will include multiple strategies to ensure a diverse pool of student applicants that reflect the community demographics of Lansing, Michigan. The Recruitment Coordinator will

be a key member of the *CHILD* team and will report to the Grant Coordinator. Minimum qualifications include: 1) Master's degree in marketing, public affairs or related field; 2) Experience in marketing / public relations in agency or school setting; 3) Expertise / experience in web design and social media outreach; 4) Experience developing promotional materials such as newsletters and brochures; and 5) Ability to work effectively with parents, community representatives, business and higher education partners. **Focus Teachers [FT]:** LSD will hire specialized Focus Teachers [1.0 FTE per magnet theme - total of six serving six school sites (6.0 FTE)] for each magnet school to provide curriculum guidance, coaching and theme-based instruction in classrooms. Focus Teachers will be primary theme-based experts at each site and will facilitate thorough integration of magnet themes across proposed grade levels in targeted schools. Focus Teachers will possess advanced content knowledge and expertise in topics that reflect proposed themes and will serve as resources for administrators and classroom teachers at magnet schools as well as provide outreach in collaboration with the *CHILD* Marketing and Recruitment Coordinator to generate and sustain enrollment in proposed schools. Focus Teachers will work with district curriculum specialists and school instructional teams to develop theme-based curricula and identify theme-specific professional development needs to promote effective implementation of magnet programming. Minimum qualifications include: 1) Master's degree in education and valid Michigan teaching certificate; 2) Minimum of three years successful teaching experience at the elementary and/or secondary level in STEM related discipline; 3) Expertise in curriculum development and alignment; 4) Technology proficient and ability to integrate technology into classroom lessons across core subjects; 5) Experience / willingness to provide lesson modeling and coaching of peers to facilitate integration of STEM content across subjects; 6) Excellent presentation skills to supplement school marketing and recruitment efforts. **Technology/Media Specialist [TS]:** LSD will hire one, full-time Technology/Media Specialist, cost split 20% each between Cavanaugh, Fairview, Lewton, Mt. Hope and Sheridan Road to provide support to *CHILD* magnet schools as sites upgrade and expand existing technology facilities to accommodate specialized instructional programs, technology-based interventions and software / hardware

applications needed to fully realize magnet programming. The MGC will deploy the Technology/Media Specialist to each school on a rotating basis to troubleshoot challenges and provide direct student instruction in technology learning labs. Minimum qualifications include: 1) Bachelor's degree and valid Michigan teaching certificate, Master's degree preferred; 2) Minimum three years classroom / technology enrichment instruction experience; 3) Diverse technology competencies – including hardware installation, troubleshooting and software applications; 4) Experience coaching and modeling technology-based activities for teachers / peers; and 5) Ability to work cooperatively with parents, administrators, and other staff. **CHILD Accountant [CA]:** LSD will hire an experienced Accountant (1.0 FTE) to support the Grant Coordinator and district/school grant personnel. The Accountant will supply budgets to Principals and Focus Teachers each month and inform the MGC when budget expenditures need approval. The Accountant will track income/expenditures, revise budgets as needed, and balance them on a regular basis in preparation for Single Act Audit. **Administrative Assistant [AA]:** LSD will hire an experienced Administrative Assistant (1.0 FTE) to support the MCG and district/school grant personnel. The AA will maintain professional development calendars, organize and schedule Advisory Board meetings, prepare and submit purchasing requisitions and work with the Evaluation Team to disseminate and collect evaluation tools, surveys and data collection instruments.

(iii) Teachers are Qualified to Implement Curriculum of Magnet Schools. Lansing teachers are dedicated educators with a strong commitment to providing underserved youth with the finest education available and opportunities to break entrenched cycles of failure. Through multiple district-funded and grant-funded initiatives, faculty at proposed magnet schools have expanded competencies in STEM, technology, the arts and social development strategies to help youth discover under-developed talents / interests and make informed choices that yield positive social and academic outcomes. During the three years preceding this application, faculty have completed multiple professional development and teacher quality improvement activities that better prepared them to be effective teachers and role models, including:

- *Differentiated Instruction* training for all schools and grade levels;

- *Response to Intervention (RtI)* training for all schools and grade levels;
- *Positive Behavioral Supports* training for all schools and grade levels;
- Technology integration training for all schools and grade levels including use of SMARTBoards and *Accelerated Reading* intervention;
- *Visual Thinking Strategies (VTS)* training for K-8 teachers, offered as part of an Arts in Education Model Development and Dissemination (AEMDD) grant.

In addition to current teacher quality efforts, *CHILD* will expand teacher instructional expertise and content knowledge to fully integrate proposed magnet themes into the daily educational experience offered at targeted schools through theme-specific professional development in both instructional practices and curriculum (see *Project Design* for School Profiles and professional development).

(iv) Nondiscriminatory Employment Practices. Lansing School District is committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. LSD has adopted and adheres to employment / hiring protocols that meet state and federal guidelines and promote the recruitment, hiring, training and promotion of persons in all job titles without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or other factors not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff/recall, transfer, termination and training are guided by equal employment opportunity for all Lansing School District personnel and applicants. Beyond adhering to state and federal guidelines pertaining to equal employment opportunity, it is critical for LSD to reflect the spirit of desegregation that is the foundation of the *Magnet Schools Assistance Program* and provide LSD youth with reinforcement through practice of tolerance, respect and equal access. **(3) Experience and Training, including Knowledge/Experience in Curriculum Development/Desegregation.**

Lansing School District administrators and teachers are fluent in both curriculum development and desegregation strategies. **Curriculum Development:** To successfully implement magnet schools, substantial curriculum development will occur to align school instruction at each site to the theme-based learning strands selected for proposed magnets and Common Core / Michigan Content

Standards for academic subjects. The LSD administrative team and academic program directors possess strong backgrounds in innovative curriculum development and have instituted schools of choice curriculum strands in MSAP-funded magnets and district-funded Schools of Choice to fulfill court-ordered desegregation for all grade levels. The experience developing theme-based curriculum, instruction alignment to magnet themes and training faculty to successfully present enhanced magnet curriculum prepares Lansing administrators, managers and faculty to successfully complete the comprehensive restructuring of six proposed magnet schools and provide true choice for students and families seeking diverse alternatives to failing, segregated schools (see above for qualifications of key personnel and *Appendix* for resumes / job descriptions). **Desegregation Strategies:** Desegregation has been an ongoing struggle in Lansing School District and is a concept that is familiar to the entire school community. Desegregation goals and strategies are well known among all district and school leaders and *CHILD* reflects mandatory desegregation priorities by focusing programming on schools that are racially and economically identifiable. LSD Board of Education representatives, administrators, teachers, parents and the community understand the need for reduced black student isolation and recognize that magnet schools are an excellent, non-coercive way to achieve the desired results in Lansing schools. The District has involved the entire community during the planning stages of this proposal and has educated all parties on the issues of desegregation, the rationale for the desegregation plan and the details of *CHILD*. Letters of support (see *Appendix*) demonstrate community interest, involvement and support. District administrators have substantial experience developing and implementing choice programs and will use their expertise to successfully implement proposed magnets. In response to court-ordered desegregation impacting Lansing School District in past four decades, LSD has launched and sustained – through MSAP funding – ten magnet schools. These schools, combined with district-funded Schools of Choice, provide K – 12 theme-based pathways in the Arts, IB, Engineering and Language Immersion. Additional magnet schools are needed to provide sufficient choice for students and families in and out of the district. *CHILD* will augment choice through six magnet schools and develop K – 12 STEM, Technology and Engineering Learning Pathways (see *Project Design*).

(C) Quality of Project Design.**(1) Design Based on 5305(b)(1)(A), 5305(b)(1)(B), 5305(b)(1)(D)(i) & 5305(b)(2)(D) of ESEA.**

Implementation of *CHILD* will meet the statutory requirements of the *Magnet Schools Assistance Program* as defined in the Elementary and Secondary Education Act. Lansing School District – utilizing magnet schools serving Grades K through 12 – will promote desegregation of racially identifiable schools and increase interaction among students of different social, economic, ethnic and racial backgrounds [ESEA sec. 5305(b)(1)(A)]; improve academic achievement for all students across instructional programs at each magnet [5305(b)(1)(B) and 5305(b)(1)(D)(i)]; implement high quality activities that support rigorous academic standards in core subjects and promote enhanced parent involvement in academic choice and decision-making [5305(b)(2)(D)].

(2) The Secretary Determines Extent to Which each Magnet School will – (i) Promote Desegregation and Increase Interaction Among Students 5305(b)(1)(A).

LSD designed *CHILD* to address issues of black student isolation in district schools that date back to days preceding *Brown v. Board of Education of Topeka, Kansas* and other seminal rulings on school integration. LSD has a critical need to stop the mass exodus of students from the district; stabilize the district and its remaining schools and aggressively recruit those who've left the district for other choices (magnet/private/parochial/other districts). Through implementation of *CHILD*, which will build upon the success of two previous *Magnet Schools Assistance Program* grants, LSD will launch two design strategies to turn the ship around: 1) High-quality academic programs and 2) Comprehensive marketing and recruitment. **(1) High-quality Academic Programs:** Implementation of *CHILD* will create K – 12 Learning Pathways that offer rigorous curricula in low-performing, historically segregated schools in an effort to improve instruction for all students and reduce black student isolation (see *Plan of Op* for Pathway details). All proposed magnets are in the process of being approved by the Lansing School Board, the NAACP and Judge Robert Holmes Bell, the federal judge presiding over the case, to ensure compliance with desegregation mandates. A Draft of the Plan is included in the Appendix; we anticipate a signed final copy will be available March 2013.

***CHILD* Magnet Schools and Themes 2013-2016**

School	Magnet Theme	Grades	Magnet Capacity
Cavanaugh	Discovery STEAM	K – 3	Whole School: 220
Fairview	Project Lead The Way STEM	K – 3	Whole School: 284
Lewton	Global Studies / Spanish Immersion	4 – 6	Whole School: 374
Mt. Hope	Discovery STEAM	4 – 6	Whole School: 374
Sheridan Road	Project Lead The Way STEM	4 – 6	Whole School: 440
Everett	New Tech	7 – 12	Academy: 400

School Descriptions: The following site descriptions summarize school-specific activities, curricular programs, professional development, partnerships and enrollment projections (see *Project Design 2(ii)* for research / theme rationale / assessment and intervention descriptions).

School:	Cavanaugh Discovery STEAM Magnet School	
Theme:	Discovery STEAM (Science, Technology, Engineering, Arts, Math)	
Configuration:	Whole School - Capacity: 290 students.	
Grade Levels:	Grades K - 3 (Cavanaugh transitioned from a K - 5 school in 2012)	
Free/Reduced Lunch	76.8%	
Year1	Enrollment	% Black Enrollment
Current (Baseline)	228	29.4%
Projected 2013-2014	218	28.3%
Projected 2014-2015	209	27.8%
Projected 2015-2016	201	26.4%

Academic Performance Indicators: Cavanaugh School is one of the lowest performing schools in Lansing and its reputation of poor achievement impedes its ability to attract non-minority attendance. The following chart summarizes key performance statistics:

Math % Below Basic	Science % Below Basic	ELA Grade*	Math Grade*
85%	93%	F	F

*MEAP (average Gr 3-5 Math, Gr 5 Science) Fall 2011; *MI School Report Card, 2012.*

Programming / Curriculum: Cavanaugh Discovery STEAM Magnet School will provide unique learning experiences for Lansing students that build linkages across district schools to establish the lower elementary component to a K – 12 STEAM Technology Pathway (Cavanaugh [K-3] to Mt. Hope [4-6] to Everett New Tech [7-12]). Students will enroll in the whole school magnet based on student and family choice. The K – 3 program will offer a rigorous STEM curriculum based on the Discovery Education model enhanced with arts integration strategies across all grade levels and core subjects to create STEAM – aligned to Common Core / Michigan grade level standards – and enriched with a focus on project-based learning (using Buck Institute strategies) and object-based learning (teacher professional development by Smithsonian Institution). Discovery Education reinvigorates learning through technology-rich media that replaces traditional, textbook-driven methods with project-based learning across all core subjects linked to extensive science, technology, engineering and mathematics (STEM) content. Through Discovery Education, teachers will access diverse lesson plans for all grade levels and subjects complete with aligned media content, technology integration strategies and formative assessments specific to the Discovery Education model. Discovery Education content will be enhanced through STEM integration strategies provided by the Smithsonian and Arts integration strategies provided by Wharton Center for the Performing Arts and Eli & Edythe Broad Art Museum. STEM and Arts integration (STEAM) will allow teachers to reach students with diverse learning needs. Daily activities will allow students and teachers to explore STEM topics through the arts using Discovery TechBooks, streaming content aligned to Common Core standards and extended learning experiences that guide students and teachers through discovery and mastery of advanced content and skills. Transformation of Cavanaugh School from a low-performing to a rigorous and exciting magnet school will help Lansing School District reduce black student isolation and improve academic achievement.

Enrichment: Cavanaugh Discovery STEAM will provide an immersive learning experience, augmenting a complete STEAM curriculum with exceptional enrichment opportunities:

Arts Immersion	• Teaching Artists from the Wharton Center and Broad Art Museum will provide
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Weeks	arts integration during Arts Immersion Weeks in magnet classrooms to increase accessibility of complex STEM topics through creative learning in multiple arts.
Extracurricular Activities	<ul style="list-style-type: none"> • Implementation of <i>CHILD</i> will expand extracurricular programs at Cavanaugh to include STEAM focused options. School will collaborate with partners like MSU to launch a robotics club, arts club and interscholastic math competition team.

Assessment: See *Project Design 2(ii)* for assessments common to all *CHILD* magnets.

Intervention: See *Project Design 2(ii)* for academic interventions common to all magnets.

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from Cavanaugh Discovery STEAM School with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- **STEAM Focus Teacher:** Cavanaugh will hire a STEAM Focus Teacher to integrate Discovery Arts STEM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement arts integration, STEAM and project-based learning strategies in all core and non-core subjects / classrooms. The STEAM Focus Teacher will also oversee critical components of the *CHILD* marketing and recruitment plan (see *Plan of Operation*).
- **Technology/Media Specialist:** Cavanaugh will hire a K – 6 Technology/Media Specialist (shared with Fairview, Lewton, Mt. Hope & Sheridan Rd.) to infuse new media resources and technology-based instructional tools into magnet classrooms. The Technology/Media Specialist will provide professional development to teachers to effectively operate new technologies and provide direct instruction to students during technology lessons.

Magnet Partners: Implementation of the Cavanaugh Discovery STEAM School will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models and interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Michigan State	<ul style="list-style-type: none"> • Offer school day enrichment in robotics and engineering learning experiences;

University	<ul style="list-style-type: none"> • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic <i>HEAT</i> mathematics team.
Impression 5 Science Center	<ul style="list-style-type: none"> • Provide students with interactive, content-rich, STEAM-based enrichment activities through specialized programs and ongoing exhibits and resources.
Wharton Center for Performing Arts	<ul style="list-style-type: none"> • Provide students with opportunities for arts enrichment activities through specialized programs and ongoing performances and community resources.
Eli & Edythe Broad Art Museum	<ul style="list-style-type: none"> • Dynamic educational arts programming - family days, artist talks, films, a lively docent program and interactive, standards-based multi-visit school program.

Professional Development: Proposed curricular programs require faculty and administrators across all subjects to fully integrate STEAM strategies for all students, including:

Provider	Professional Development Content	
Discovery Education	• Yr. 1: 3- day Digital Literacy Series	• Yr. 1: 3-Day Technology Integration Series
	• Yr. 2: 3-day Curriculum Series	• Yr. 2: 3-Day Assessment Series
	• Yr. 3: Teacher Selected Distance Learning Courses	
Buck Institute for Education	• Year 1: 3-Day Project Based Learning 101: Principles of Design, Assessment and Management	• Year 1: 5-Days PBL 101 Instructional Coaching .
	• Year 2: 3-Day Project Based Learning 201: PBL and STEM, Differentiated Instruction and Special Needs	• Year 2: PBL 201 Instructional Coaching Follow-up.
	• Year 3: Distance Learning: STEM PLB; PBL in Math; PBL in K – 2; Global PBL	
Wharton Center, Broad Art Museum	• Year 1: Arts Immersion Week – STEM and Visual Arts	
	• Year 2: Arts Immersion Week – STEM and Performing Arts	
	• Year 3: Arts Immersion Week – STEM and Visual & Performing Arts	
	• Ongoing: Sustaining Arts Integration in Lansing Magnet Schools After Grant Funding	
Smithsonian Institution	• Year 1: 5-day Institute: Object-Based Learning Principles (Day 1); Science & OBL (Day 2); Technology & OBL (Day 3); Engineering & OBL (Day 4); Math & OBL (Day 5)	
	• Year 2: 3-Day Workshop on Object-based Learning and Science	• Year 2: 3-Day Workshop on Object-based Learning and Technology
	• Year 3: 3-Day Workshop on Object-based Learning and Engineering	• Year 3: 3-Day Workshop on Object-based Learning and Mathematics

Specialized Facilities: *CHILD* will provide LSD with the resources to implement specialized curriculum using a STEAM learning lab equipped with *Discovery Education, Accelerated Reader* and *Math* licensures. Experimental/experiential learning facilities will enable students to enter high school and postsecondary study in STEM fields with strong technology skills.

School:	Fairview Project Lead The Way STEM Magnet School	
Theme:	Project Lead The Way STEM	
Configuration:	Whole School - Capacity: 284 students	
Grade Levels:	Grades K - 3 (Fairview transitioned from a K - 5 school in 2012)	
Free/Reduced Lunch:	71.9%	
Year1	Enrollment	% Black Enrollment
Current (Baseline)	274	26.6%
Projected 2013-2014	262	25.4%
Projected 2014-2015	252	24.2
Projected 2015-2016	241	24.4

Academic Performance Indicators: Fairview School is one of the lowest performing schools in Lansing School District and its reputation of poor achievement impedes its ability to attract non-minority attendance. The following chart summarizes key performance statistics:

Math % Below Basic	Science % Below Basic	ELA Grade	Math Grade
82%	94%	D	F

Programming / Curriculum: Fairview *Project Lead the Way STEM* Magnet School will provide unique learning experiences for Lansing students that build linkages across district schools to establish a K – 12 *PLTW STEM* Pathway (Fairview [K-3] to Sheridan Road [4-6] to Sexton *PLTW* [7-12]). Students will enroll in the whole-school magnet based on student and family choice. Project Lead The Way is currently piloting their K - 5 curricula and plans to make it available for the 2013-2014 school year. The three-year Grades K - 3 magnet program will offer *PLTW STEM*-focused learning integrated through classroom instructional methods that prepare students for future study in middle and high school STEM magnets. Fairview will offer students a rigorous and

exciting PLTW elementary magnet program supplemented by the validated, research-based and widely-used *Engineering is Elementary* model developed, tested and supported through professional development by the National Center for Technological Literacy at the Museum of Science in Boston (see Cunningham, Lachapelle & Hertel, 2012 for evidence effectiveness). The *Engineering is Elementary (EiE)* project integrates engineering and technology with science, language arts, social studies, and mathematics through interactive, hands-on, technology-rich design activities for students, grades K - 6. The curriculum guides elementary teachers through engineering-based explorations of STEM and core curricular topics using the five “E” learning cycle:

- *Engagement*: students are drawn to the challenge because it is interesting to them.
- *Exploration*: students begin to explore related science and engineering principles aligned to unit challenges they encounter in core curricula and *EiE* instructional materials.
- *Explanation*: using creative/critical thinking students describe what they think is happening.
- *Elaboration*: students explore solutions and apply knowledge to meet larger challenges.
- *Evaluation*: students reflect on what they learned and expand to other challenges.

The curriculum will focus study across three years utilizing learning modules developed by *National Center for Technological Literacy* engineers, technology specialists, scientists and education experts that build knowledge, skills and behavioral competencies across science, technology, mathematics, engineering, reading, communications and social studies. The Smithsonian Institution will supplement *PLTW* and *EiE* learning with multiple object-based teacher learning workshops throughout the grant period. Transformation of Fairview from a low-performing school to a rigorous and exciting magnet will help Lansing School District reduce black student isolation and improve academic performance.

Enrichment: Fairview PLTW STEM will provide an immersive learning experience, augmenting a full STEM curriculum with exceptional enrichment opportunities:

Biomedical Immersion Weeks	<ul style="list-style-type: none"> • Sparrow Health System will provide biomedical sciences integration during Immersion Weeks in magnet classrooms to increase accessibility of complex STEM topics through creative learning in multiple areas of science and health.
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Extracurricular Activities	<ul style="list-style-type: none"> • Implementation of <i>CHILD</i> will expand extracurricular programs at Fairview to include STEM focused options. School will partner with EMU, Sparrow & MSU to launch biomedical & robotics clubs and interscholastic math competition team.
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Assessment: See *Project Design 2(ii)* for assessments common to all *CHILD* magnets.

Intervention: See *Project Design 2(ii)* for academic interventions common to all magnets.

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from Fairview PLTW STEM School with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- **PLTW STEM Focus Teacher:** Fairview will hire a STEM Focus Teacher to integrate PLTW STEM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement STEM and project-based / object-based learning strategies in all core and non-core subjects and classrooms. The PLTW STEM Focus Teacher will also oversee critical components of the *CHILD* marketing and recruitment plan (see *Plan of Operation*).
- **Technology/Media Specialist:** Fairview will hire a K – 6 Technology/Media Specialist (shared with Cavanaugh, Lewton, Mt. Hope & Sheridan Rd.) to infuse new media resources and technology-based instructional tools into magnet classrooms. The Technology/Media Specialist will provide professional development to teachers to effectively operate new technologies and provide direct instruction to students during technology lessons.

Magnet Partners: Implementation of the Fairview PLTW STEM School will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models and interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Eastern Michigan University	<ul style="list-style-type: none"> • Provide teacher training to help ensure fidelity of <i>PLTW</i> elementary model; supplement program with complementary lessons and strategies. • Collaborate with Focus Teacher to develop linkages with complementary LSD

	magnet schools to facilitate creation of STEM Learning Pathway for students.
Michigan State University	<ul style="list-style-type: none"> • Offer school day enrichment in robotics and engineering learning experiences; • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic <i>HEAT</i> mathematics team.
Sparrow Hospital	<ul style="list-style-type: none"> • Provide students with interactive, content-rich, STEM-based biomedical enrichment activities through specialized programs and resources.

Professional Development: Proposed curricular programs require faculty and administrators across all subjects to fully integrate STEM strategies for all students, including:

Provider	Professional Development Content	
Project Lead The Way, EMU	• Yr. 1: 3- day PLTW Readiness Training	• Yr. 1: 12-Day PLTW Core Training
	• Yr. 2: 12-day PLTW Core Training	• Yr. 2: 12-Day Ongoing Training
	• Yr. 3: PLTW Virtual Academy - ongoing PD, Master Teacher videos and teacher forums	
Museum of Science, Boston	• Yr. 1: 2-Day <i>Everyone Engineers</i> Workshop: Pedagogy & Curriculum; Content Workshops - <i>Establishing Foundational Knowledge; Modeling Effective Pedagogy.</i>	
	• Yr. 2: Content Workshops - <i>Formative Assessment; Group Work and Discussion.</i>	
	• Yr. 3: Content Workshops - <i>Reflecting as Learners; Reflecting as Educators.</i> • Curriculum oversight and fidelity monitoring during 3-year grant period.	
Smithsonian Institution	• Year 1: 5-day Institute: Object-Based Learning Principles (Day 1); Science & OBL (Day 2); Technology & OBL (Day 3); Engineering & OBL (Day 4); Math & OBL (Day 5)	
	• Year 2: 3-Day Workshop on Object-based Learning and Science	• Year 2: 3-Day Workshop on Object-based Learning and Technology
	• Year 3: 3-Day Workshop on Object-based Learning and Engineering	• Year 3: 3-Day Workshop on Object-based Learning and Mathematics

Specialized Facilities: *CHILD* will provide LSD with the resources to implement specialized curriculum using a STEM learning lab equipped with *PLTW*, *Accelerated Reader* and *Math* licensures. Experimental/experiential learning facilities will enable students to enter high school and postsecondary study in STEM fields with strong engineering/technology/biomedical skills.

School:	Lewton Global Studies / Spanish Immersion Magnet School
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Theme:	Global Studies / Spanish Immersion	
Configuration:	Whole School - Capacity: 374 students	
Grade Levels:	Grades 4 - 6 (Lewton transitioned from a K - 5 school in 2012)	
% Free / Reduced Lunch:	73.6%	
Year1	Enrollment	% Black Enrollment
Current (Baseline)	295	53.9%
Projected 2013-2014	283	50.2%
Projected 2014-2015	271	54.7%
Projected 2015-2016	259	54.3%

Academic Performance Indicators: Lewton School is a struggling, low-performing school in Lansing School District. Its reputation of poor achievement impedes its ability to attract non-minority attendance. The following chart summarizes key performance statistics:

Math % Below Basic	Science % Below Basic	ELA Grade	Math Grade
78%	90%	D	D

Programming / Curriculum: Lewton Global Studies / Spanish Immersion Magnet School will provide unique learning experiences for Lansing students, grades 4 – 6, that build linkages across district schools to establish a Global Studies / Languages Pathway. Students will enroll in the magnet based on student and family choice. Two-Way Immersion Model: The three-year magnet school program will offer Spanish Immersion and world cultural studies utilizing a cohort approach to Immersion that moves forward from Grade 4. The curriculum will blend study of languages and culture with implementation of the Two-Way Immersion model (see Center for Advanced Linguistics for research base and evidence of effectiveness: www.cal.org) and grade-appropriate learning modules developed by *CAL, The Education Alliance* at Brown University and *Center for Advanced Research of Language Acquisition* as follows:

Language Immersion and Cultures Program Outline			
	Year 1	Year 2	Year 3
Grade	• Spanish Immersion	• Spanish Immersion	• Spanish Immersion

4	• Cultural Studies	• Cultural Studies	• Cultural Studies
Grade 5	• Cultural Studies	• Spanish Immersion • Cultural Studies	• Spanish Immersion • Cultural Studies
Grade 6	• Cultural Studies	• Cultural Studies	• Spanish Immersion • Cultural Studies

Foreign Language for Elementary Students (FLES) Spanish: Because Lewton will launch immersion using a cohort approach beginning in Grade 4, the school will simultaneously offer non-Immersion Spanish language instruction, grades 5 – 6, until cohort immersion students move forward to reach the sixth grade (see chart above). As immersion students continue to matriculate to higher grade levels, they will be given the option to continue immersion or transfer into the FLES Spanish model (which promotes foreign language acquisition but is less rigorous than immersion instruction).

Enrichment: Spanish Immersion / FLES language education and programming offered during classroom study will be supplemented through self-paced, online enrichment utilizing the elementary and middle school version of the tested and validated *Rosetta Stone Classroom* foreign language curriculum (aligned to Michigan Content Standards). *Rosetta Stone* will complement classroom teaching by allowing students to work independently, building speaking, listening comprehension, reading and writing skills through online study of languages. *Rosetta Stone Classroom* will also provide students struggling with foreign language mastery / fluency with a self-paced intervention to target specific needs utilizing individualized assessment, diagnosis and targeted response. *Rosetta Stone Classroom* will supplement instruction and will not diminish implementation of Two-Way Immersion / FLES Models.

Extracurricular Activities	• Implementation of <i>CHILD</i> will expand extracurricular programs at Lewton to include globally-focused options. School will collaborate with partners like MSU to launch a Spanish club, multicultural talent shows and Flags Day.
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Assessment: See *Project Design 2(ii)* for assessments common to all *CHILD* magnets.

Intervention: See *Project Design 2(ii)* for academic interventions common to all magnets.

Magnet Personnel: Implementation of the Global Studies / Spanish Immersion magnet program will be a collaborative effort linking school administrators and faculty with the following grant-funded personnel with the expertise to integrate theme-based instruction across core subjects:

- **Global Studies Focus Teacher:** a Global Studies Focus Teacher will provide instructional support to teachers at Lewton. Focus Teacher will provide classroom-embedded coaching, modeling and professional development and create a professional learning community of teachers to support global studies instructional strategies spanning all grade levels / subjects.
- **Spanish Immersion Focus Teacher:** a Spanish Immersion Focus Teacher will provide immersion instruction in Spanish language studies and the cultural heritage of native-speaking nations around the world utilizing the Two-Way Immersion Model developed by the *Center for Advanced Linguistics*. Focus Teacher will complete training in multiple immersion strategies and collaborate with district-funded teachers to infuse language and cultural studies across all grade levels and academic subjects.
- **Technology/Media Specialist:** Lewton will hire a Grades K – 6 Technology/Media Specialist (shared with Cavanaugh, Fairview, Mt. Hope & Sheridan Rd.) to infuse new media resources and technology-based instructional tools into magnet classrooms. The Technology/Media Specialist will provide professional development to teachers to effectively operate new technologies and provide direct instruction to students during technology lessons.

Magnet Partners: Implementation of the Lewton Global Studies / Spanish Immersion Magnet School will be a collaborative effort linking Lewton with content, pedagogy and community partners. *CHILD* partners will infuse instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models and interventions and provide supplementary learning experiences for students to prepare youth to pursue future study in foreign languages and cultural studies. Partners and activities are summarized in the following chart:

Partner	Implementation Role
Michigan State	<ul style="list-style-type: none"> • Serve as a Spanish Immersion resource linking Lansing schools with Spanish

University	Immersion Teachers to provide authentic instruction.
Wayne State University College of Education	<ul style="list-style-type: none"> Professors from the College of Education will work with Lewton teachers to develop bilingual education competencies that benefit both immersion and FLES strategies. They will provide ongoing support through seminars and presentations during <i>CHILD Forum</i> peer learning sessions (<i>Project Design</i>)

Professional Development: Proposed curricular / language programs require substantial professional development for faculty and administrators across subjects to fully integrate language immersion and cultural instruction across all classrooms at Lewton School.

Provider	Professional Development Content		
University of Minnesota – Center for Advanced Research of Language Acquisition	<ul style="list-style-type: none"> <u>CARLA Summer Institutes:</u> CARLA offers multi-day summer professional development opportunities for immersion program educators including teachers, administrators and curriculum coordinators engaged in immersion instruction and program administration; immersion educators will attend two institutes per year. 		
	<u>Year 1 Institutes:</u> <ul style="list-style-type: none"> Immersion 101 Content-based Language Curriculum Development 	<u>Year 2 Institutes:</u> <ul style="list-style-type: none"> Culture As Core of the Language Classroom Using Technology in Second Language Teaching 	<u>Year 3 Institutes:</u> <ul style="list-style-type: none"> Challenges of Immersion: Struggling Learners Style- and Strategies-based Instruction
American Council on the Teaching of Foreign Languages	<ul style="list-style-type: none"> <u>On-Site Workshops:</u> (1 on-site program per year). ACTFL language education experts will work with district personnel to provide district-selected workshops exclusively for Lansing faculty; topics: curriculum development, immersion assessment, classroom management and cultural studies in immersion classrooms. 		
	<ul style="list-style-type: none"> <u>Content Workshops:</u> (2 workshops per year, up to six LSD faculty). Multi-day workshops focused on foreign language education, immersion education and critical issues impacting instruction, curriculum and assessment for second language educators 		
	<ul style="list-style-type: none"> <u>Annual World Languages Convention:</u> (annual convention for four Lewton faculty). 		

	Annual convention for world language educators and immersion teachers.
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Specialized Facilities: *CHILD* will provide Lewton Global Studies / Spanish Immersion Magnet School with the resources to implement specialized curriculum using a lab equipped to develop career-linked skills and build student interest in postsecondary education:

- Global Studies / Language Learning Lab equipped with specialized technology, *Rosetta Stone Classroom* intervention, laptop carts to facilitate cultural studies and immersion / FLES learning tools dedicated to preparing students to engage in future foreign language study in high school and postsecondary education.

School:	Mt. Hope Discovery STEAM Magnet School	
Theme:	Discovery STEAM (Science, Technology, Engineering, Arts, Math)	
Configuration:	Whole School - Capacity: 374 students	
Grade Levels:	Grades 4 - 6 (Mt. Hope transitioned from a K - 5 school in 2012)	
% Free / Reduced Lunch:	72.3%	
	Year1	Enrollment
		% Black Enrollment
	Current (Baseline)	255
	Projected 2013-2014	244
	Projected 2014-2015	234
	Projected 2015-2016	224
		28.6%
		26.9%
		27.5%
		28.0%

Academic Performance Indicators: Mt. Hope School is a struggling, mostly low-performing school in Lansing School District. Its reputation of poor achievement impedes its ability to attract non-minority attendance. The following chart summarizes key performance statistics:

Math % Below Basic	Science % Below Basic	ELA Grade	Math Grade
65%	89%	D	D

*MEAP (average Gr 3-5 Math, Gr 5 Science) Fall 2011; *MI School Report Card, 2012.*

Programming / Curriculum: Mt. Hope Discovery STEAM Magnet School will provide unique learning experiences for Lansing students that build linkages across district schools to establish the upper elementary component to a K – 12 STEAM Technology Pathway (Cavanaugh [K-3] to Mt.

Hope [4-6] to Everett New Tech [7-12]). Students will enroll in the whole school magnet based on student and family choice. The Grades 4 – 6 program will offer a rigorous STEM curriculum based on the Discovery Education model enhanced with arts integration strategies across all grade levels and core subjects to create STEAM – aligned to Common Core / Michigan grade level standards – and enriched with a focus on project-based learning (using Buck Institute for Education strategies) and object-based learning (teacher professional development by Smithsonian Institution). Discovery Education reinvigorates learning through technology-rich media that replaces traditional, textbook-driven methods with project-based learning across all core subjects linked to extensive science, technology, engineering and mathematics (STEM) content. Through Discovery Education, teachers will access diverse lesson plans for all grade levels and subjects complete with aligned media content, technology integration strategies and formative assessments specific to the Discovery Education model. Discovery Education content will be enhanced through STEM integration strategies provided by the Smithsonian and Arts integration strategies provided by. STEM and Arts integration (STEAM) will allow teachers to reach students with diverse learning needs. Daily activities will allow students and teachers to explore STEM topics through the arts using Discovery TechBooks, streaming content aligned to Common Core standards and extended learning experiences that guide students and teachers through discovery and mastery of advanced content and skills. Transformation of Mt. Hope School from low-performing to a rigorous and exciting magnet school will help LSD reduce black student isolation and improve achievement.

Enrichment: Mt. Hope Discovery STEAM will provide an immersive learning experience, augmenting a complete STEAM curriculum with exceptional enrichment opportunities:

Arts Immersion Weeks	<ul style="list-style-type: none"> Teaching Artists from the Wharton Center and Broad Art Museum will provide arts integration during Arts Immersion Weeks in magnet classrooms to increase accessibility of complex STEM topics through creative learning in multiple arts.
Extracurricular Activities	<ul style="list-style-type: none"> Implementation of <i>CHILD</i> will expand extracurricular programs at Mt. Hope to include STEAM focused options. School will collaborate with partners like MSU to launch a robotics club, arts club and interscholastic math competition team.

Assessment: See *Project Design 2(ii)* for assessments common to all *CHILD* magnets.

Intervention: See *Project Design 2(ii)* for academic interventions common to all magnets.

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from Mt. Hope Discovery STEAM School with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- **STEAM Focus Teacher:** Mt. Hope will hire a STEAM Focus Teacher to integrate Discovery Arts STEM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement arts integration, STEAM and project-based learning strategies in all core and non-core subjects / classrooms. The STEAM Focus Teacher will also oversee critical components of the *CHILD* marketing and recruitment plan (see *Plan of Operation*).
- **Technology/Media Specialist:** Mt. Hope will hire a Grades K – 6 Technology/Media Specialist (shared with Cavanaugh, Fairview, Lewton & Sheridan Rd.) to infuse new media resources and technology-based instructional tools into magnet classrooms. The Technology/ Media Specialist will provide professional development to teachers to effectively operate new technologies and provide direct instruction to students during technology lessons.

Magnet Partners: Implementation of the Mt. Hope Discovery STEAM School will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models and interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Michigan State University	<ul style="list-style-type: none"> • Offer school day enrichment in robotics and engineering learning experiences; • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic <i>HEAT</i> mathematics team.
Impression 5 Science Center	<ul style="list-style-type: none"> • Provide students with interactive, content-rich, STEAM-based enrichment activities through specialized programs and ongoing exhibits and resources.
Wharton Center for	<ul style="list-style-type: none"> • Provide students with opportunities for arts enrichment activities through

Performing Arts	specialized programs and ongoing performances and community resources.
Eli & Edythe Broad Art Museum	• Dynamic educational arts programming - family days, artist talks, films, a lively docent program and interactive, standards-based multi-visit school program.

Professional Development: Proposed curricular programs require faculty and administrators across all subjects to fully integrate STEAM strategies for all students, including:

Provider	Professional Development Content	
Discovery Education	• Yr. 1: 3- day Digital Literacy Series	• Yr. 1: 3-Day Technology Integration Series
	• Yr. 2: 3-day Curriculum Series	• Yr. 2: 3-Day Assessment Series
	• Yr. 3: Teacher Selected Distance Learning Courses	
Buck Institute for Education	• Year 1: 3-Day Project Based Learning 101: Principles of Design, Assessment and Management	• Year 1: 5-Days PBL 101 Instructional Coaching .
	• Year 2: 3-Day Project Based Learning 201: PBL and STEM, Differentiated Instruction and Special Needs	• Year 2: PBL 201 Instructional Coaching Follow-up.
	• Year 3: Distance Learning: STEM PLB; PBL in Math; PBL in K – 2; Global PBL	
Wharton Center, Broad Art Museum	• Year 1: Arts Immersion Week – STEM and Visual Arts	
	• Year 2: Arts Immersion Week – STEM and Performing Arts	
	• Year 3: Arts Immersion Week – STEM and Visual & Performing Arts • Ongoing: Sustaining Arts Integration in Lansing Magnet Schools After Grant Funding	
Smithsonian Institution	• Year 1: 5-day Institute: Object-Based Learning Principles (Day 1); Science & OBL (Day 2); Technology & OBL (Day 3); Engineering & OBL (Day 4); Math & OBL (Day 5)	
	• Year 2: 3-Day Workshop on Object-based Learning and Science	• Year 2: 3-Day Workshop on Object-based Learning and Technology
	• Year 3: 3-Day Workshop on Object-based Learning and Engineering	• Year 3: 3-Day Workshop on Object-based Learning and Mathematics

Specialized Facilities: *CHILD* will provide LSD with the resources to implement specialized curriculum using a STEAM learning lab equipped with *Discovery Education*, *Accelerated Reader* and *Math* licensures. Experimental/experiential learning facilities will enable students to enter high school and postsecondary study in STEM fields with strong technology skills.

School:	Sheridan Road Project Lead The Way STEM Magnet School
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Theme:	Project Lead The Way STEM	
Configuration:	Whole School	
Grade Levels:	Grades 4 - 6 (Sheridan Road transitioned from a K - 5 school in 2012)	
% Free / Reduced Lunch:	78.4%	
Year1	Enrollment	% Black Enrollment
Current (Baseline)	317	27.8%
Projected 2013-2014	304	26.9%
Projected 2014-2015	291	26.4%
Projected 2015-2016	279	26.5%

Academic Performance Indicators: Sheridan Road School is one of the lowest performing schools in Lansing School District and its reputation of poor achievement impedes the ability to attract non-minority attendance. The following chart summarizes key performance statistics:

Math % Below Basic	Science % Below Basic	ELA Grade	Math Grade
80%	96%	F	F

Programming / Curriculum: Sheridan Road *Project Lead the Way STEM* Magnet School will provide unique learning experiences for Lansing students that build linkages across district schools to establish a K – 12 *PLTW STEM* Pathway. Students will enroll in the whole-school magnet based on student/family choice. Project Lead The Way is currently piloting their K - 5 curricula and plans to make it available for the 2013-2014 school year. The Grades 4 - 6 magnet program will offer *PLTW STEM*-focused learning integrated through classroom instructional methods that prepare students for future study in middle/high school STEM magnet (Sexton High School *PLTW STEM* Grades 7 - 12). Sheridan Road will offer students a rigorous and exciting *PLTW* magnet program supplemented by the validated, research-based and widely-used *Engineering is Elementary* model developed, tested and supported through professional development by the National Center for Technological Literacy at the Museum of Science in Boston (see Cunningham, Lachapelle & Hertel, 2012 for evidence effectiveness). The *Engineering is Elementary (EiE)* project integrates engineering and technology with science and mathematics through interactive, hands-on,

technology-rich design activities for students, grades K - 6. The curriculum guides elementary teachers through engineering-based explorations of STEM and core curricular topics using the five “E” learning cycle:

- **Engagement**: students are drawn to the challenge because it is interesting to them.
- **Exploration**: students begin to explore related science and engineering principles aligned to unit challenges they encounter in core curricula and *EiE* instructional materials.
- **Explanation**: using creative/critical thinking students describe what they think is happening.
- **Elaboration**: students explore solutions and apply knowledge to meet larger challenges.
- **Evaluation**: students reflect on what they learned and expand to other challenges.

The curriculum will focus study across three years utilizing learning modules developed by *National Center for Technological Literacy* engineers, technology specialists, scientists and education experts that build knowledge, skills and behavioral competencies across STEM subjects. The Smithsonian Institution will supplement *PLTW* and *EiE* learning with multiple object-based teacher learning workshops throughout the grant period. Transformation of Sheridan Road from a low-performing school to a rigorous and exciting magnet will help Lansing School District reduce black student isolation and improve academic performance.

Enrichment: Sheridan Road *PLTW* STEM will provide an immersive learning experience, augmenting a full STEM curriculum with exceptional enrichment opportunities:

Biomedical Immersion Weeks	<ul style="list-style-type: none"> • Sparrow Health System will provide biomedical sciences integration during Immersion Weeks in magnet classrooms to increase accessibility of complex STEM topics through creative learning in multiple areas of science and health.
Extracurricular Activities	<ul style="list-style-type: none"> • Implementation of <i>CHILD</i> will expand extracurricular programs at Sheridan Road to include STEM-focused options. Partners EMU, Sparrow & MSU to launch biomedical & robotics clubs and interscholastic math competition teams.

Assessment: See *Project Design 2(ii)* for assessments common to all *CHILD* magnets.

Intervention: See *Project Design 2(ii)* for academic interventions common to all magnets.

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from Sheridan Road *PLTW* STEM School with grant-funded

personnel providing the expertise to integrate theme-based instruction across core subjects:

- **PLTW STEM Focus Teacher**: Sheridan Road will hire a STEM Focus Teacher to integrate PLTW STEM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement STEM and project-based / object-based learning strategies in all core and non-core subjects and classrooms. The PLTW STEM Focus Teacher will also oversee critical components of the *CHILD* marketing and recruitment plan (see *Plan of Operation*).
- **Technology Specialist**: Sheridan Road will hire a K – 6 Technology Specialist (shared with Cavanaugh, Fairview, Lewton and Mt. Hope) to infuse new media resources and technology-based instructional tools into magnet classrooms. The Technology Specialist will provide professional development to teachers to effectively operate new technologies and provide direct instruction to students during technology lessons.

Magnet Partners: Implementation of the Sheridan Road PLTW STEM School will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models and interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Eastern Michigan University	<ul style="list-style-type: none"> • Provide teacher training to help ensure fidelity of <i>PLTW</i> elementary model; supplement program with complementary lessons/strategies. • Collaborate with Focus Teacher to develop linkages with complementary LSD magnet schools to facilitate completion of STEM Learning Pathway for students.
Michigan State University	<ul style="list-style-type: none"> • Offer school day enrichment in robotics and engineering learning experiences; • Launch afterschool robotics club culminating in interscholastic competition; • Launch afterschool competitive, interscholastic <i>HEAT</i> mathematics teams.
Sparrow Hospital	<ul style="list-style-type: none"> • Provide students with interactive, content-rich, STEM-based enrichment activities through specialized programs and resources in biomedical & health.

Professional Development: Proposed curricular programs require faculty and administrators across all subjects to fully integrate STEM strategies for all students, including:

Provider	Professional Development Content	
Project Lead The Way	• Yr. 1: 3- day PLTW Readiness Training	• Yr. 1: 12-Day PLTW Core Training
	• Yr. 2: 12-day PLTW Core Training	• Yr. 2: 12-Day Ongoing Training
	• Yr. 3: PLTW Virtual Academy - ongoing PD, Master Teacher videos and teacher forums	
Museum of Science, Boston	• Yr. 1: 2-Day <i>Everyone Engineers</i> Workshop: Pedagogy & Curriculum; Content Workshops - <i>Establishing Foundational Knowledge; Modeling Effective Pedagogy.</i>	
	• Yr. 2: Content Workshops - <i>Formative Assessment; Group Work and Discussion.</i>	
	• Yr. 3: Content Workshops - <i>Reflecting as Learners; Reflecting as Educators.</i> • Curriculum oversight and fidelity monitoring during 3-year grant period.	
Smithsonian Institution	• Year 1: 5-day Institute: Object-Based Learning Principles (Day 1); Science & OBL (Day 2); Technology & OBL (Day 3); Engineering & OBL (Day 4); Math & OBL (Day 5)	
	• Year 2: 3-Day Workshop on Object-based Learning and Science	• Year 2: 3-Day Workshop on Object-based Learning and Technology
	• Year 3: 3-Day Workshop on Object-based Learning and Engineering	• Year 3: 3-Day Workshop on Object-based Learning and Mathematics

Specialized Facilities: *CHILD* will provide LSD with the resources to implement specialized curriculum using a STEM learning lab equipped with *PLTW*, *Accelerated Reader* and *Math* licensures. Experimental/experiential learning facilities will enable students to enter high school and postsecondary study in STEM fields with strong engineering/technology/biomedical skills.

School:	Everett New Tech Magnet Academy	
Theme:	New Tech	
Configuration:	Academy (School-Within-A-School) - Maximum Capacity: 600 students	
Grade Levels:	Grades 7 - 12 (Everett is transitioning from a 9 - 12 school in 2014)	
% Free / Reduced Lunch:	62.1%	
Year1	Enrollment	% Black Enrollment
Current (Baseline)	1402	43.3%
Projected 2013-2014	300	48.5%

Projected 2014-2015	500	52.3%
Projected 2015-2016	600	54.5%

Academic Performance Indicators: Everett is a struggling, low-performing LSD high school. Its reputation of poor achievement impedes its ability to attract non-minority attendance. The following chart summarizes key performance statistics:

Math % Below Basic	Science % Below Basic	ELA Grade	Math Grade
94%	91%	F	F

Programming / Curriculum: Everett New Tech Magnet Academy will provide unique learning experiences for Lansing students that build linkages across district schools to complete STEM Technology Pathways (K – 12). Students will enroll in the school-within-a-school magnet academy based on student and family choice. The middle/high school magnet program will offer a rigorous STEM curriculum based on the New Tech education model – aligned to Common Core / Michigan grade level standards. New Tech reinvents education through a technology-based learning platform that includes a customized tablet (Grades 7 & 8) and laptop (Grades 9 - 12) for each student complete with diverse learning software at all levels and Computer-Aided Design (CAD) software at the high school level. New Tech – founded in Napa, California in 1996, is a network of more than 115 schools in 18 states linked through a common technology platform that provides access to media driven curricular materials to transform learning from textbook instruction to real-world, project-based learning experiences aligned to Common Core and MI state standards. New Tech teaches core and non-core content through technology and project-based learning to help students develop problem-solving, creative thinking and entrepreneurial skills while increasing student mastery of core content knowledge and academic competencies. Daily teaching and learning through the New Tech platform will be enhanced with project-based learning and enrichment opportunities that capitalize on the talents of Lansing youth. New Tech is proven to increase performance in at-risk, chronically underserved schools and offers LSD the innovative learning opportunities needed to attract students to Everett.

Enrichment: Everett New Tech Magnet Academy will provide an immersive learning experience, augmenting a full STEM curriculum with exceptional enrichment opportunities:

College Entrance Exam Prep	<ul style="list-style-type: none"> • <i>CHILD</i> will provide access to online Kaplan ACT / SAT Test Prep software to help students increase performance on critical college admissions criteria. • <i>CHILD</i> will provide support to complete admissions & financial aid forms
Extracurricular Activities	<ul style="list-style-type: none"> • Implementation of <i>CHILD</i> will expand extracurricular programs at Everett to include STEM-focused options. School will collaborate with partners like MSU to launch robotics & technology clubs and interscholastic math competition teams

Assessment: See *Project Design 2(ii)* for assessments common to all *CHILD* magnets.

Intervention: See *Project Design 2(ii)* for academic interventions common to all magnets.

Magnet Personnel: Implementation of magnet programs will be a collaborative effort linking school administrators and faculty from Everett New Tech Magnet Academy with grant-funded personnel providing the expertise to integrate theme-based instruction across core subjects:

- New Tech Focus Teacher: Everett will hire a New Tech Focus Teacher to integrate New Tech STEM content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead the magnet curriculum development team, model effective lessons across subjects and help teachers implement STEM and project-based learning strategies in all core and non-core subjects and classrooms. The New Tech Focus Teacher will also oversee critical components of the *CHILD* marketing and recruitment plan (see *Plan of Operation*).

Magnet Partners: Implementation of the Everett New Tech Magnet Academy will be a collaborative effort with key content, pedagogy and community partners that infuse instruction with research-based teaching strategies, facilitate the use of validated curricular models and interventions and provide supplementary learning experiences for students:

Partner	Implementation Role
Michigan State University	<ul style="list-style-type: none"> • Offer dual enrollment classes to help magnet students get a jump-start on college by earning credits during high school enrollment. • Offer Family College Readiness programs to prepare students and families to

	<p>successfully complete college applications and financial aid applications.</p> <ul style="list-style-type: none"> • Offer school day enrichment in math, science, robotics & engineering content; • Launch robotics club / math team toward interscholastic competition;
Lansing Community College	<ul style="list-style-type: none"> • Offer dual enrollment classes to help magnet students get a jump-start on college by earning credits during high school enrollment. • Offer Family College Readiness programs to prepare students and families to successfully complete college applications and financial aid applications.

Professional Development: Proposed curricular programs require Everett faculty and administrators across all subjects to fully integrate STEM strategies for all students, including:

Provider	Professional Development Content	
New Tech Network	<ul style="list-style-type: none"> • Years 1 – 3: Professional development / technical assistance in implementation of <i>New Tech</i> project-based learning framework, including use of the New Tech Learning Platform and extensive project-based learning pedagogy. • Years 1 – 3: Coaching and ongoing technical assistance to ensure positive results and fidelity to the innovative New Tech model. 	
	<p>Year 1: <u>Leadership Training</u> – School principal, curriculum leaders and department leaders will form a leadership team and complete specialized <i>New Tech</i> administration training – required by program model.</p>	<p>Years 1 – 3: <u>Teacher Training</u> – <i>CHILD</i> will provide for annual training for a team of teachers from each grade level to attend and complete <i>New Tech</i> project-based learning model training to promote core academic learning through advanced technology and innovative curricular strategies. All Everett magnet teachers will complete training as prescribed by New Tech.</p>

Specialized Facilities: *CHILD* will provide LSD with the resources to implement specialized curriculum using a STEM learning lab equipped with *Accelerated Reader* and *Accelerated Math* licensures. Experimental/experiential learning facilities will enable students to enter high school and postsecondary study in STEM fields with strong technology skills.

(2) Comprehensive Marketing and Recruitment: *CHILD* will offer students exciting, rigorous academic options supported by a comprehensive and effective marketing, recruitment and placement plan to generate and sustain student / family interest in choices. *CHILD* continues an effective strategy that was developed in compliance with court-ordered desegregation in 1971. The LSD Marketing, Recruitment and Placement Plan (see *Plan of Operation*) includes multiple components to stop the mass exodus of students (mostly white) from the district, stabilize what remains to prevent additional losses and aggressively recruit those families who have chosen other options, in an effort to reduce black student isolation and achieve racial balance.

***CHILD* Marketing:** To promote racial and socio-economic diversity in *CHILD* magnets, LSD will complete a comprehensive marketing effort to ensure all Lansing school stakeholders are fully informed of *CHILD* education options. A Marketing and Recruitment Coordinator will develop culturally-appropriate materials that inform stakeholders of new choice options, disseminate materials in all LSD schools and throughout the community, create and update social media accounts that include extensive descriptions of magnet programs / application procedures / student placement protocols, organize and host community information events / Magnet Fairs in all Lansing neighborhoods in collaboration with key community partners (churches, community centers, Boys and Girls Club, MSU, LCC, Mayor Bernero's office) and promote equal access by translating materials from English to Spanish to reduce cultural barriers impeding participation.

***CHILD* Recruitment:** Recruitment of student applicants for *CHILD* magnets will include both universal and targeted strategies. Universal Recruitment: LSD will implement district-wide recruitment efforts to maximize the number of Lansing students and families who apply for enrollment in *CHILD* magnet schools. Universal strategies will include *Magnet Fairs*, social media outreach, web / print / broadcast media marketing, placement of recruitment materials in school newspapers and parent newsletters and dissemination of magnet school information during parent-teacher conferences and school events. Targeted Recruitment: The *CHILD* Marketing and Recruitment Coordinator will collaborate with Focus Teachers to conduct targeted recruitment in priority neighborhoods and schools throughout the district to maximize the number of student

applicants for magnet schools from specific racial and socio-economic groups aligned to desegregation goals. Targeted recruitment will occur in majority white neighborhoods where students predominantly attend charter, non-public or schools in other districts to encourage white student applicants for enrollment in *CHILD* magnet schools (all *CHILD* magnet schools are racially isolated when compared to community-wide demographics given the mass exodus of white families for alternative education options outside the district). Targeted recruitment of upper elementary, middle and high school students will help the district prevent further student departures and entice those who have left the district to return to rigorous new magnets – thereby increasing white student enrollment and reducing black student isolation. In addition, LSD will target recruitment efforts toward families with preschoolers. Currently, the district is able to retain approximately 70% of preschool students who complete early learning programs. A full 30% of these students leave the district, historically between Grades 5 and 8. The demographic composition of our 2012-13 preschool class of 446 students is: 34.5% white; 30% black, 20% multiracial; 11% Hispanic and 4% Asian. White students across the district make up 29.4% of the student body. By creating magnet schools with rigorous academic programming, Lansing School District will offer attractive options to keep families from leaving the district. Targeted recruitment activities will also seek to increase the number of non-free / reduced lunch eligible students who apply for magnet enrollment in an effort to increase socio-economic diversity as well as academic performance in impoverished, low-performing schools.

***CHILD* Application:** LSD implements a districtwide Schools of Choice application process that provides students/families access to all district-funded Schools of Choice and all federally-funded Magnet Schools. The district will extend this tested, revised and community-accepted process to proposed *CHILD* magnets to promote consistency and maintain familiarity with application protocols. The application was developed by the district and approved by Judge Bell during the court-ordered desegregation process as a way to facilitate desegregation in racially-identifiable schools, reduce black student isolation and promote racial and socio-economic diversity across the

district. Student enrollment for all *CHILD* magnet schools will be race neutral and will not be impacted by prior academic performance – placement will be based on a random student lottery.

***CHILD* Student Selection:** Student selection for *CHILD* magnets will follow a multi-step process (*Plan of Operation*) based on factors including school capacity and a random lottery that is both race neutral and free from academic performance eligibility standards. Achievement of race and socio-economic diversity objectives will be achieved through targeted marketing/recruitment in critical feeder school communities to ensure applicant pools for magnets reflect enrollment targets. By offering high-quality academic programs in racially unbalanced schools and completing comprehensive recruitment and marketing strategies to attract students of diverse social, economic, ethnic and racial backgrounds to enroll in *CHILD* magnets, LSD seeks to reduce black student isolation, improve academic achievement and expand choice for all Lansing youth and families.

(ii) Improve Academic Achievement for Students [5305(b)(1)(B) / 5305(b)(1)(D)(i)]:

Implementation of *CHILD* promises to yield multiple positive outcomes for all grade levels. While promoting diversity and reducing racial group isolation is critical to achieving Unitary Status and ensuring compliance with desegregation goals, the district is equally committed to improving the quality of education options at low-performing schools. LSD proposes tiers of service for each *CHILD* magnet school that will expand options for families, improve teacher effectiveness, enhance learning resources and increase academic achievement for all students, including: 1) Learning Pathways; 2) Theme-Based Instruction; 3) Research-Based Programs; 4) Curriculum Alignment; 5) Technology Integration; 6) Assessments & Interventions; and 7) Professional Development.

(1) Learning Pathways: Integrated learning across K – 12 grade levels creates education pathways that can lead to increased success in postsecondary education and careers (Lyon; Jafri; St. Louis, 2012). The Magnet Design Team designed *CHILD* to create, complete and / or enhance existing LSD Learning Pathways linked to postsecondary fields of study and 21st Century careers (see *Plan of Operation*). Implementation of *CHILD* will strengthen the following LSD Learning Pathways through improved instruction, enhanced resources, increased capacity and expanded choice:

School	Lansing School District - Learning Pathway Options
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Cavanaugh	• STEM Pathway; Technology Pathway; Arts Pathway
Fairview	• STEM Pathway; Technology Pathway; Engineering Pathway
Lewton	• Global Studies Pathway; Languages Pathway
Mt. Hope	• STEM Pathway; Technology Pathway; Arts Pathway
Sheridan Road	• STEM Pathway; Technology Pathway; Engineering Pathway
Everett	• STEM Pathway; Technology Pathway; Arts Pathway

(2) Theme-Based Instruction: Magnet school sites were selected based on the needs described in **Priority #1** and the terms of the Lansing School District mandatory desegregation plan. The Magnet Design Team (comprised of administrators, curriculum leaders, teachers, parents, students and community partners) selected magnet themes for individual schools – after seeking input from diverse stakeholders – to expand / initiate K – 12 Learning Pathways that increase continuity of academic programs across grade levels and schools. All *CHILD* magnet schools (except Lewton) offer a rigorous and innovative approach to STEM teaching and learning. **Science, Technology, Engineering and Math (STEM) Theme:** STEM is fast emerging as one of the most critical education challenges in the United States. The U.S. Department of Commerce reports that STEM jobs grew three times faster than all other job sectors during the last 10 years (Langdon; McKittrick; Beede; Khan & Doms, 2011). Technology, innovation, research and the mathematics enabling critical advancements in all fields depend upon a highly educated, technologically-literate workforce ready to move America forward (Carnevale; Smith & Melton, 2011). STEM education equips students with the skills needed to succeed in higher education and careers in the fields of health sciences, engineering, technology, transportation, business and energy – just to name a few. STEM is critical to our collective success and new experts are needed to meet the demands of careers yet to be conceived (Rosser, 2012). Further, rigorous and innovative STEM magnets are perceived to be the most sought after options in the Lansing community (Sparrow Health Systems is Lansing's largest employer) and offer the district its greatest opportunity to generate positive desegregation and academic outcomes. *CHILD* will respond to peer-reviewed research and the needs of the community by creating five new STEM magnets that offer focus across multiple

disciplines (technology/engineering/arts/biomedical/math/science) to appeal to the broadest range of students and families and result in exciting post-secondary and career options for LSD graduates:

STEM Focus	Focus Rationale
Technology STEM	<ul style="list-style-type: none"> • Technology education develops creative thinking skills that better prepare students for the world of industry and innovation (Newbill & Baum, 2013). • Technology and arts learning increases STEM relevancy by appealing to the digital literacy and media interests of 21st Century students (Bevins, 2012).
Engineering STEM	<ul style="list-style-type: none"> • Engineering challenges increase rigor and real-world relevance of STEM content and promote critical thinking / problem-solving skills in students of all ages, genders and socio-economic backgrounds (Householder & Hailey, 2012). • Integration of engineering concepts across core subjects improves student achievement in math and science (Bagiati; Yoon; & Ngambeki, 2010).
Arts STEM	<ul style="list-style-type: none"> • Arts enhanced STEM promotes the development of student creativity needed to ensure the growth of future STEM innovators (Coxon, 2012). • Integration of arts and STEM can reduce gender gaps in STEM engagement while increasing accessibility of complex science, technology, engineering and mathematics concepts in early learners (Sharapan, 2012).
Biomedical STEM	<ul style="list-style-type: none"> • Grounding of STEM concepts in inquiry-based biomedical education promotes increased engagement in STEM through linkages with social perspectives to appeal to students with diverse interests (Kim, 2011).
Math STEM	<ul style="list-style-type: none"> • High school math achievement, exposure to math, and math self-efficacy beliefs all affect students' intent to major in STEM fields, which in turn influences entrance into STEM majors post-secondary (Wang, 2012).
Science STEM	<ul style="list-style-type: none"> • Science education increases the analytical skills needed to convey complex STEM concepts and content across the Common Core (Nichols, 2012).

CHILD themes were chosen to enhance instruction across core subjects and bring new life to academic subjects that do not resonate with high-risk, underserved students from targeted

communities and schools. Each magnet will provide opportunities for students to engage in outstanding learning that will increase success while helping attain critical desegregation outcomes.

(3) Research-based Programs: The Magnet Design Team designed *CHILD* to reflect current research in education practice and theory while addressing significant needs of LSD students. After assessment of academic needs, the Design Team selected research-based, validated, effective curricula/interventions to increase the likelihood of positive academic outcomes for all students:

Program	Evidence of Effectiveness
Project-based Learning	<ul style="list-style-type: none"> • Project-based learning helps primary / secondary students acquire advanced understanding through practical applications of knowledge (Panasan, 2010). • Students engaged in project-based learning demonstrate gains in content knowledge and more positive attitudes towards peers of different racial or socio-economic backgrounds compared to those taught by more traditional instructional methods (Kaldi; Filippatou; Diamonto; Govaris, 2011).
Object-based Learning	<ul style="list-style-type: none"> • Object-based learning increases student connectedness to instructional activities and increases participation in the study of complex content (Lasky, 2009).
Discovery Education	<ul style="list-style-type: none"> • Discovery Education content aligned to core instruction increases student mastery of reading and math skills and increases achievement rates (Boster, 2009). • Use of Discovery Education technology media led to 3 to 5 percentile gains on reading, math and science assessments in grades 5 and 8 (Boster, 2009).
Project Lead The Way	<ul style="list-style-type: none"> • PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science (Tai, 2012). • 97 percent of PLTW alumni said they planned to pursue a four-year degree as opposed to 67 percent of non-PLTW students (Tai, 2012).
Engineering is Elementary	<ul style="list-style-type: none"> • Children in EiE classrooms perform significantly better than control students in STEM content (Cunningham; Lachapelle & Hertel, 2012). • EiE enhances interest, engagement, and performance of historically underrepresented student groups in engineering as compared to general science strategies

	(Cunningham; Lachapelle & Hertel, 2012).
Arts Integration	<ul style="list-style-type: none"> • Arts integration throughout the curriculum improves retention of knowledge and mastery of core learning concepts (Rinne; Gregory, 2011). • Arts integrated curricula help students find meaning through different communication modes and cross boundaries to transfer skills to all subjects (Pennisi, 2012).
New Tech	<ul style="list-style-type: none"> • Digital learning increases personalization and deeper understanding by promoting self-directed learning (VanderArk & Schneider, 2012). • Technology-rich instruction increases college readiness by promoting inquiry-based learning and enhancing critical thinking skills (Walsh; Cuilla & Lee, 2011).

(4) Curriculum Alignment: Implementation of *CHILD* will expand teacher access to outstanding, effective instructional strategies and resources that will reinvigorate teaching and learning across grade levels. While proposed curricular programs, instructional frameworks and content resources are exceptional, it is critical to align resources to state-adopted Common Core ELA and math standards and state-determined science, social studies, technology and non-core subject grade level expectations. LSD will convene a Pathway Alignment Team (PAT) to conduct annual assessment and alignment of magnet school curricula by completing the following steps:

- Review weekly, monthly, quarterly and annual classroom plans, pacing guides and theme integration to determine the breadth of instruction and content in magnet classrooms;
- Utilize technology-based curricular tools to compare digital content and lessons to Common Core and Michigan standards matrix across grade levels;
- Identify gaps in core instruction compared to standards / expectations and develop lessons and classroom instructional strategies to fill gaps in grade level content; and
- Assess multi-grade level content expectations to facilitate alignment of teaching and learning across grades, schools and LSD Learning Pathways to improve academic quality.

The district Pathway Alignment Team will augment individual magnet school curriculum development teams and provide a second layer of alignment oversight to ensure integrity of learning

experiences for at-risk youth. Annual professional development will prepare teachers to integrate STEM content across all core subjects aligned to standards and grade level expectations.

(5) Technology Integration: *CHILD* will provide Lansing schools with access to learning resources that are currently beyond the reach of limited general funds. Each magnet school will focus grant expenditures on building technologically-advanced schools that provide youth with diverse learning experiences that build real-world skills and link academic learning to technology-based activities. All proposed magnets will launch innovative, effective STEM strategies and facilitate technology integration through shared Technology Coordinators (see *Personnel* section), updated hardware, software learning tools and professional development to prepare classroom teachers to utilize new technology-based teaching and intervention techniques in magnet school classrooms. The following efforts will promote meaningful technology integration across all magnet schools and grade levels to promote advanced mastery of technology skills:

- Update technology labs and library media centers to include new hardware that diversifies possible applications – smart devices, Discovery Education streaming, video conferencing equipment, computer-integrated microscopy, Computer-Aided Design (CAD) software, etc.
- Licensure for ELA and math interventions to provide students performing below grade level with self-paced, self-directed learning – technology-based interventions will facilitate differentiated instruction to close achievement gaps across student subgroups.
- Licensure for *Acuity* formative assessment tool to increase teacher capacity to monitor student progress and use formative data to drive instructional priorities.

(6) Assessments & Interventions: *CHILD* will serve students attending low-performing schools and transferring from feeder schools to specialized magnet programs. To ensure all youth can take full advantage of rigorous, career and postsecondary-focused learning, LSD will utilize formative assessments to determine student achievement levels and provide learning interventions for all schools that help close achievement gaps across racial and economic subgroups of students. *CHILD* will provide teacher, student and family access to technology-based interventions in classrooms and computer learning labs to provide students with self-paced learning that is age/culturally-relevant.

- **Assessment:** *CHILD* will enhance school assessment capabilities through implementation of the validated *Acuity*, technology-based formative assessment tool. *Acuity* utilizes a diagnostic test / re-test format to monitor growth across core subjects and is predictive of performance on state assessment exams (see http://www.acuityforschools.com/research/research_shtml for research-base / effectiveness). *Acuity* will help teachers identify students in need of supplementary learning in reading, math and science and connect them to effective academic interventions.

Reading Interventions: Struggling readers will benefit from the acquisition of *Accelerated*, a web-based, individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests, grades 2 – 12. **Accelerated Reader:** Struggling as well as capable and excellent readers will benefit from the acquisition of *Accelerated Reader* software. Programming is scientifically matched to individual Lexile reading level as students use technology to improve their reading skills. Instantaneous electronic feedback allows teachers to use performance data to inform instruction. The goal of the program is to help all students become thoughtful, purposeful and independent readers by increasing reading vocabulary, comprehension, writing proficiency and performance. Intervention periods will supplement daily ELA activities and provide low-performing students with a double dose of literacy instruction.

ELA Intervention: <i>Accelerated Reader</i>
<ul style="list-style-type: none"> • <i>Accelerated Reader</i> recognized as effective, scientifically based intervention (What Works Clearinghouse, Florida Center for Reading, Northwest Regional Educational Lab).
<ul style="list-style-type: none"> • More than 143 independent research studies (25 published in peer-reviewed journals) support effectiveness of <i>Accelerated Reader</i> as literacy intervention for failing students.
<ul style="list-style-type: none"> • Independent study of secondary reading outcomes correlates use of <i>Accelerated Reader</i> to statistically significant growth in outcomes for 85% of study population (Topping, 2006).

Mathematics Interventions: Targeted Lansing schools fail to achieve minimum grade-level standards in math. Interventions are needed to help low-performing students meet minimum standards and develop the skills and competencies to succeed in rigorous academic study. Magnet schools will invest in *Accelerated Math* instructional technology that builds math skills for students of all ages and developmental abilities. **Accelerated Math:** Validated as a highly effective,

evidence-based math intervention utilized in high-needs schools across the country, *Accelerated Math* is a proven K–12 instructional model that yields positive outcomes across performance levels and demographic groups. Used as a supplementary intervention, *Accelerated Math* methods and electronic curricular materials will help students meet/exceed minimum achievement benchmarks.

Math and Intervention: *Accelerated Math*

- *Accelerated Math* was the first progress-monitoring tool reviewed by the National Center on Response to Intervention to be categorized as a mastery measurement tool (www.rti4success.org) and has received highest ratings in that category.
- Adaptive strategies utilizing a test and retest assessment format help *Accelerated Math* diagnose student needs and formulate an intervention protocol to address those needs, grades K – 12.
- Experimental, peer-reviewed study of 1,880 students in seven states over a one year period found that when *Accelerated Math* is implemented as intended, students gain significantly more than students with limited or no implementation (Ysseldyke & Bolt, 2007).

Combined, *Accelerated Reader* and *Accelerated Math* instructional technology provide magnet schools with literacy and mathematics development across grade levels that promotes continuity of instructional practice and research-based, individualized interventions (coordinated with *Response to Interventions* principles) to help close achievement gaps and increase academic success.

(7) Professional Development: *CHILD* will fund diverse professional development – both shared across magnet schools and specialized to meet the needs of educators at individual sites. Professional development will improve teacher effectiveness, lead to multiple certification opportunities and enhance learning by increasing teacher content knowledge and expanding mastery of innovative instructional strategies, including (see *Project Design 2(i)* for school profiles):

- [Smithsonian Institution](#) object-based learning and STEM content workshops;
- [Discovery Education](#) training to promote technology integration / STEM standards alignment;
- [Project Lead The Way](#) curriculum training to help elementary teachers embed engineering and STEM content across instruction in core subjects;
- [New Tech](#) curriculum / pedagogy training to ensure effective implementation of framework;
- [Buck Institute](#) workshops to increase teacher mastery of project-based learning strategies;

- Engineering is Elementary curriculum training to help elementary teachers embed engineering content across instruction in core subjects;
- Wharton Center and Broad Art Museum arts integration training to help teachers in low-performing elementary schools teach STEM and core content through the arts;
- MDE / Ingham ISD Common Core and Michigan standards alignment training, and
- Accelerated Reader / Math training to help teachers use validated academic interventions.

(iii) Encourage Greater Parental Decision-Making and Involvement [5305(b)(2)(D)]. Lansing School District seeks to engage parents in meaningful activities that prepare them to make informed choices regarding the education of their children. LSD district and school leaders also seek ongoing parent feedback and involvement in the planning and implementation of magnet schools programs and complementary district instructional, enrichment and school climate initiatives. Despite district consensus recognizing the need for increased parent participation in all facets of both *CHILD* and broader education initiatives, the Magnet Design Team understands that promoting significant parent involvement will remain challenging in high poverty, racially and socio-economically isolated neighborhoods. In response to the barriers that historically limit participation of Lansing parents in education programs, LSD proposes the following innovations to promote parent engagement in elementary, middle and high school education programs:

- **Parent Education:** Implementation of magnet schools will provide improved learning for students and expanded availability of learning interventions. To facilitate strong community commitment to academic outcomes, LSD will offer parent education programs that help under-educated caregivers gain valuable skills and functional mastery of literacy and mathematics – which will reinforce the value of education by making it readily available to LSD families. *CHILD* will offer a parent General Education Diploma (GED) weekend program at Hill Center that will be open to all parents of students enrolled in proposed magnet schools. Magnet schools will support acquisition of GEDs by providing expanded literacy and math support using *Accelerated Reader* and *Accelerated Math* learning interventions during expanded school-day, afterschool and weekend / summer library and computer learning lab hours of operation.

- **Family Readiness:** Implementation of Family Readiness strategies will increase student and family exposure to higher education learning environments and prepare students and families with the skills to successfully complete admissions applications and financial aid applications – significant barriers to enrollment for at-risk, low-income students (Cabrera, Deil-Amen, Prabhu, Terenzini, Lee & Franklin, 2006). Traditionally, students from low socio-economic and minority groups have less access to information about college than do those from the higher economic strata (Watt, Huerta & Lozano, 2007).). LSD will help families of magnet students gain access to vital postsecondary education resources needed to promote student and family commitment to college enrollment. Representatives from Michigan State University and Lansing Community College Admissions and Financial Aid and academic departments will present programs at Everett to initiate early college planning and develop the skills to successfully complete college applications, entrance essays and financial aid applications.

***CHILD* Family Readiness Strategies**

- College Entrance Exam Prep – *CHILD* magnets will offer online access to Kaplan ACT test preparation software to increase student performance on key college enrollment indicator.
 - Campus Tours – *CHILD* students and their families will visit Michigan State University, Lansing Community College and other regional institutions of higher education through complementary, in-kind district and partner funds to nurture the development of college-going culture.
 - Enrollment Workshops – MSU and LCC Admissions and Financial Aid Counselors will lead workshops to increase knowledge of application requirements, admissions standards and financial aid /scholarship opportunities and prepare families to complete FAFSA and application forms.
- **Accessible Language Format:** To promote diverse enrollment in schools, all marketing and recruitment materials will be available in multiple languages and distributed at multiple community locations. The Marketing and Recruitment Coordinator will provide translation of magnet informational materials from English into Spanish and other languages to increase parent access to information that describes the breadth of academic choices available to youth.

- **Targeted Recruitment Activities:** Because Lansing School District is implementing a mandatory desegregation plan, student placement strategies / protocols will remain race-neutral to comply with applicable civil rights regulations and will not directly pursue racial subgroup enrollment goals. Recruitment activities, however, can and will target both economically segregated and racially identifiable neighborhoods to ensure diverse enrollment in proposed magnet schools. The Marketing and Recruitment Coordinator will partner with prominent community partners (Boys and Girls Club, YMCA, community churches, social service organizations, Rotary, Lions Club, NAACP, Chamber of Commerce, Mayor Bernero) to reach all demographic groups of the Lansing community. Presentations at local fairs, cultural events and community festivals will broaden the reach of marketing and confirm to parents that rigorous academic programs can promote success for ALL Lansing youth. Targeted recruitment will include social media, print/broadcast outreach in media outlets serving the full community and in specialized media outlets that target priority subgroups of the Lansing population.
- **Parent Volunteer Opportunities:** Parent involvement in LSD magnet schools will not be limited to helping students make appropriate choices and supporting them during enrollment. Parents served as members of the Magnet Design Team and their input was instrumental in the selection of targeted schools and proposed themes. Parents will continue to provide valuable input and implementation guidance as members of magnet school Advisory Boards, will offer evaluation feedback through survey tools and serve as volunteers at existing and / or expanded homework assistance centers, tutoring programs and special school events (open houses, academic / college fairs, theatrical productions, sporting events, etc.).

Meaningful and sustained parent involvement in LSD magnet schools will promote diverse enrollment in schools, provide out-of-classroom support for students engaged in rigorous academic study and facilitate strong community commitment to learning and growth. Parents will be encouraged to become advocates for Lansing students and will be supported through adult education that expands academic, career and personal growth opportunities for parents and families.

Project Design Summary: Implementation of *CHILD* will require the coordinated effort of the entire school community to fully realize projected outcomes of the project:

- Six high quality magnet programs will promote desegregation through academic choice.
- Marketing / recruitment will increase interaction of students from diverse backgrounds.
- Learning Pathways will coordinate academic study across grade levels and schools.
- Theme-based instruction will invigorate learning in chronically low-performing schools.
- Research-based programs will increase rigor and effectiveness of K – 12 education.
- Curriculum alignment will ensure relevancy of content and achievement of standards.
- Technology integration will nurture development of 21st Century skills in Lansing youth.
- Academic interventions will help students performing below grade close achievement gaps.
- Professional development will increase teacher effectiveness and lead to enhanced learning.
- Parent and family engagement will increase support for at-risk youth striving for success.

The collaborative efforts of district administrators, grant personnel, teachers, partners, parents and students will yield positive results, facilitate achievement of desegregation goals and improve the quality of education in Lansing schools. *CHILD* programming will commence upon receipt of federal funds - implementation will occur from October 1, 2013 to September 30, 2016.

(D) Budget and Resources. The budget and resources for *CHILD* are adequate to support planning and implementation of five whole school magnets and one school-within-a-school academy included in this application. Budgets were carefully developed to achieve the most cost-effective use of Lansing facilities and federal funding to fully implement comprehensive magnet programs that increase academic options for youth and families. Expenditures include personnel / fringe benefits, travel to fulfill mandatory requirements and research effective practices, critical supplies needed to provide high-quality services and recruit students, acquisition of equipment to provide students with learning labs, contractual services that include professional development, curriculum integration and ongoing project evaluation, indirect costs, stipends, substitute teacher expenses to ensure thorough involvement of teachers in planning and implementation. Proposed budget is aligned to the goals, objectives and performance indicators. **(1) Adequacy of Facilities Applicant**

Plans to Use. Lansing School District will provide adequate facilities for operation of all six magnet programs. **Physical Infrastructure / Facilities:** District facilities include school locations that meet and exceed minimum *Americans with Disabilities Act* regulations, classrooms, storage space, auditoriums, media centers and large campus locations for outdoor learning. Magnet sites are managed by the LSD central office and are included in the approved desegregation plan; the district will provide transportation based on safe walking zones to ensure equitable access to magnets from all areas of the district. At each site, necessary space will be provided to accommodate the new instructional strategies that will be implemented, particularly those related to integrating new technologies into the curriculum and innovations such as mobile wireless computer learning centers, smart devices (iPads/tablets), STEM labs and a language lab (current facilities can support additional computers, multimedia stations, expanded telecommunications capacity and other infrastructure / hardware as described in the *Plan of Operation / Project Design* sections and budget). **Administrative Resources:** In addition to school infrastructure, district administrative capacity is sufficient to meet the demands of managing a large federal discretionary grant. Lansing School District administrators from the following district departments will participate in grant-funded planning, implementation, evaluation, data collection and / or fiscal oversight: Lansing School District Board of Education; Superintendent of Schools; Assistant Superintendent for Instruction; Director of Instructional Support; Director of Elementary and Middle Years Education; Director of High Schools and Academies; Accounting Department; LSD district attorney; Department of Maintenance/Facilities; Transportation; Office of Technology and Information Management; Office of Library Media Services; Director of Career and Technical Education; Director of Special Education and experienced support staff to provide administrative support. **Expanded Academic Initiatives and Community Support:** LSD is committed to revitalizing its buildings and updating facilities as needed to improve the quality of education offered to at-risk, vulnerable youth. District investment in infrastructure at all proposed sites will increase the impact of federal MSAP funds and facilitate full implementation of the project. Evidence of budget/complementary resources include:

- Strong community support demonstrated by voter-approved, 20-year bond issue to build a new middle school and renovate existing middle and high schools.
- District-funded Schools of Choice coordinate with proposed magnets to create Learning Pathways and implement overlapping marketing, recruitment and placement procedures.
- Recent School Board election favored candidates seeking expanded school services over candidates seeking to repeal recent property tax increases supporting school improvement.

(2) Adequacy of Equipment / Supplies Applicant Plans to Use. Lansing School District has the equipment and supplies that are necessary for the successful implementation and operation of *CHILD*. Each school includes a library media center, computer learning centers (though some materials are dated – MSAP will update / improve these learning resources) and space to create theme-specific learning labs. To ensure that adequate instructional equipment, supplies and resources were identified, the Magnet Design Team (comprised of representatives with expertise in Information Technology, STEM, STEAM, Global Studies, Spanish Immersion and Special Education) consulted with teachers and administrators from targeted schools to conduct a thorough equipment and supplies assessment. The Design Team compiled district-wide and school-specific inventory of current resources and the need for advanced, theme-based instructional resources to fully integrate magnet programming across schools and grade levels. LSD will allocate instructional materials and equipment from the general school fund as provided to all students. The district will also provide additional support for the instructional program through specialists in art, music, technology, physical education, special education, limited English proficiency instruction, school counseling and nursing. In addition, the personnel requested in the MSAP proposal will be instrumental in augmenting instructional programming and will support full development of themes at each school. The MSAP budget provides for supplemental equipment and supplies necessary to implement magnet school programs, including: computers/smart devices, equipment for interactive labs (STEM lab/language lab/technology labs); science equipment and supplies for New Tech; and equipment and supplies for *Discovery*, *PLTW*, *Global Studies*, *Arts Integration* and *EiE* programs.

(3) The Adequacy / Reasonableness of the Budget in Relation to Objectives of the Project.

LSD developed a three-year budget to support the proposed magnet programs detailed in this application. The Grant Coordinator will monitor all budget expenditures and work with the Accounting Department, magnet school principals, Focus Teachers and School Improvement Teams (SIT) at each school to determine necessary adjustments to the budget as the project evolves. Magnet school budgets reflect an adequate and reasonable use of funds and were developed to allow the overall project to meet its objectives. The cost reflects a program that is reasonable and adequate and will assist the district in providing high quality educational experiences that will attract and sustain racially balanced and diverse student enrollment at magnet sites. Cost projections do not include students indirectly impacted by project activities (performances, shared library media centers, etc. that serve magnet host schools). The chart summarizes budget requests for each site and average student expenditures during 3-year project to create/sustain effective magnet schools:

School	Average Annual Cost	Enrollment	Annual Per Student Cost	Student Per Day Cost *
Cavanaugh (K-3)	\$463,006	228	\$2,031	\$11.28
Fairview (K-3)	\$483,917	274	\$1,766	\$9.81
Lewton (4-6)	\$673,389	295	\$2,283	\$12.68
Mt. Hope (4-6)	\$474,470	255	\$1,861	\$10.34
Sheridan Road (4-6)	\$502,983	317	\$1,587	\$8.81
Everett (7-12)	\$776,601	1,402	\$554	\$3.08
TOTAL	\$3,374,366	2,771	\$1,680 average	\$9.33 average

* *Student Per Day* based on 180-day school year.

CHILD supports improved curriculum and teacher professional development in all six magnet programs. As demonstrated in several sections of the proposal, all programs are located in racially-identifiable, high-needs, high-poverty urban neighborhoods and require significant enhancements to attract non-minority, non-free/reduced lunch students to their programs to reduce racial and socio-economic isolation. The budget includes professional development to implement systemic reforms

and curriculum development to integrate unique themes. Proposed programs need substantial technology upgrades and integration to support innovative educational methods and practices.

(E) Evaluation Plan. Lansing School District (lead applicant/fiscal agent) plans to contract with EduShift, Inc., a 13-year-old evaluation organization, to implement an evaluation program facilitating quality improvement throughout the duration of *CHILD*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 100 federal and state government grants since 1990, including three previous MSAP projects, and has been a field instructor with Indiana University/St. Francis College. She has substantial experience administering federal, state, corporate and foundation grants and has served as an evaluator for the United States, Michigan and Indiana Departments of Education, as well as dozens of school districts across the country. With a background in education, administration, accounting, auditing, research/program implementation, Guse, and her team of grants professionals, offers tremendous expertise.

(I) Methods are Appropriate to the Project. Evaluators (see *Appendix* for resumes) will utilize the FORECAST (Formative Evaluation, Consultation, and System Techniques) model to evaluate *CHILD* (Goodman 1994; Goodman 1998; Goodman 2006). The FORECAST Model – a research-based evaluation strategy with success in education settings – employs four components to assess the success/failure/effectiveness of process and outcome objectives:

- **Model:** EduShift will construct an action model for each year of the grant that includes all events and links the implementation timeline with evaluation activities to ensure all facets of the evaluation process are aligned to the project and all evaluation steps are completed.
- **Marker:** Evaluation team will collect baseline data and identify annual benchmarks based on performance measures to help grant administrators determine if progress is sufficient to promote attainment of objectives. Performance measures include annual growth targets; evaluators will use baseline data as a comparison to determine the magnitude of results.
- **Measure:** Evaluators, grant personnel, partners and participants will implement assessment tools (state content exams, surveys, focus groups) aligned to *CHILD* strategies to collect data. Data analysis will explore statistical relationships between services and outcomes.

- **Meaning:** Results of data analysis will equip evaluators and grant managers with outcome indicators needed to assess strengths, remedy weaknesses and draw valid conclusions. Interpretation of data will provide feedback that helps stakeholders make informed decisions.

Use of the model will provide a structured approach to evaluation and yield reliable data that can be used by the Grant Coordinator and Advisory Board to make outcome-driven management decisions.

Process and Outcome Evaluation: EduShift, Inc will conduct a thorough evaluation of all program elements that measures both process and outcome indicators. **Process Evaluation:**

Process evaluation will provide feedback pertaining to the achievement of operational benchmarks in accordance with proposed timelines. Process measures will ensure that all program activities occur in a timely manner so that completion of the project will yield outcomes. The *CHILD* Timeline (see narrative pages 26 - 29) and an action model will serve as process tools allowing EduShift personnel to determine compliance with the scope and schedule of the proposed project.

Outcome Evaluation: Outcome evaluation answers the important question: “What was the impact of the Magnet Schools Assistance Program grant?” Evaluators will use six required GPRA Performance Measures and project-specific indicators to evaluate the impact *CHILD* strategies have on mandatory desegregation, student achievement and school improvement outcomes. Outcome evaluation will focus on the measurement of performance indicators that correspond to the purpose of the program – including desegregation and increased academic achievement initiatives – and will measure the success of the program and impact on Lansing students/families/schools/communities.

(2) Meeting Intended Outcomes: Desegregating Students, Increasing Student Achievement.

Implementation of *CHILD* will expand academic choice options for K – 12 students and families and support six magnets with rich learning resources, improved teacher quality and rigorous STEM curricula that will prepare students to succeed in postsecondary education and increasingly technical careers. Evaluation of *CHILD* will ensure the project produces data needed to assess impact of project elements and promote continuous improvement, aligned to the FORECAST model:

- **Data Collection:** EduShift and the Magnet Grant Coordinator will collect data to establish baseline indicators for each performance measure. Baseline data (collected at beginning of

project period using 2012-2013 school year achievement results) will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Ongoing data collection using project-specific tools will facilitate outcome analysis and reporting of results.

- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: 1) Assessment Scores and Grades: Student and teacher assessment results will measure academic outcomes. School performance statistics will assess impact of *CHILD* on graduation rates, academic achievement, classroom performance, etc. 2) Participant Surveys: Students, teachers, Grant Coordinator and partners will complete annual surveys to assess perceptions of project quality, personal growth, attitudes toward magnet and STEM content, instructional quality and impact of project on education readiness. 3) Site Visits: EduShift, Inc. will complete multiple site visits per year to solicit feedback and conduct observational analysis of progress. 4) Focus Groups: Evaluators will conduct annual focus groups (student, parent, teacher, partner) to collect observational data through structured interviews regarding magnet school success and impact; 5) Enrollment Trends/Data: Evaluators will monitor subgroup enrollment across magnet/feeder schools to assess the impact *CHILD* has on achievement of mandatory desegregation objectives. 6) Formative Assessment Data: Evaluators will review student assessment data to monitor growth and provide administrators with performance data.
- **Data Analysis:** EduShift will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to observational results.
- **Reporting:** EduShift, Inc. will collaborate with the Grant Coordinator to submit annual performance reports. Supplementary progress reporting of data to the Advisory Board will ensure partners and stakeholders receive meaningful feedback. Analysis of data will be extensive and ongoing to ensure a constant flow of feedback to facilitate improvement. Evaluators will monitor all components of *CHILD* through continuous assessment of process and outcome measures to examine the effectiveness of the program as it evolves.

Objective Performance Measures: Evaluation will assess GPRAs/goals/objectives and measures:

<p align="center">Goals, Outcome Objectives & Project Measures:</p> <p align="center">October 1, 2013 - September 30, 2016</p>	<p align="center">Evaluation Tool / Indicator</p>
<p>Goal 1: Increase racial and socio-economic diversity in segregated schools.</p>	
<p>GPRA 1: The percentage of magnet schools whose student applicant pool reduces, eliminates or prevents black student isolation.</p>	
<p>Objective 1: Magnet schools will reduce and prevent black student isolation in Lansing schools.</p>	
<p>Outcome Measure 1.1: Each magnet school will reduce black student isolation an average of 2% per year (see chart in Project Services section).</p>	<p>Enrollment Data</p>
<p>Outcome Measure 1.2: Annual application for magnets will increase 10% per year.</p>	<p>Application Data</p>
<p>Goal 2: Increase academic performance in underserved schools.</p>	
<p>GPRA 2: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in reading/language arts.</p>	
<p>GPRA 3: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in mathematics.</p>	
<p>Objective 2: Magnet schools will provide challenging academic programs to all students.</p>	
<p>Outcome Measure 2.1: The % of magnet students achieving proficient or above on LEAP / GEE assessment measures will increase by 5% per year.</p>	<p>LA Assessments</p>
<p>Outcome Measure 2.2: Core academic classrooms at magnet schools will increase theme-based instruction a minimum of 10% per year.</p>	<p>Teacher Surveys, Observations</p>
<p>Objective 3: Each magnet will promote systemic reform aligned with Michigan content standards.</p>	
<p>Outcome Measure 3.1: 100% of magnet schools will implement theme-based programming across all specified grade levels each year of grant.</p>	<p>School Choice Options</p>
<p>Outcome Measure 3.2: 80% of magnet teachers who attend professional development activities will improve instructional expertise each year of grant.</p>	<p>Attendance, Surveys</p>
<p>Goal 3: Create and sustain magnet schools that expand academic choices for students.</p>	

GPRA 4: The cost per Student in a Magnet School.	
GPRA 5: Percentage of magnet schools that received assistance that are still operating magnet school programs 3 years after Federal funding ends.	
GPRA 6: Percentage of magnet schools that received assistance that meet State standards at least 3 years after Federal funding ends.	
Objective 4: Magnet schools will increase diversity of academic options for students and families.	
Outcome Measure 4.1: Each magnet school will increase student capacity each year of the grant program, 10/2013 – 9/2016.	Enrollment Data
Outcome Measure 4.2: Number of students / families attending magnet information sessions will increase a minimum of 10% per year.	Event Attendance

Evaluation Timeline: The Evaluation Team, in collaboration with LSD personnel and program partners, will complete a rigorous and ongoing evaluation of all activities. The timeline below details completion of evaluation activities during *CHILD*:

<i>CHILD</i> EVALUATION SUMMARY TIMELINE
Quarter 1
Work with grant personnel to create an action model; Prepare survey tools for <i>CHILD</i> elements identified in action model; Initiate monthly conference calls with personnel; Review survey tools with grant personnel; Conduct baseline surveys and compile baseline enrollment / academic statistics.
Quarter 2
Monitor program activities; Collect baseline surveys / analyze results; Conduct focus groups; Monthly evaluation conference calls; Develop and implement process evaluation monitoring tool.
Quarter 3
Administer post-survey for mandatory GPRA indicators and project specific outcomes; Administer year-end student, parent & teacher surveys; Monthly update conference calls with grant personnel; Conduct site visits and meet with focus groups; Prepare / submit Annual Performance Report.
Quarter 4

Plan 2014-15 *CHILD* activities; Review evaluation results with district/grant personnel to identify and mitigate implementation weaknesses; Offer improvement suggestions based on evaluation results; Monitor recruitment and marketing plan for all magnet schools; Monitor launch of new magnets.

Year 2

Initiate Year 2 programming and sustainability plan; Prepare / collect Year 2 student, parent & teacher surveys; Monthly update calls to review activities; Conduct Year 2 process outcome analysis; Analyze data, Prepare and submit Year 2 Annual Performance Report. Continue sustainability planning.

Year 3

Initiate Year 3 programming and expand implementation; Collect Year 3 surveys; Complete data analysis and Final Performance Report; Sustain magnet schools and share successes.

(3) Methods are Objective, Produce Data that are Quantifiable. The purpose of evaluation is to design, develop, implement and coordinate collection/reporting of objective data and to ensure that formative/summative evaluation procedures are in place to provide required reports to federal program officers/project stakeholders. EduShift personnel have the knowledge and experience to:

- Understand the environment and challenges of education in high-needs public school districts impacted by segregation and poor academic achievement.
- Conduct outcome examinations and produce reports on school-choice programs.
- Select and implement evaluation methodologies appropriate to the design of the project.
- Develop and utilize objective evaluation tools, organize structured focus group interviews, collect quantitative and qualitative data, analyze data, interpret results and report outcomes.

The Grant Coordinator will collect and compile data from students, parents, teachers and collaborative partners. Collection of objective, quantifiable data will include:

- Participation data for all *CHILD* student, parent and professional development events collected through attendance sheets and surveys;
- Pre- and post-surveys of students, teachers, parents, Grant Coordinator and partner attitudes;
- Formative student data as an early indicator of success on state-standardized exams;

- Annual data (aggregate and subgroup) from Michigan assessment exams for all four core subjects (English language arts, mathematics, science, social studies) compared against 2012 – 13 baseline to monitor adequate yearly progress and achievement gaps;
- Student applications for admission into proposed magnets with subgroup analysis to determine effectiveness of marketing and recruitment strategies;
- Enrollment in proposed magnets with subgroup analysis to determine progress toward desired racial and socio-economic diversity goals;

Continuous Quality Improvement: A cycle of regular feedback will strengthen the evaluation design by providing project leadership the opportunity to make improvements and corrections on a timely basis. School project personnel will meet a minimum of weekly (likely daily) as *CHILD* components are implemented on site. They will report directly to the Grant Coordinator. The Grant Coordinator and Evaluation Team will review progress monthly, bringing in school personnel as needed. The Advisory Board, chaired by the Grant Coordinator, will meet quarterly, adjusting course as data is presented for their review. The Evaluation Team will formally report results and outcomes on an annual basis as required by USDOE and will provide the *CHILD* Advisory Board, district administrators / Board of Education and Grant Coordinator a summary of results. The evaluation plan is designed to respond to the needs of LSD and proposed magnet schools while fulfilling the requirements of the grant. The plan will be reviewed, as needed, to ensure that evaluation of *CHILD* meets the reporting requirements of the MSAP grant and provides sufficient data to help grant managers implement a highly effective program for at-risk students, families, schools and the community. If desired outcomes of the project are not seen in the evaluation results, the Grant Coordinator and partners will solicit feedback and suggest modifications. Lansing School District has budgeted sufficient grant resources for a thorough external evaluation.

Quantifiable Data: Evaluation methods/tools are designed to produce quantifiable and reliable data in a consistent manner from year to year to facilitate comparative analysis of results, to baseline indicators and across reporting periods. Evaluators will strive to enrich the body of future research

on the efficacy/effectiveness of MSAP and will actively disseminate information about each facet of *CHILD* in an accessible format to those who may wish to replicate the model elsewhere.

(F) Commitment & Capacity. (1) Applicant is Likely to Continue Magnet School Activities

After Assistance. Lansing School District is dedicated to implementing sustainable magnet schools that expand current Schools of Choice options for Lansing youth. LSD currently offers 10 Schools of Choice serving all grade levels, K – 12 (schools launched as a result of prior MSAP grant awards). Current Schools of Choice are district-funded programs that confirm LSD commitment to providing academic options for Lansing students. Further, all previous MSAP-funded magnet schools are still fully operational and have been enhanced and / or expanded with local funds since the completion of initial grant-funded projects. Through implementation of *CHILD*, the district seeks to create magnet schools that will serve as the components of Learning Pathways designed to engage youth in multi-grade level themes that link elementary, middle and high school curricula. Magnet programs are needed to meet the mandates of the court-approved mandatory desegregation plan and present the most logical remedy for longstanding black student isolation in Lansing schools. Further, magnet schools promise to reinvigorate academic programming and result in improved academic achievement in chronically low-performing, under-served schools. Given the multiple benefits of magnet schools and the significant needs of targeted students and families, Lansing School District is unequivocal in its commitment to developing strong magnets and sustaining those programs beyond the grant period. LSD will structure magnets to create Learning Pathways. Implementation of *CHILD* creates or expands multiple Learning Pathways to improve options for youth:

Pathway	Lansing School District - Completed Learning Pathways
STEM/STEAM	<ul style="list-style-type: none"> • Cavanaugh STEAM to Mt. Hope STEAM to Everett New Tech (K-12) • Fairview PLTW to Sheridan Road PLTW to Everett New Tech (K-12)
Technology	<ul style="list-style-type: none"> • Cavanaugh to Mt. Hope to Everett New Tech Academy (K-12) • Fairview to Sheridan Road to Everett New Tech Academy (K-12)
Engineering	<ul style="list-style-type: none"> • Fairview to Sheridan Road to Sexton PLTW Engineering (K-12)
Arts	<ul style="list-style-type: none"> • Cavanaugh to Mt. Hope to Everett Visual/Performing Arts Academy (K-12)

Global Studies	• Averill to Lewton to Eastern Diploma Programme (K-12)
Languages	• Averill to Lewton to Eastern Diploma Programme (K-12)

Long-term planning for the district includes expanding biomedical and media arts pathways in future MSAP proposals to complete additional rigorous K – 12 STEM and STEAM options for students. District needs and long-range vision demonstrate that *CHILD* magnet programming is a critical step toward completing districtwide reform through implementation of diverse magnet schools that follow logical, career-focused learning pathways. Achievement of the long range vision will take years to accomplish but the strength of *CHILD* is that it provides a framework to structure future magnets and provides clarity as the district moves forward with its committed plan to implement and sustain diverse magnet school programs that reduce black student isolation, improve academic performance and attract families back to Lansing School District.

(2) The Secretary Determines Extent to Which Applicant – (i) Committed to Magnet Schools

Project. Lansing School District is committed to successful implementation of *CHILD* and long-term systemic reform that institutionalizes magnet concepts as a driving educational framework shaping district strategies. **Magnet Planning and Implementation:** The attainment of a racially-balanced school district has long been the goal of LSD. Since the initial court cases of the early 1970's, Lansing School District administration and the Board of Education have met regularly to review compliance issues and to consider methods for improving racial balance throughout the district. Fast forward to the turn of a new century. Since the 2000-2001 school year, one of every three students have left the district. Suburban areas surrounding Lansing began new housing construction and student enrollment in Lansing School District declined by 1,305 students in the next three years. Then, Michigan enacted "Schools of Choice" legislation permitting inter-district transfers. Enrollment decreased and racial isolation increased. Since the fall of 2004, LSD has lost 27,825 student FTEs (full-time equivalents) to area districts. During that same time period, charter schools provided another option for parents while having an adverse effect on the district. Since 2000, 26,146 student FTEs have enrolled in institutions within the district's boundaries. The district's early implementation of magnet schools and programs in 2001 was its first effort to

address the growing loss of students. Since that time, LSD has committed significant hours, funds and energy to plan, launch and sustain Magnet Schools / Schools of Choice:

- 2001 MSAP Grant: The Lansing School District Board of Education approved the creation of a Magnet Planning Team in November of 2000. In an effort to demonstrate immediate compliance with desegregation mandates, LSD submitted a 2001 MSAP proposal targeting five highest-needs, majority black schools to reduce black student isolation and provide academic options in low-performing schools. Concurrently, the Board, with leadership from a new, pro-magnet Superintendent approved the creation of three magnet schools, regardless of whether or not federal funding was received. The district was successful in receiving a 2001 MSAP grant.
- 2004 MSAP Grant: The Magnet Planning Team reconvened to prepare and submit a new proposal focused on the addition of six additional magnet schools / programs. Based upon the recommendations of the Magnet Planning Team and oversight provided by the U.S. District Court, Judge Bell and the NAACP, the LSD Board of Education approved two elementary schools, one middle school and three high schools, and their themes, for inclusion in the 2004 MSAP application. The grant was funded by the U.S. Department of Education.
- 2007 MSAP Grant: LSD prepared and submitted an MSAP grant application that included four schools sharing two individual themes linked across sites utilizing a Learning Pathways approach. LSD was awarded a 2007 *Magnet Schools Assistance Program* grant.
- 2010 MSAP Grant: To maintain compliance with mandatory desegregation tenants, Lansing School District Board of Education approved submission of an MSAP grant to further reduce racial and socio-economic group isolation and improve academic options for low-performing students in two elementary schools, a middle and a high school. The Magnet Planning Team generated widespread community support, but ultimately, the grant was not funded.
- In February 2010, four Lansing magnet schools were chosen by Magnet Schools of America for national recognition. Woodcreek earned the organization's top award as a *Magnet School of Excellence*; Pleasant View, Post Oak and Wexford were named *Magnet Schools of Distinction*. The four schools were selected from a national field of magnet schools based on their

commitment to high academic standards, curriculum innovation, success in meeting desegregation and diversity goals and parent and community involvement.

- 2013 MSAP Grant: The coalition established during the planning stages of *CHILD* will prove to be a valuable asset as the district seeks funds to launch another six magnet schools, including themes linked across sites utilizing a K-12 Learning Pathways approach. Through broad stakeholder input and continued feedback, LSD will provide new academic choices for students and families that complete exciting STEM pathways and increase equitable access to programs.
- In twelve years, LSD has opened and sustained fifteen magnet schools and/or programs - now district-funded across new grade level configurations - early years, middle years, high schools and academies - that enroll nearly 5,000 students each school year.
- Complementary School Improvement Initiatives: LSD is fully committed to improving the quality of education in Lansing schools. While development of choice options has been and remains a top priority for district leaders, LSD has pursued multiple, complementary strategies:
 - Established smaller learning communities at all three LSD high schools;
 - Launched GEAR UP program to increase readiness for postsecondary education and careers;
 - Created after-school programs at elementary and middle schools through 21st Century Community Learning Center grant project;
 - Initiated district-wide credit recovery programs at middle and high schools to improve graduation rates and reduce grade level retention;
 - Partnered with local colleges and universities to create dual enrollment credit options for Lansing high school students; and
 - Invested in district-wide implementation of *Positive Behavior Supports* discipline management strategy to improve learning climates in at-risk schools.

Given the longstanding efforts of Lansing School District to pursue magnet school programming and given unwavering support of the effort by both the LSD Board of Education and the Lansing community, it is clear that the district has the commitment needed to successfully create and sustain effective magnet schools. Having implemented multiple Department of Education discretionary

grants (including 2001, 2004 and 2007 MSAP grants), Lansing School District has the administrative capacity and expertise to efficiently and effectively manage federal funds.

(ii) Identified Resources to Continue Support of Magnet School Activities. LSD will assume operational costs of the six magnet schools and programs when funding ends in 2016. For Lansing, it is the **start up** costs that prevent the district from developing and operating the programs as described in the *Plan of Operation* and *Project Design* sections. With MSAP funds, six unique programs will be implemented, the diversity of schools will be improved, new equipment will be purchased, specialized curriculum will be developed, professional development of staff will be accelerated and students and parents will be excited about learning throughout Lansing communities and neighborhoods. While initial costs are too high to allow LSD to fund *CHILD* without federal assistance, sustainability efforts will allow the district to continue programming beyond the grant period. LSD is committed to helping schools sustain magnet programs by working with them to enhance community partnerships, develop staff capacity to implement evidence-based programs and invest in strategies that improve school structure and classroom effectiveness rather than material goods that have a finite lifespan and limited utility.

District Support Plan: LSD will identify resources to continue support of *CHILD* magnets:

- **Complementary Funding Sources:** LSD will use general budget funds and state and federal Title funds when applicable and allowable to support the continued operation of magnet schools. The district will aggressively pursue discretionary grant funds but will maintain contingency plans to sustain magnets without the need for grant funds given the competitive nature of state and federal discretionary funding opportunities (future grants not a guarantee).
- **Professional Development:** LSD will pursue extensive professional development opportunities (using train-the-trainer models when possible) during the grant cycle to increase district-wide capacity to implement magnet programs. By investing teacher training and expanding institutional capacity, LSD seeks to equip schools and the district with the expertise needed to continue innovative theme-based education beyond the grant period.

- Partnerships: Each school and the district will work diligently to expand community partnerships so that magnet education becomes a community effort rather than the sole responsibility of the school district. Current partnerships with higher education, arts organizations, science-based agencies and youth advocacy groups will be expanded and reinforced to ensure that partner resources are available for future supplement funding:
 - Michigan State University (MSU): Continue dual enrollment courses, Robotics Clubs / HEAT math teams, student and family college preparation activities.
 - Lansing Community College (LCC): Continue dual enrollment, college prep.
 - Wharton Center for the Performing Arts: (WC): Access to outstanding, curriculum-linked arts integration and enrichment resources, in and out of the classroom.
 - Eli & Edythe Broad Art Museum: Access to docents, arts integration/enrichment resources.
 - Sparrow Health Systems (SH): Provide expertise in fields of biomedical and health careers.

District efforts to supplement magnet schools with complementary programs and funding sources will result in expanded resources that improve learning infrastructure and instructional practices. Strong partnerships will generate community support for magnet initiatives while adding credibility to programs, resulting in stronger parental support for magnet school application and enrollment. The capacity of LSD to fund requested programs is beyond the reach of dwindling district operating funds – assistance is needed to launch new magnet programs, but continuation strategies are both proven and in place to sustain programs after initial MSAP funding support. **Sustainability**: Before Lansing School District takes on a project of such significance, the Board of Education, Superintendent and key administrators discuss long-term sustainability to ensure initial investments do not result in temporary improvements in teaching and learning that cannot be sustained. By beginning with sustainability, LSD eliminates surprises (or major disappointments) that surface during the final year of funding, when most institutions initiate sustainability plans. The following factors increase the long-term sustainability of *CHILD*:

- Upon completion of grant, magnets will become institutionalized within the LSD Schools of Choice program, thereby eliminating project-specific personnel needed to launch the program – individual schools will budget to sustain Focus Teachers to continue theme-based instruction.
- Schools of Choice administrative infrastructure has capacity to continue marketing, recruitment, application and student selection procedures for *CHILD* magnets beyond grant period.
- Magnet Design Team selected curricular models whose long-term costs are manageable – New Tech and Discovery Education models are costly to launch but affordable to sustain beyond initial three-year investment in professional development and school infrastructure.
- Investment in technology hardware for students (tablets, laptops, smart devices) is the largest start up expense of the MSAP grant; ongoing costs for software, upkeep and repair are manageable and able to be absorbed by the district's technology department.
- Investment in technology-based learning strategies reduces long-term expense of disposable education materials through use of digital learning tools.
- Advisory Boards for each magnet will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.
- Travel expenses will be negligible, as the cost during the planning and 3-year implementation of *CHILD* was to attend professional development and conferences relevant to start up. Instead of needing funds to travel to other districts to learn how they integrated themes and programming, LSD magnet schools will be the model that others visit to observe and seek to replicate.

Many equate sustainability with finding continued funding for services developed through a grant. However, a broader view of sustainability entails using strategies to maintain the elements of a program that are responsible for positive outcomes. Embracing this more comprehensive view will help Lansing School District sustain program elements and outcomes that best meet the changing needs of Lansing students, families, schools and communities.