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COMPETITIVE PRIORITY 1 – NEED. Lansing School District (LSD), located in the heart of Michigan's state capital, requests MSAP funding to reduce black student isolation, improve equity and access for students, and offer rigorous educational options at six high-need urban schools:

***CLEAR* Magnet Schools and Themes 2017 - 2022**			
School	Magnet Theme	Grades	Status
Attwood	New Tech Network Magnet School	4 - 6	Whole School
Dwight Rich	School of the Arts (Bernstein-Inspired)	K - 6	Whole School
Gardner	International Magnet (Waldorf-Inspired)	K - 8	Whole School
Pattengill	PLTW Biotechnical Magnet School	K - 6	Whole School
Eastern	PLTW Biotechnical Magnet Academy	7 - 12	School Within a School
Sexton	$STEM^2$ Early College Magnet School	7 - 12	Whole School

For 45 years, Lansing School District has dealt with court-ordered mandatory desegregation and continues today (see *Appendix* for updated Desegregation Plan and decades of historical data). LSD enrollment is significantly out of balance with the demographic profile of Lansing. The community is 61% white, 23% black and 12% Hispanic, while the district is 26% white, 48% black and 19% Hispanic. Since the Fall of 2000 and a Michigan Choice Law that allows parents to enroll students anywhere in the state, LSD has lost 6,192 enrolled students to neighboring schools. At the same time, charter school legislation created nearly a dozen charter schools enrolling over 22,000 students within the district's boundaries. As primarily white and higher income families left the district, LSD's poverty rate increased and the schools grew more racially-isolated. Since 2000, LSD has closed fifteen elementary schools and one middle school and consolidated the enrollments of the closed buildings into other schools, as a result of the continued decline in enrollment. Today, the district is at a crossroads. We cannot balance our schools by attracting students only from other district schools. We must reach beyond our buildings and attract families who have left for other options. Rigorous STEM and STEAM-focused magnet schools promise to deliver the academic punch needed to reinvigorate Lansing School District and bring our families home. We have developed three strategies to improve equity, reduce isolation and grow our district into the future:

Strategies to Integrate & Grow Lansing School District
(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 non-district options;
(2) Stabilize Lansing School District enrollment; increase performance thru implementation of innovative, rigorous academic 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.

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 ***CLEAR—Choice, Learning, Equity & Academic Rigor!*** To identify schools and programs for this grant, LSD's Magnet Design Team—an experienced partnership of administrators, teachers, higher education partners, community / business leaders and parents—conducted a needs assessment that focused attention on two primary indicators: (A) social indicators; and (B) academic indicators.

A) <u>Social Indicators</u>: <u>School communities exhibit high poverty, illiteracy & family instability</u>.

Lansing School District serves 11,463 students attending 27 schools in Lansing, Michigan. With an average Free/Reduced Lunch rate of 67.28%, district students struggle with daily challenges, including: poverty, language issues, equity issues and lack of access to health and social services that negate positive school gains and reduce the quantity and capacity of academic options for high-need urban youth. The following chart highlights the magnitude of need in Lansing district schools:

Social Risk Indicators	LSD Schools	Michigan	Nation (National Rank)
Per Capita Income	$16,344	$26,613	$28,555
% Children Living in Poverty	39.0%	24.8%	21.9%

% Children in Single Parent Homes	54.5%	32.7%	27.2%
% High School Diploma or Higher	77.6%	88.8%	86.3%
% Bachelors Degree or Higher	14.3%	25.6%	29.3%

Sources: U.S. Census, 2014; LSD, 2016.

Most of our students do not benefit from the parental and caregiver support needed to motivate children to excel in school. Combined with a long history of injustice and segregation, racial group isolation and socio-economic disparity is real for LSD families, as demonstrated below:

- Nearly six of every ten of our young citizens (54.5%) live in single family homes;
- Lansing School District is proud of its bilingual population of 2,495 students (22% of our student population) from 70 different countries, speaking more than 54 native languages;
- LSD special education students total more than 21% of our student body;
- The district average for free/reduced lunches is 67.28% across elementary, middle and high schools, ranging from 44.57% at Post Oak to 85.92% at Fairview;
- Lansing School District's student body has transitioned from 58% white, 42% minority in 1988 to 26% white and 74% minority in 2016, a 28-year time frame;
- Conversely, city of Lansing demographics in 2016 show 61% white, 39% minority - directly opposite the racial and ethnic composition of Lansing School District;
- MI ranks #2 in human trafficking behind Nevada (U.S. Trafficking Commission, 2016);
- One quarter of the adults in our school communities perform at the lowest literacy level; and
- At 15.8%, Michigan had the third highest unemployment rate for African Americans in the U.S. in 2014 (Economic Policy Institute). Lansing has been particularly hit hard with the loss of General Motors and tens of thousands of auto manufacturing and other jobs.

Magnet school efforts that diversify and improve the quality of academic options in Lansing School District will help reduce racial group isolation and increase socio-economic diversity in schools by creating academic options that will appeal to all members of the Lansing school community.

B) <u>Academic Indicators</u>: 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/Math/Science performance indicators, as measured by Grade 3-11 scores on the Michigan Student Test of Educational Progress (M- STEP), demonstrate low levels of performance in each subject at every grade level – 100% of Grade 5 students are failing Math at Dwight Rich; 98.9% at Attwood; 98.1% at Gardner and 94.5% at Pattengill. Grade 4 science scores are comparable (K–2 has no state-administered assessments).

% Elementary FAILING Reading, Math & Science M-STEP Assessments (Spring 2016)							
	Grade 3		Grade 4		Grade 5		Grade 4
School / Grades	Reading	Math	Reading	Math	Reading	Math	Science
Attwood / 4-6	-	-	82.9	91.1	88.8	98.9	98.9
Dwight Rich / K-6	92.3	78.4	64.7	96.0	82.0	100.0	93.9
Gardner / K-8	93.8	96.9	73.1	76.9	81.5	98.1	92.3
Pattengill / K-6	-	-	83.9	87.3	80.0	94.5	98.4

Source: Michigan Department of Education, M-STEP, Spring 2016.

Middle - Reading, math and science performance indicators in the middle grades (6-8) show a continued pattern of decline as students matriculate to higher grades. Poor performance at each grade level has been identified by the Superintendent and Department of Accountability and School Improvement as an area of urgent concern – 98.2% of Grade 8 students at Gardner and 95.7% of Grade 7 students at Sexton - on average, nine of ten students are failing math at all middle school grade levels and 97.7% of Grade 7 Eastern students failed the M-STEP science exam:

% Middle Grade FAILING Reading, Math & Science M-STEP Assessments (Spring 2016)							
Schools	Grade 6		Grade 7		Grade 8		Grade 7
School / Grades	Reading	Math	Reading	Math	Reading	Math	Science
Attwood / 4-6	87.6	90.8	-	-	-	-	-
Dwight Rich / K-6	70.6	98.1	86.2	98.5	60.9	78.7	90.8
Gardner / K-8	79.5	91.8	82.7	95.2	90.7	98.2	95.3
Pattengill / K-6	81.2	95.2	-	-	-	--	--
Eastern / 7-12	-	-	81.4	91.1	76.8	86.9	97.7
Sexton / 7-12	-	-	88.3	95.7	87.7	93.9	88.3

Source: Michigan Department of Education, M-STEP, Spring 2016.

High - Eastern High School is a chronically-failing Priority School, in the bottom 10% of all Michigan schools. Sexton High School is in the bottom 4%. On average, 9 of 10 Grade 11 students are failing Math (91%) and Science (86%). In addition to poor test scores, schools fail to meet goals in all scorecard components and are code red (Grade F), the lowest color in the accountability ranks.

% High School Students FAILING					
High Schools	**Grade 11**			**Accountability**	
	Reading	Math	Science	Priority	MI Rank
Eastern	59.5	88.6	78.2	YES	Bottom 10%
Sexton	69.5	92.5	94.6	YES	Bottom 4%

Source: MI Department of ED, School Report Cards, M-STEP, Spring 2016.

Achievement Gaps: Poor academic performance in proposed schools is exacerbated by significant achievement gaps that distinguish racial and socio-economic subgroups. The chart below compares black and white student performance on state exams. The large achievement gap is a critical shortcoming LSD seeks to remedy through magnet school choice, improved educator quality resulting from evidence-based professional learning & expanded student access to quality programs.

	% Students Below Basic			
District Grade Level Scores	**ELA - Black**	**ELA - White**	**Math - Black**	**Math - White**
Elementary School - Grade 5	85.3	69.0	96.6	83.8
Middle School - Grade 8	93.1	74.7	97.4	89.6
High School - Grade 10	76.9	54.5	95.1	87.3

Source: Michigan School Report Cards, 2014-2015.

District Graduation Rates: Despite challenges facing low-performing schools, LSD has demonstrated its ability to promote positive change in learning outcomes. While district graduation rates remain below state and national averages, LSD posted substantial increases in 2014-2015, in large part because of the laser focus of Superintendent Yvonne Caamal Canul on magnet schools / choice options, project-based learning and the creation of community-endorsed K-12 learning pathways with rigorous academic options ($120 million dollar Pathway Promise bond passed by Lansing voters in May 2016). For her efforts, Canul was named Michigan's 2015 Superintendent of the Year. The chart below shows an upward trend in high school graduation rates since 2012:

Lansing School District High School Graduation Rates 2010 - 2015 (Four Year Cohort)					
High Schools	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-2015**
Eastern	61.06%	60.69%	66.90%	65.00%	77.57%
Everett	60.77%	57.85%	67.39%	70.57%	73.33%
Sexton	59.13%	56.97%	58.39%	64.86%	73.91%
AVERAGES	**60.32%**	**58.50%**	**64.23%**	**66.81%**	**74.94%**

Additional resources are needed to achieve systemic reforms, provide opportunities for challenging content and promote equal access to high quality teaching / learning in high-need Lansing schools.

Declining Enrollments: Lansing School District has experienced declining enrollments and a shift in majority/minority population percentages in the last two and a half decades. Since 2000, the district has seen 6,192 students leave. The minority (non-white) student population has increased from 58% to 74% during that same 16-year period. This shift in enrollment patterns has changed the demographic composition of the district and targeted elementary, middle and high school grade levels, prompting a critical review of boundaries and choice options. The table illustrates the changing racial composition in LSD schools over the past 28 years (1988 - 2016):

Ethnicity	1988	1992	1996	2000	2004	2008	2012	2016
Black	28%	29%	33%	38%	41%	44%	45%	48%
Hispanic	11%	11%	12%	14%	16%	16%	18%	19%
Asian	3%	4%	5%	5%	5%	5%	6%	6%
Native American	2%	1%	1%	1%	1%	1%	1%	1%
Minority Enrollment	**42%**	**46%**	**51%**	**58%**	**63%**	**65%**	**71%**	**74%**
White Enrollment	**58%**	**54%**	**49%**	**42%**	**37%**	**35%**	**29%**	**26%**

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 2016 Lansing School District Demographics: 26% white, 48% black and 19% Hispanic. Additionally, the State of Michigan permits students to select

a school of choice across district boundaries and many families take advantage of this option because of 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. A dozen public charter schools serve the Lansing area – over 2,100 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 twelve magnet schools. Since the 2009-2010 school year, six of those schools have operated via district general funds and community partnerships and the remaining six will join them in the 2017-2018 school year. With the implementation of six magnets – five new whole school, one revised school-within-a school becoming a whole school and one new school-within-a-school program – the district proposes to offer parents and students the opportunity to participate in innovative, accelerated curricular programs – STEM Project Lead The Way Biotechnical, Waldorf-inspired International Studies, New Tech, $STEM^2$ Early College, and a School of the Arts – 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 heterogeneity of our student populations and offer opportunities that expand our district's ability to offer parents and students the choice to attend schools with challenging academic curricula and diverse student populations. Without MSAP funds, 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 has been modified and approved by the Lansing School District and the NAACP to include our proposed *CLEAR* magnet schools. The recent retirement of Judge Robert Holmes Bell, after decades of judicial service and longstanding involvement in overseeing LSD's plan, has

left a void. A judge is currently being assigned and will review and sign off on our plan in the next few weeks (See Final Court-stamped Document in the *Appendix* – judge's signature will be obtained upon his or her assignment to case and thorough review of the plan). Once fully and carefully implemented, the plan 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, Spanish Immersion, Global Studies, Chinese Immersion, Leadership, Law and Government, 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 *CLEAR* 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**: As stated in the opening paragraph, Lansing School District enrollment is significantly out of balance with the demographic profile of the community of Lansing as a whole. While Lansing is 61% white, 23% black and 12% Hispanic, Lansing School District is 26% white, 48% black and 19% Hispanic. Efforts to desegregate racially-identifiable schools will, by necessity, include three district-wide strategies:

(1) Drastically reduce or halt the mass exodus of students (primarily white and higher income)
(2) Stabilize Lansing School District enrollment / increase performance thru implementation
(3) Aggressively recruit students from communities/neighborhoods served by Lansing School

The only way to restore balance in the district is for LSD to attract families who have left and families in Lansing and surrounding districts who have never attended - by improving current academic programs through rigorous, innovative magnet schools and making those offerings so unique and irresistible that families want their children to experience what LSD has to offer. 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. *CLEAR* 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 $14,998,953 to directly serve more than 3,000 *CLEAR* students and indirectly serve the district's 11,463 students in grades K - 12 across the five year grant period. This amounts to less than $3 million per year - approximately $262 per student and an average of $1.45 per student over a 180 day school year (see chart below for Whole School vs. School-Within-a-School breakdowns). 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/STEAM 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/Community involvement and administration/evaluation of grant-funded programs.

By supporting the development of six new magnets: (2) K-6 schools, (1) K-8 school, (1) 4-6 school, (1) 7-12 school and (1) 7-12 school-within-a-school) – each focused on specific school-to-career connections in a themed magnet setting, on a clear pathway – 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/STEAM 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 to launch without Federal assistance:

School	Theme	Pupils	Yr 1 Budget	Y1 Student	5 Yr Budget	5Y Student
Chart 1: CLEAR WHOLE SCHOOL MAGNETS						
Attwood	STEM	266	$557,996	$2,098	2,596,715	$9,762
Dwight Rich	STEAM	498	$465,702	$935	2,272,180	$4,563
Gardner	STEAM	528	$543,880	$1,030	2,611,864	$4,947
Pattengill	STEM	495	$484,169	$978	2,367,963	$4,784
Sexton	STEM^2	804	$464,484	$578	2,787,806	$3,467
Sub TOTAL : Chart 1		**2,591**	**$2,516,231**	**$5,619**	**12,637,528**	**$27,523**

School	Theme	Pupils	Yr 1 Budget	Y1 Student	5 Yr Budget	5Y Student
Chart 2: CLEAR SCHOOL-WITHIN-A-SCHOOL MAGNET						
Eastern	N/A	1,262	Whole School Student Attendance			
Year 1	STEM	250	$483,751	$1,935	$2,362,424	$9,450
Year 2	STEM	250	$473,556	$1,894	$2,362,424	$9,450
Year 3	STEM	500	$467,349	$935	$2,362,424	$4,725
Year 4	STEM	625	$468,106	$749	$2,362,424	$3,780
Year 5	STEM	750	$469,663	$626	$2,362,424	$3,150
5 Yr Averages	**Eastern**	**475**	**$472,485**	**$1,228**	**$2,362,424**	**$6,111**
Sub TOTAL: Chart 1		**2,591**	**$2,516,231**	**$5,619**	**12,637,528**	**$27,523**
Sub TOTAL: Chart 2		**475**	**$483,751***	**$1,228ave**	**$2,362,424**	**$6,111ave**
TOTALS		**3,066**	**$2,999,982**	**$1,141ave**	**14,999,952**	**$5,606ave**

*****Actual Year 1 award, rather than average of the five years for Eastern.

(b) <u>The resources available to applicant if funds not provided</u>. 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 district 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. Our Pathway Promise bond will fund critical infrastructure needs, however LSD lacks the resources to fund an MSAP project of the scope needed to improve academic options, reduce black student isolation and increase equity to successfully comply with our court-ordered desegregation plan. Grant funds will address school/community stakeholder needs while demonstrating commitment to reducing black student isolation/increasing achievement. Proposed magnet programs do not have the financial resources to proceed without federal funding.

(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 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 passage of our Promise

Pathway bond will guarantee the dollars needed to repair buildings but pressure is great to maintain the integrity of current choice efforts and expand rigorous, high-quality magnet options. Without MSAP funding, LSD will not be able to offer the six comprehensive magnet schools it needs 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 biases.
- 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 of schools.
- 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: 26% white; 74% 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. Four 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 *Project Design*). However, since the project relies on new recruitment and mandatory 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 *CLEAR: Choice, Learning, Equity & Academic Rigor!*, Lansing School District will increase accountability, provide outstanding educational experiences across K – 12 Promise Learning Pathways and promote equal access to effective programs for all students. *CLEAR* – designed by a Planning Task Force comprised of administrators, curriculum specialists, school principals, teachers, parents, students and community partners – will launch and sustain six magnet schools, aligned to district needs, that fill gaps in current LSD programming:

Lansing School District Needs / Gaps Aligned to *CLEAR* Goals and Strategies	
Need Aligned to Goal	**Improved Education Strategy**
Need 1: Lansing School District is in court-ordered, mandatory desegregation (Goal 1).	*CLEAR* magnet schools will decrease black student isolation and increase socio-economic diversity in schools through choice and the targeted marketing and recruitment of students.
Need 2: LSD lacks funds to establish innovative magnet schools needed to address	*CLEAR* will launch and sustain six new Magnets - Attwood New Tech; Dwight Rich School of the Arts; Gardner International; Pattengill PLTW Biotechnical; Eastern PLTW

desegregation (Goal 1, 3).	Biotechnical; and Sexton STEM^2 Early College.
Need 3: LSD schools need innovative curricula to engage at-risk students (Goal 2, 3).	*CLEAR* will fund evidence-based multiple curricular models, including: New Tech, Artful Learning, Project Lead The Way and Engineering is Elementary.
Need 4: LSD schools need academic interventions to support low-performing students (Goal 2).	*CLEAR* will fund evidence-based multiple academic interventions, including: *Fast ForWord*, *SuccessMaker* and *Northwest Measures of Academic Progress* (MAP) assessment.
Need 5: LSD teachers need professional development to integrate magnet themes across subjects/increase use of evidence-based strategies (Goal 2, 3).	*CLEAR* will fund outstanding professional development provided by respected experts, including: Leonard Bernstein Center, New Tech Network, Buck Institute, Boston Museum, Waldorf Education and university partners (Eastern Michigan University, Michigan State University, Ferris State University).
Need 6: LSD schools need expanded parent / community participation in K – 12 education (Goal 1,2,3).	*CLEAR* will expand parent / community access to adult learning services, offer family college readiness events and build/strengthen community partnerships to improve education programs, increase capacity and promote sustainability.

Competitive Priority 2 – <u>New or Revised Magnet Schools</u> [see required Table 6]; and

<u>Strength of Evidence To Support Proposed Projects</u>: The Lansing School District *CLEAR* planning Task Force completed extensive research of instructional methodologies, learning frameworks and subject-specific interventions. The Task Force was deliberate in its effort to select teaching and learning strategies supported by *Evidence of Promise* studies that meet U.S. ED *What Works Clearinghouse* standards. By utilizing strategies supported by *Evidence of Promise*, the planning Task Force increased the likelihood that *CLEAR* will yield positive academic outcomes for students during the grant period and beyond. The following chart identifies proposed *CLEAR* magnet schools and aligns *CLEAR* strategies with *Evidence of Promise* studies (*Appendix* for full studies):

School	New or Revised Magnet
Attwood (4 - 6)	New Magnet: STEM Focused with *New Tech* framework.
Dwight Rich (K - 6)	New Magnet: STEAM Focused with *Artful Learning* framework.
Gardner (K - 8)	New Magnet: STEAM Focused with *Waldorf-Inspired* framework.
Pattengill (K - 6)	New Magnet: STEM Focused with *Project Lead The Way* framework.
Eastern (7 - 12)	New Magnet: STEM Focused with *Project Lead The Way* framework.
	Revised Magnet: STEM^2 Focused with *Early College* framework.

Program	***CLEAR*: Evidence of Promise (see *Appendix* for Full Studies)**
Evidence of Support Study # 1	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. Educational Evaluation and Policy Analysis, 31(4), 323–345.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong** Evidence of Support.
Citation Outcomes	• Results of the experimental study found that students who attended two interdistrict magnet schools in Connecticut had higher test scores in reading and math than students who attended non-magnet schools in the same region of the state. Results were positive & statistically significant for Gr 8 students. Effect sizes were .138 math and .278 reading.
Relevance to Project	• LSD proposes six theme-based magnet schools to promote transfer of youth to rigorous magnets from non-magnet schools and improve instruction in low-performing Priority and Focus Schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM - focused magnet schools – with specialized curricula backed by evidence of effectiveness, extensive professional development and strong emphasis on science, technology, engineering, math and arts – will help LSD meet voluntary desegregation goals, reduce black student isolation and raise student achievement through equitable access to high-

	quality education and highly effective educators.
Evidence of Support Study # 2	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2012). Differential Effects of Three Professional Development Models on Teacher Knowledge & Student Achievement in Elementary Science. *Journal of Research in Science Teaching 49(3)* 333 - 362.
Rating	Meets *What Works Clearinghouse* design standards **without reservations**.
Process	Single study review protocol.
Evidence	**Strong** Evidence of Support.
Citation Outcomes	• Researchers analyzed the impact of sustained professional development in science content on teacher and student knowledge across three professional development protocols – all offering a minimum of 20 hours of training – to test impact of PD on teacher and student achievement. Researchers administered two science content assessments developed and validated in previous studies. Data for two cohorts of teachers and students were analyzed using hierarchical linear modeling to determine impact of intervention on treatments. Results showed statistically significant gains in teacher AND student scores on tests of science content knowledge during the study year and the follow-up year for all three interventions, as well as statistically-significant gains in written justification items for teachers and students. Researchers concluded that "investing in professional development that integrates content learning with analysis of student learning and teaching rather than advanced content or teacher meta-cognition alone" promotes positive outcomes.
Relevance to Project	• LSD proposes six magnet schools (four STEM and two STEAM-focused schools linked across vertically aligned Learning Pathways [see *Project Design*]) to promote transfer of youth to rigorous magnets and improve instruction in low-performing Priority and Focus Schools (see *Competitive Priority # 1*). Implementation of STEM and STEAM magnet schools will include extensive professional development (more than 30 hours per year) for educators across schools in science, technology, engineering, mathematics,

manufacturing, arts and validated, research-based instructional models with a strong STEM and STEAM framework. Rigorous, sustained professional development – linked to educator effectiveness evaluation protocols and annual Professional Growth Plans (see *Project Design* / *Personnel*) – will promote educator quality improvement, enhanced classroom instruction and increased student achievement in core subjects and state assessments. *CLEAR* educators will utilize evidence-based *Northwest Evaluation Association Measures of Academic Progress* assessment to measure student performance and align instruction to student learning needs.

Competitive Priority 3 – Selection of Students; see required Table 5.

Competitive Priority 4 – Increasing Racial Integration and Socioeconomic Diversity. Lansing School District has struggled with school desegregation since efforts promoting integration gained widespread public and legal support in 1972. The school community, Board of Education, district administrators, teachers and staff are dedicated to providing all students with equal access to high-quality education experiences, yet patterns persist in Lansing communities that impede integration of schools through family mobility. Ongoing de facto segregation of historically black schools is the result of persistent racial isolation in Lansing neighborhoods. Historic housing patterns and longstanding economic factors limiting the mobility of low-income families – overwhelmingly represented by black families impacted by generations of oppression and limited opportunity – continue to influence enrollment in Lansing School District, particularly schools targeted for *CLEAR* magnet programs. LSD recognizes the need to break cycles of de facto segregation and seeks to diversify *CLEAR* magnet schools and feeder schools through implementation of magnet programs that motivate students and families to alter neighborhood school enrollment in favor of appealing academic choices aligned to student learning interests and academic goals. **Racial Integration:** Research is clear that racial integration of schools leads to positive outcomes for students of all races (Wells, Fox & Cordoco-Cobo, 2016). Racially diverse learning environments have positive impacts on academic achievement for students of all races - and students of color achieve at higher levels in racially diverse schools than in segregated schools (Hallinan, 1998; Linn

& Welner, 2007). In addition to promoting positive learning outcomes, racially diverse schools increase positive interactions among diverse groups that lead to increased comfort with peers from different racial and ethnic backgrounds (Pettigrew & Tropp, 2006). Attending racially diverse schools also increases positive life outcomes, including increased education and career attainment, higher college quality, higher earnings, reduced likelihood of incarceration and improved health (Johnson, 2011). The benefits of racial integration are clear; Lansing School District will improve racial diversity in racially identifiable schools through magnet choice options. **Socio-economic Integration:** Research demonstrates that, like racial segregation, socio-economic segregation in schools leads to negative outcomes for students attending high-poverty schools. (Ayscue, Frankenver & Siegel-Hawley, 2017). Results of a randomized control study demonstrate that low-income students randomly assigned to attend high-income schools outperformed low-income peers attending low-income schools (Schwartz, 2010). Similarly, high-income students who attend low-income schools attain lower academic achievement standards than high-income students attending high-income schools (Rumberger & Palardy, 2005). Students attending high-income schools are 70% more likely to enroll in four-year colleges than students enrolled in high-poverty schools (Palardy, 2013). Socio-economic status is a strong indicator of potential academic success and education attainment; students enrolled in unbalanced, high-poverty schools are more likely to achieve lower standards of academic success than peers attending higher-income or socio-economically diverse schools (Ayscue, Frankenver & Siegel-Hawley, 2017). The benefits of socio-economic diversity in schools are clear; Lansing School District will promote increased socio-economic diversity in six schools to reduce equity gaps distinguishing low income and high income students. ***CLEAR* Desegregation Strategies:** In response to research confirming the well-documented and research-based assertions that both racial and socio-economic segregation in schools leads to achievement gaps among subgroups, Lansing School District proposes a *Magnet Schools Assistance Program* grant to reduce both racial and socio-economic isolation in targeted schools through academic choice impacted by race-neutral targeted recruitment efforts (see *Desegregation* and *Competitive Priority # 3*) designed to increase diversity in LSD magnet schools:

- All proposed *CLEAR* magnet schools are racially (minority) isolated compared to the court-approved racial balance formula guiding the LSD Desegregation Plan (+ / - 15% of district-wide enrollment composition of 39.8% black and 24.8% white students) – Attwood (77.8% minorities); Dwight Rich (85.1% minorities); Gardner (76.3% minorities); Pattengill (79.0% minorities); Eastern High School (72.8% minorities); & Sexton High School (85% minorities).
- Two proposed *CLEAR* magnet schools are racially (black student) isolated compared to the court-approved racial balance formula guiding the LSD Desegregation Plan (+ / - 15% of district-wide enrollment composition of 39.8% black and 24.8% white students) – Dwight Rich (60.8% black) and Sexton High School (57.5% black).
- Four proposed *CLEAR* magnet schools are socio-economically isolated with higher than average district Free and Reduced Lunch eligibility rate (the average is 67.28%) -- Pattengill (77.19% F/R Lunch); Attwood (74.81% F/R); Dwight Rich (71.79% F/R) and Gardner (68.42% F/R).

Implementation of *CLEAR* will launch and sustain innovative, high-quality magnet schools in racially segregated and socio-economically segregated schools to promote intra-district transfer of students leading to increased racial and socio-economic diversity in Lansing schools. Efforts to diversify schools reflect the intentions of LSD stakeholders to reduce equity gaps distinguishing subgroups and increase positive academic and social outcomes for all Lansing youth.

A. DESEGREGATION.

(1) Effective plan to recruit students from different social, economic, ethnic, and racial backgrounds into magnet schools. Lansing School District seeks *Magnet Schools Assistance Program* grant funds to launch and sustain six, high-quality, rigorous magnet schools - four STEM-focused and two STEAM-focused - that diversify learning options and increase academic rigor for Lansing School District students (see *Project Design* for Project Goals and School Profiles).

***CLEAR* Magnet Schools and Themes 2017 - 2022**			
School	Magnet Theme	Grades	Status
Attwood	New Tech Network Magnet Academy	4 - 6	Whole School
Dwight Rich	School of the Arts (Bernstein-Inspired)	K - 6	Whole School

Gardner	International Magnet (Waldorf-Inspired)	K - 8	Whole School
Pattengill	PLTW Biotechnical Magnet Academy	K - 6	Whole School
Eastern	PLTW Biotechnical Magnet Academy	7 - 12	School Within a School
Sexton	STEM^2 Early College Magnet School	7 - 12	Whole School

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. Since the fall of 2000, LSD has lost 37,197 student FTEs (full-time equivalents) to area districts, charter and parochial schools. Implementation of *CLEAR* will support an ongoing effort to provide magnet school options for youth that promote diversity in schools and reduce black student isolation. *CLEAR* will provide LSD with the resources to further mandatory desegregation goals, increase student access to high-quality education choices and equip youth with skills to succeed in postsecondary education and careers. The Design Team collaborated to create two strategies to promote equity, diversity and heterogeneity in the district:

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

(1) *CLEAR* Marketing, Recruitment and Placement Plan: LSD's 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 2017 & 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 into 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 *CLEAR* academic options (quarterly).

4. Social media outreach to generate positive community perceptions of *CLEAR* magnet schools across LSD communities, increase applications for admissions, entice families with students enrolled in charter/private/parochial schools to consider enrollment in LSD magnets.

5. Media education including newspaper articles, public service announcements on local radio/ television outlets and billboards (ongoing – media outreach will begin during winter 2017).

6. Annual *Magnet Showcase* – 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 *CLEAR* 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 Magnet Office or any school library, where they can receive assistance as needed to complete/ submit enrollment applications (some parents unable to read, use computers, language barriers, 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 a 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 *CLEAR* elementary magnets to attract parents / 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 - increasing interaction of students of diverse backgrounds and reducing 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 Magnet Schools application (lottery enacted if applications exceed capacity, otherwise all interested students are admitted into program – no academic eligibility criteria imposed on prospective students). 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. *CLEAR* 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.

3. Assignment – Families will be encouraged to make two choices on the Magnet Schools 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 Pattengill PLTW Biotechnical will receive priority for subsequent placement in Eastern PLTW Biotechnical). Applicants with a sibling already enrolled in school will receive priority to maintain integrity of family units (selection is not guaranteed; it is based on the date/time stamp factor applied to the application submission process). In addition, the children of district employees will be given priority, but the assigned weight does not guarantee placement. The first priority period is February 1 through April 30. A lottery system will randomly select eligible students for the number of seats available. A waiting pool will be established for students not placed in their first 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 and Title VI of the Civil Rights Act of 1964 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 procedures outlined in the mandatory desegregation plan. Students and families will be supported in their efforts to make strong educational choices that provide Lansing youth with opportunities to pursue excellent educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and the world at large.

Targeted Recruitment from Feeder Schools WITHIN LSD & WITHIN PROXIMITY of LSD: Since the Fall of 2000 and the implementation of statewide K-12 school choice (Michigan Law Public Act 119 of 1999), Lansing School District has lost more than 37,000 students to surrounding districts, including more than 31,000 students to districts that share a common border with Lansing: Holt (11,645); East Lansing (8,308); Waverly (7,357); Okemos (2,982) and Dewitt (788). In addition, a public charter schools law during the same time period has resulted in the creation of eleven charter schools within Lansing School District. These schools have siphoned another 22,000 students away from LSD. The four largest and their current enrollments are: Mid-Michigan Leadership Academy (3,590); Shabazz Academy (3,324); Cole Academy (2,123) and Lansing Charter Academy (1,913). Finally, the state's economy has contributed to an enrollment decline because of the significant loss of automotive and other manufacturing jobs. LSD has reported a loss of over 400 students to other states over the past three school years. The implementation of magnet schools and programs in 2001 was the district's first real effort to meet the challenges of student movement to suburban districts, inter-district schools of choice and public charter schools. During project planning, the *CLEAR* Design Team reviewed district enrollment data and future enrollment projections in relation to mandatory desegregation goals and academic performance measures to select *CLEAR* 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 *CLEAR* Magnets and targeted feeder schools, including those from other districts and charter schools, from which applicants will be aggressively recruited):

***CLEAR*: Magnets, Targeted Feeder Schools and Feeder School Rationale**		
Magnet	**Feeder School**	**Feeder School Rationale**
Attwood (4-6)	Neighboring Districts, charters and parochials (recruit white and non-F/R lunch applicants); LSD North (recruit white, non-F/R lunch applicants)	Targeted marketing/recruitment efforts for Attwood will focus on increasing white and non-F/R applicants to diversify socio-economic/racial profiles of proposed magnets impacted by black student isolation, chronic low performance. Attwood: 49.6% black; 74.81% F/R Lunch.
Dwight Rich (K-6)	Neighboring Districts, charters and parochials (recruit white and non-F/R lunch applicants); LSD Kendon (recruit white, non-F/R applicants)	Targeted marketing/recruitment efforts for out of balance Dwight Rich will focus on increasing white / non-F/R to diversify socio-economic / racial profiles of schools impacted by ongoing black student isolation and low performance. Dwight Rich: 60.8% black; 71.79% F/R Lunch.
Gardner (K-8)	Neighboring Districts, charters and parochials (recruit white and non-F/R lunch applicants); LSD Woodcreek (recruit white, non-F/R applicants)	Targeted marketing/recruitment efforts for Gardner will focus on increasing white and non-F/R applicants to diversify socio-economic / racial profiles impacted by ongoing black student isolation and chronic low performance. Gardner: 43.8% black; 68.42% F/R Lunch.
Pattengill (K-6)	Neighboring Districts, charters and parochials (recruit white and non-F/R	Targeted marketing and recruitment efforts for Pattengill will focus on increasing white and non-free / reduced lunch eligible applicants to

	lunch applicants from Holt, East Lansing, Mid Michigan and Shabazz); LSD Post Oak (recruit white, non-F/R applicants)	maintain balance and diversify the socio-economic and racial profiles of proposed magnet schools impacted by ongoing black student isolation and chronic low performance. Pattengill: 40.0% black; 77.19% F/R Lunch.
Eastern (7-12)	Neighboring Districts, charters and parochials (recruit white and non-F/R lunch applicants); LSD Everett (recruit white and non-F/R applicants)	Targeted marketing/recruitment efforts for Eastern will focus on increasing white and non-F/R applicants to maintain balance, diversify socio- economic/racial profiles impacted by black student isolation chronic low performance. Eastern: 34.6% black; 64.51% F/R Lunch.
Sexton (7-12)	Neighboring Districts, charters and parochials (recruit white and non-F/R lunch applicants from Waverly, Cole Academy); Wexford (recruit white, non-F/R lunch applicants)	Targeted marketing/recruitment efforts for Sexton will focus on increasing white and non-F/R applicants to diversify the socio-economic and racial profiles impacted by ongoing black student isolation and chronic low performance. Sexton is out of balance. Sexton: 57.5% black; 63.60% F/R Lunch.

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.

(2) Fostering interaction among students of different social, economic, ethnic, and racial backgrounds in classroom, extracurricular or other activities. Lansing School District designed *CLEAR* 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 (private/parochial/charters/other districts). Through implementation of *CLEAR*, which will build upon the success of previous *Magnet Schools Assistance Program* grants, LSD will launch three design strategies to promote desegregation and increased interaction among students of heterogeneous racial and socio-economic backgrounds: (a) High-quality Academic Programming; (b) Comprehensive Marketing and Recruitment; and (c) Collaborative Learning Environment.

(a) High-quality Academic Programs: Implementation of *CLEAR* 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 (Pathway details in *Project Design*). All proposed magnets and the draft desegregation plan have been approved by the Lansing School Board and the NAACP. Judge Robert Holmes Bell, the federal judge who has presided over the case for many decades has recently retired and his predecessor is reviewing our locally-approved plan, to ensure compliance with all desegregation mandates. The Plan, as submitted to the Court, is included in the *Appendix*; we anticipate an "official" copy by June 2017.

***CLEAR* Magnet Schools and Themes 2017-2022**			
School	**Magnet Theme**	**Grades**	**Magnet Capacity**
Attwood	New Tech Network Magnet School	4 – 6	Whole School: 290
Dwight Rich	School of the Arts (Bernstein-inspired)	K - 6	Whole School: 500
Gardner	International Magnet (Waldorf-inspired)	K - 8	Whole School: 850
Pattengill	PLTW Biotechnical Magnet School	K - 6	Whole School: 650
Eastern	PLTW Biotechnical Magnet Academy	7 - 12	Academy: 750
Sexton	$STEM^2$ Early College Magnet School	7 - 12	Whole School: 900

CLEAR themes and subject matter were carefully chosen for their rigor, their ability to attract heterogeneous students from Lansing and surrounding communities and for their unique academic

contributions to a district with multiple existing themes and partial pathways. The following themes strengthen current programming and contribute to the completion of several Promise Pathways:

New Tech: Founded in Napa, California in 1996 – New Tech is a network of more than 190 schools in 29 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 College / Career-Ready and Michigan 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.

Artful Learning: The *Artful Learning* model – developed by the Leonard Bernstein Center in New York – is a transformational learning model that empowers educators to use the arts and the artistic process to awaken and sustain the love of learning for all students. Grounded in the artistic process, this extensive, research-proven professional development program is based on over twenty years of intensive collaboration and refinement, field research and implementation with leading educators, researchers and practitioners of the model. The Artful Learning Sequence and Model is a framework that educators will use to revitalize their curriculum and their teaching practice.

Waldorf-Inspired International Studies: Based on the educational philosophy of Rudolf Steiner, the first Waldorf school opened in 1919 in Stuttgart, Germany. Its pedagogy emphasizes the role of imagination in learning, attentiveness to child development, emphasis on experiencing oral traditions, the role of ritual and routine, the role arts and creativity play - striving to integrate holistically the intellectual, practical, and artistic development of pupils. In Continental Europe, Waldorf pedagogy has become a well-recognized theory of education; its tenants have been used widely in Finnish schools for decades and many European Waldorf schools receive state funding.

Project Lead The Way: To address the challenges of living in a complex world, we need people who know problem-solving strategies, think critically and creatively, communicate and collaborate with others, and persevere when something does not work the first time. Project Lead The Way empowers students with these skills – relevant to any career or role they choose – and prepares

teachers to engage students in hands-on learning. Whether designing and producing prosthetics or deploying innovative water filtration devices in developing countries, PLTW students and teachers are empowered to make a difference in classrooms, communities and around the world.

Early College: The Early College program allows students to experience rigorous high school and college coursework while still in high school, preparing them for college and careers after high school. Early College is based on the idea that academic rigor, combined with the opportunity to save time and money toward a degree, are powerful motivators for students to work hard and challenge themselves intellectually. Research shows that students who participate in Early College are more likely to graduate from high school, earning college that leads to an Associate's Degree or other credentials while in high school.

Implementation of *CLEAR* magnet programs will promote increased diversity in schools and increased interaction among students from different social, economic, ethnic, and racial backgrounds through school choice of multiple, rigorous, recognized academic models.

(b) Comprehensive Marketing and Recruitment: *CLEAR* will offer students exciting, rigorous academic options supported by a comprehensive and effective marketing, recruitment and placement plan to generate and sustain student and family interest in choices. *CLEAR* continues an effective strategy that was developed in compliance with court-ordered desegregation in 1971. The LSD Marketing, Recruitment and Placement Plan (see *Desegregation* (1) section and *Competitive Priority #3*) 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. These components of comprehensive marketing and recruitment include: Marketing, Recruitment, Application and Student Selection.

***CLEAR* Marketing**: To promote racial and socio-economic diversity in *CLEAR* magnets, LSD will complete a comprehensive marketing effort to ensure all Lansing school stakeholders are fully informed of *CLEAR* choice options. A full-time Marketing and Recruitment Specialist 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, Michigan State University, Lansing Community College, Mayor Bernero's office) and promote equal access by translating materials from English to Spanish, Chinese, Vietnamese, Arabic and other languages, as needed, to reduce cultural barriers impeding participation (LSD students represent 54 different countries and speak more than 70 languages).

***CLEAR* Recruitment**: Recruitment of student applicants for *CLEAR* magnets will include both universal and targeted strategies. Universal Recruitment: LSD will implement districtwide recruitment efforts to maximize the number of Lansing students and families who apply for enrollment in *CLEAR* 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 *CLEAR* Marketing and Recruitment Specialist 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 *CLEAR* magnet schools (all *CLEAR* 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 2016-17 preschool class of 476 students is: 36% white; 28% black, 20% multiracial, 11% Hispanic and 4% Asian. White students across the district make up 26.2% 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 LSD schools.

***CLEAR* Application**: Michigan offers statewide choice to its students and families and 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 *CLEAR* 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, and prior to his retirement, as a way to facilitate desegregation in racially-identifiable schools, reduce black student isolation and promote racial and socio-economic diversity across LSD. Student enrollment for all *CLEAR* magnet schools will be race neutral and will not be impacted by prior academic performance – placement will be based on a random student lottery.

***CLEAR* Student Selection**: Student selection for *CLEAR* magnets will follow a multi-step process (see *Desegregation* section) 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 *CLEAR* magnets, LSD seeks to reduce isolation, improve achievement and expand choice for Lansing youth. **Collaborative Learning Environment**:

Implementation of *CLEAR* will transform proposed magnet schools into centers for rigorous and advanced learning that promote student success and create learning environments that celebrate diversity. Each proposed magnet school includes instructional methodologies driven by project-based and inquiry-based principles that succeed only through sustained student participation in critical thinking, questioning, group study and peer-assisted learning. Proposed instructional strategies (New Tech, Project Lead the Way, Engineering is Elementary, Artful Learning, Waldorf Education, Buck Institute Project-Based Learning, Urban X Global Learning Model) help schools and teachers create learning environments that encourage students to share ideas, thoughts, solutions to problems and creative expression. All students will engage in interactive learning and all students will be encouraged to learn from their peers and to develop bonds with peers through shared education experiences. Extracurricular and enrichment activities (Robotics Clubs, Math Clubs, Dance / Music Groups, Technology Clubs, Field Study Excursions, etc.) will engage students in group learning and social interactions that break down racial and socio-economic barriers and promote diversity through respect. Creative expression through the arts will increase student self-confidence and help students find common ground despite differences and learn from each other during positive classroom and social interactions because of their differences. Through *CLEAR*, Lansing School District will attract diverse students to racially and socio-economically unbalanced schools and then create learning environments in magnet schools that promote the interaction of students and educators from diverse social, economic, ethnic and racial backgrounds.

(3) Equal access for those traditionally underrepresented in courses and / or activities. Lansing School District has struggled with racial inequality for more than four decades and continues to find itself grappling with issues of equity and access. Ensuring equal access is critical to magnet implementation, success and sustainability as well as serving the best interests of students and families. LSD will take all steps necessary to ensure barriers that impede equitable access or participation by gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class do not prohibit or limit the access of any

individual – student, parent, staff or community partner – to district-sponsored magnet programs and / or other district-funded services and activities.

- Students are accepted to district magnet schools through a purely random lottery process.
- The district will provide targeted recruitment activities, including Magnet Showcases, 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.
- LSD is proud of its heterogeneity - more than 54 cultures and 70 languages spoken here.
- The LSD Public Information Office communicates all school events, programs, and parent / family activities to a wide audience using local and regional media and the district's web portal.
- Printed information is available in multiple languages (English, Spanish, Chinese and other languages, as needed) to serve the needs of diverse students and families – LSD is located in the capital of Michigan and many families, including a large refugee and immigrant population, speak English as a second language.
- 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 minority group (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. LSD schools are committed to help all students meet and exceed high standards that promote growth and success. Efforts to ensure equal access to all *CLEAR* magnet grant-funded services will include:

Strategy	*CLEAR* Equal Access Approach
Advisory Board Subcommittee	• Equal Access Subcommittee – comprised of district administrators, school principals, counselors, teachers, support personnel, students and parents – will publish district-wide equity statement to ensure uniform enforcement of equal access expectations and will

	develop complaint process to deal with grievances. • Subcommittee will conduct surveys to assess educator, student, parent perceptions of equity in learning, identify equity gaps if they exist and propose strategies to close gaps.
Participant Recruitment	• Recruitment for participation in project services (student, educator, family) will provide equal access regardless of social, economic or demographic characteristics.
Project Marketing	• LSD will disseminate all project materials in English, Spanish, Chinese and other languages, as needed to eliminate language comprehension as a barrier to participation.
Closing Gender and Racial Equity Gaps	• Grant managers will work to ensure that *CLEAR* programming reflects equity in technology, literacy, STEM, and other content, engaging all genders/races in all activities. • Professional development will provide intentional focus – through validated curriculum framework (*Project Lead The Way*, *Artful Learning*) – on the engagement of girls and minorities in the study of STEM concepts and the role women and minorities have historically played and continue to play in emerging STEM fields and careers. • Partnership with Michigan State University will expose students to positive female and minority role models engaged in STEM disciplines as researchers, professors and students to reduce perceived barriers to the success of girls / women / minorities in STEM. • LSD will encourage female educators/minority educators, to the extent possible, to lead extra-curricular/enrichment programs related to STEM content to demonstrate to girls that women/minorities can and do lead in fields where they are traditionally under-represented. • Magnet school principals and teachers will complete professional development offered by the Equity Assistance Center at The Education Alliance at Brown University to provide skills needed to engage traditionally under-represented students in learning and close gender equity and racial equity gaps in academic programs and career pathways.
Closing Special Education	• SE teachers and ELL teachers will participate in professional development activities to ensure youth with special needs/language needs benefit from innovative education efforts. • Specialized equipment will be available in all classrooms to ensure full participation of

And English Language Learner Equity Gaps	students with physical, social, emotional and learning disabilities in academic programs. • Curriculum materials will be available in English, Spanish, Chinese, Vietnamese, Arabic and other languages, as needed, to increase access for students and families. • Magnet school principals and teachers will complete professional development offered by the Equity Assistance Center at The Education Alliance at Brown University to provide skills needed to engage traditionally under-represented students in learning and close Special Education and ELL equity gaps in academic programs and career pathways.
Appropriate Content	• Theme-based content of *CLEAR* designed to strengthen student, educator, family and community tolerance and celebrate cultural differences as a community strength.

Cultural Appropriateness: LSD 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 / illiteracy in impoverished Lansing communities, all curricular and outreach programs will be available in multiple languages, including English, Spanish, Chinese, Vietnamese, Arabic and others, as needed–curriculum specialists will select culturally-appropriate versions of published curricula to ensure materials reflect the social/racial/cultural composition of schools. Culturally appropriate activities 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.

CLEAR is designed to increase racial and socio-economic diversity in LSD schools. All efforts will be made to ensure equal access to all schools and programs – promoting diversity and ensuring equity is critical to the success of *CLEAR* and the success of Lansing students.

(4) Effectiveness of desegregation strategies. Lansing School District stakeholders collaborated to identify proposed magnet schools and carefully considered instructional theme options before finalizing *CLEAR* strategies. Collaborative planning and decision-making ensured a diversity of perspectives were considered. Alternatives were compared to identify options most likely to help LSD achieve its Mandatory Desegregation Plan goals of reducing black student isolation and increasing socio-economic diversity in schools. Key mandatory desegregation strategies embedded in *CLEAR* – supplementary to recruitment, marketing and placement protocols – include:

• **Career-Aligned Magnet Themes**: The Planning Task Force researched effective magnet schools and researched current and projected demand in postsecondary education and career fields to ensure *CLEAR* magnet themes are relevant today and will remain relevant in the future. One, overarching content theme fills gaps in current LSD Schools-of-Choice options and aligns to postsecondary education and high-demand careers that will increase choice in Lansing schools. That theme is STEM. It reflects stakeholder interests and will offer high-quality, innovative programs that increase academic achievement and motivate youth to seek enrollment in proposed magnets. The appeal of instructional themes was identified by the Task Force as a critical factor impacting the success or failure of a magnet school and the success or failure of efforts to diversify student enrollment through choice. Themes that fail to excite students about learning will ultimately fail to generate sufficient applicants to fill magnet capacity and impact school enrollment profiles. STEM-centric magnet schools promise to: (1) engage students in innovative, technology-rich, creative learning experiences; (2) motivate students / families to enroll in proposed magnet schools thereby promoting the achievement of Mandatory Desegregation Plan goals; (3) prepare youth to succeed in school; and (4) encourage students to pursue postsecondary education and successful careers.

• **Learning Pathways**: The Planning Task Force identified magnet themes that will best meet the educational needs of students, increase academic achievement and promote diversity. *CLEAR* will create vertically aligned Learning Pathways, a concept LSD has been committed to since the inception of its Schools-of-Choice initiative in 2001. Pathways provide students with the option to follow thematically and instructionally linked schools across multiple grade levels. *CLEAR* schools are connected through K-12 Learning Pathways that lead to graduation from one of Lansing's three high schools. Schools linked together through a STEM Pathway (Attwood, Pattengill and Eastern) and a STEAM Pathway (Dwight Rich, Gardner and Sexton) share a common need to increase both white student enrollment and non-economically disadvantaged student enrollment. The Learning Pathway approach allows students and families to complete multi-grade level educational experiences with vertically-aligned content and learning strategies while simultaneously increasing the likelihood that LSD can promote equity in schools by attracting youth to Learning Pathways that connect schools with common goals. By offering high-quality academic programs in racially unbalanced schools and adopting multiple strategies designed to attract students of heterogeneous backgrounds to enroll in magnets, LSD seeks to reduce black student isolation, promote socio-economic diversity, improve achievement and expand choice for all youth and families.

B. QUALITY OF PROJECT DESIGN.

(1) Improving student academic achievement. Lansing School District proposes *CLEAR*: *Choice, Learning, Equity & Academic Rigor!* to establish and sustain six magnet schools serving at-risk students and segregated schools in Lansing, Michigan. Implementation of the project will promote socio-economic and racial diversity in Lansing School District by expanding choice options for youth enrolled in all district schools (LSD is an open enrollment district of choice – all students are eligible to apply for and enroll in any district school). Implementation of *CLEAR* will meet the statutory requirements of the *Magnet Schools Assistance Program* as defined in the Elementary and Secondary Education Act. LSD – 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 [34 CFR 280.31]; 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; expand district efforts to improve teacher quality [34 CFR 75.210] and promote enhanced parent involvement in academic choice and decision-making [5305(b)(2)(D)].

***CLEAR* Magnet Schools and Themes 2017-2022**			
School	Magnet Theme	Grades	Status
Attwood	New Tech Network Magnet School	4-6	Whole School
Dwight Rich	School of the Arts (Bernstein-inspired)	K-6	Whole School
Gardner	International Magnet (Waldorf-inspired)	K-8	Whole School
Pattengill	PLTW Biotechnical Magnet School	K-6	Whole School
Eastern	PLTW Biotechnical Magnet Academy	7-12	School Within a School
Sexton	STEM^2 Early College Magnet School	7-12	Whole School

CLEAR will provide LSD with the opportunity to improve academic achievement for students enrolled in proposed magnet schools and students from feeder schools seeking educational alternatives to zoned neighborhood schools. *CLEAR* strategies to expand educational choice, facilitate attainment of mandatory desegregation goals and increase student achievement for all students include: (a) Measurable Project Goals, Objectives and Outcomes; (b) Design Reflects Needs; (c) Design Reflects Purpose of MSAP Program; (d) Design Supported by Evidence of Promise and Research; and (e) Design Promotes Academic Achievement.

(a) Measurable Project Goals, Objectives and Outcomes: Implementation of *CLEAR* during the five-year grant period will help the district and individual schools meet and exceed three programmatic goals aligned to School Improvement Plans and teaching and learning priorities. ***CLEAR* Goals and Objectives**: Three project goals and corresponding objectives align with the intention of the MSAP initiative, reflect the needs of targeted schools, students and families and will promote improved academic outcomes for underserved, low-income students:

GOAL 1: Increase racial and socio-economic diversity in segregated schools.
Objective 1: Magnet schools will reduce and prevent black student isolation in Lansing schools.
GOAL 2: Increase academic performance in underserved schools.
Objective 2: Magnet schools will provide challenging academic programs to all students.
Objective 3: Magnet schools will promote systemic reform aligned with Michigan content standards.
GOAL 3: Create and sustain magnet schools that expand academic choices for students.
Objective 4: Magnet schools will increase diversity of academic options for students and families.

Evaluation of *CLEAR,* conducted by an experienced external evaluation team (see *Evaluation* section), will focus on project-specific indicators and required GPRA performance measures.

Performance Measures: The U.S. Department of Education has identified three annual and two long-term measures all grantees are required to address to assess progress. LSD will collect annual data for these required GPRA measures (see *Evaluation* for project-specific indicators) and report annual progress per MSAP mandates: **Measure 1**: The number and percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation. **Measure 2**: The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to previous year's data. **Measure 3**: The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to previous year's data. **Measure 4**: The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends; and, **Measure 5**: The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.

Measureable and Quantifiable – *CLEAR* 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*, below, for proposed magnet School Profiles). *CLEAR* is designed to produce outcomes that will improve the overall quality and diversity of academic experiences available in LSD schools while implementing strategies aligned

to the district's Mandatory Desegregation Plan (see *Project Design*, below, for Logic Model). Key outcomes include: 1) reduce minority group isolation (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 primary outcomes, Lansing School District, 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.

***CLEAR* Outcomes: Measurable and Quantifiable**
Reduce Minority Student Isolation (Goal: 1; Objective: 1; Measure: 1; Outcome: 1.1 & 1.2)
•**Measurable**: LSD administrators and evaluators will track student enrollment across racial subgroups at *CLEAR* magnets to measure change in black student isolation. •**Quantifiable**: LSD will compare annual subgroup enrollment to 2016-17 baseline to determine magnitude of change–ie: difference between baseline and annual enrollment will equal % change.
•**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 2016-17 baseline enrollment rates to determine magnitude of change based on applicant pool data – ie: applicant pool data compared to proposed black student isolation outcomes will drive marketing / recruitment strategies.
Improve Achievement (Goal: 2; Objectives: 2 & 3; Measure: 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 2016-17 baseline to determine magnitude of change across school-wide and subgroup scores – ie: annual difference from baseline will equal growth indicator (subgroup comparisons will be used to quantify achievement gaps).
Expand Academic Choice (Goal: 3; Objective: 4; Measure: 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 *CLEAR* magnet schools.

•**Quantifiable**: LSD will track applications and student placements per magnet school to determine growth of enrollment across subgroups / school-wide aggregates for each magnet – ie: enrollment rates will be compared to magnet school capacity to drive marketing and recruitment strategies.

Evaluation of *CLEAR* will be ongoing throughout the grant period to ensure a steady flow of data needed to inform stakeholders of progress toward 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).

(b) Design Reflects Needs: The *CLEAR* Planning Task Force (see Personnel section) collaborated with administrators, teachers, counselors, parents and community partners to assess the capacity and quality of district programs and identify unmet needs impacting schools (see *Competitive Priority # 1*). After analysis of programs and review of the court-approved Mandatory Desegregation Plan guiding LSD school choice initiatives, the Task Force identified the following needs – aligned to *CLEAR* 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. The following table summarizes needs and proposed *CLEAR* solutions:

NEED Aligned to Goal	PROPOSED SOLUTION Aligned to Project Components
Need 1: Lansing School District is in Mandatory Desegregation Status (Goal 1).	•LSD proposes six magnets in racially identifiable schools out of compliance with balance thresholds to reduce black student isolation. •Proposed magnets comply with court-approved desegregation plan. •Proposed magnets will recruit students from all areas of district to increase interaction among students of different backgrounds.
Need 2: LSD lacks funds to establish innovative magnet schools needed to address desegregation	•MSAP funds will enable LSD to offer new magnet schools that serve all elementary, middle and high school grade levels, K – 12, and build on or expand Promise Learning STEM and STEAM Pathways. •Funding will provide resources to address: desegregation, curricular

(Goal 1, 3).	improvement, expanded interventions, professional development and parent/community outreach and services–to improve academic options.
Need 3: Lansing schools need innovative curricula to engage at-risk students in learning (Goal 2, 3).	•Magnet themes are linked to career/postsecondary education outcomes •Proposed magnets initiate or expand Learning Pathways that increase continuity of learning/real-world relevance through validated curricula (STEM Biotechnical, New Tech, Artful Learning, Waldorf Education).
Need 4: Lansing schools need to expand availability of academic interventions to support low-performing students (Goal 2).	•LSD will utilize formative assessments to promote early detection of student failure and link assessment data to use of research-based academic interventions in K - 12 schools (NWEA MAP). •LSD will expand access to technology-based, adaptive learning interventions proven to help students performing below grade level achieve state standards in core subjects (Fast ForWord, SuccessMaker).
Need 5: Lansing teachers need professional development to integrate magnet themes across subjects and increase use of evidence-based strategies (Goal 2, 3).	•*CLEAR* magnets will provide professional development opportunities designed to increase educator effectiveness, integration of themes across core subjects, and mastery of proven instructional strategies (Artful Learning, New Tech, PLTW, Project-based Learning). •Professional development, provided by experts in instructional models and practices, will improve teacher and administrator quality in magnet schools (Buck Institute, New Tech, UrbanX Learning, Bernstein Center, Waldorf Education, higher education partners).
Need 6: Lansing schools need expanded parent / community participation in K – 12 education (Goal 1,2,3).	•School Advisory Boards will include parents / partners to ensure diverse involvement in magnet planning, design and implementation. •*CLEAR* will include parent education / support opportunities to increase family commitment to learning (family enrichment programs, postsecondary education planning workshops, computer literacy programs, access to academic interventions/volunteer opportunities).

The Planning Task Force was deliberate in its planning and proposal to ensure that *CLEAR* reflects the broad needs of all stakeholders while facilitating the achievement of mandatory desegregation goals. By aligning project activities to the needs of students and project participants, the Task Force hopes to improve a diverse spectrum of education services and increase academic achievement and social outcomes for students, families, teachers and schools.

(c) Design Reflects Purpose of MSAP Program: Successful *CLEAR* 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 popular 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, parochial and homeschooling alternatives.

• **Reducing Black Student Isolation (Goal 1; Objective 1)**: In the last 28 years, racial balances have shifted toward lower majority (white) enrollment rates as white, affluent families leave LSD schools for alternative options. Currently, racial composition in Lansing district schools is 24.8% white; 39.8% black. Since 1988, white enrollment has declined from 58% to 25% today. 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 Lansing. The following table provides the current % of black enrollment for each proposed magnet and the reduction of black student isolation during the five-year grant period (2017-2022). Two of the proposed magnet schools are both racially identifiable and out of compliance with the desegregation plan (+ / - 15% variation) district-wide balance indicator - Dwight Rich and Sexton.

Five Year Reduction of Minority Group Isolation (% Black Enrollment)							
School	**Baseline**	**Yr 1 17-18**	**Yr 2 18-19**	**Yr 3 19-20**	**Yr 4**	**Yr 5**	**% Change**
Attwood	49.6	48.3	47.0	45.1	42.0	39.0	-10.6

Dwight Rich	60.8	55.8	53.9	51.6	49.1	46.6	-14.2
Gardner	4308	44.0	43.0	40.9	38.5	36.2	-7.6
Pattengill	40.0	39.0	38.0	36.1	33.0	30.9	-9.1
Eastern	34.6	35.0	35.6	34.8	33.8	32.1	-2.5
Sexton	57.5	56.3	53.8	49.2	44.0	40.0	-17.5

LSD has demonstrated success implementing strong marketing/recruitment efforts to attract families to magnets. Past success in reducing racial isolation through choice 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.

Increasing Academic Rigor and Curricular Diversity (Goal 2; Objectives 2 and 3): The addition of the New Tech, $STEM^2$ Early College, Project Lead The Way Biotechnical, Waldorf-inspired International Studies and Bernstein-inspired Arts magnets gives Lansing students six rigorous, research-based academic choices at six magnet school locations. Combined with existing magnets that offer Montessori, STEM, STEAM, Leadership, Law & Government, Engineering, World Languages Immersion, Visual & Performing Arts and International Baccalaureate, the district provides appealing options for diverse learners. Six new magnet themes (five new magnet schools and one revised magnet) will bring excitement and rigor to chronically low-performing schools. Targeted professional development by experts in STEM / the Arts / thematic instruction, validated curriculum models, project-based learning, object-based learning and technology will infuse fresh ideas into Lansing classrooms and catalyze learning for both students and educators.

Expanding Academic Choices for Families in High-Needs Schools (Goal 3; Objective 4): *CLEAR* will establish new academic options at six chronically low-performing schools (see *Priority 1: Need*). By offering improved programming in low-performing and racially unbalanced schools, the *CLEAR* Planning Task Force seeks to provide compelling options for parents that will entice students from across Lansing to enroll in magnets, reduce black student isolation, increase socio-economic diversity 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, *CLEAR* programming will include reading and math

interventions, validated by evidence of effectiveness, for students performing below Michigan grade level standards. Differentiated, technology-based reading / language arts (*Fast ForWord*) and mathematics (*SuccessMaker*) 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. *CLEAR* will also provide learning opportunities for parents by offering a General Education Diploma (GED) program and English as a Second Language (ESL) program at Elmhurst Community Center (available to all magnet student parents) and opportunities for caregivers to increase functional reading and math skills by using *Fast ForWord* and *SuccessMaker* 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, *CLEAR* offers genuine options for high needs students and families.

Creating / Enhancing Learning Pathways (Goals 2 and 3; Objectives 2, 3 and 4): Lansing seeks to reinvigorate district schools by creating/improving K–12 Academic and Career Learning Pathways. Promise 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 Lansing School District Academic Learning Pathways include:
o STEM Pathway – (1) Pattengill's STEM Project Lead The Way Biotechnical [K - 6] will feed into Eastern's STEM PLTW Biotechnical Magnet Academy [7 - 12]. (2) Attwood New Tech Academy will feed into Everett's New Tech Academy, thus expanding an existing 7 – 12 STEM Pathway by adding Grades 4-6. (3) Sexton High School will implement a $STEM^2$ (Science, Technology, Engineering, Math and Manufacturing) Early College Magnet School that will facilitate multiple pathways throughout Lansing's open enrollment / choice district including: Sheridan Rd. STEM, Mt. Hope STEAM, Averill Spanish Immersion, Lewton Spanish Immersion / Global Studies, as well as Project Lead The Way elementary and middle grades.

o STEAM Pathway – Dwight Rich School of the Arts and Waldorf-inspired Gardner International will enhance a K – 12 STEAM Pathway (Cavanaugh STEAM [K-3], Mt. Hope STEAM [4 - 6] and Everett New Tech/Visual & Performing Arts [7 - 12] that links Dwight Rich and Gardner to existing Art and STEAM options that explore diverse STEAM disciplines, including biomedical, health, physics, earth sciences, environmental sciences, engineering, information technology, media arts, design, visual arts and performing arts. STEAM Learning Pathway options will allow students to explore content linked to postsecondary education and careers that prepare them to succeed in an increasingly technical, creative and competitive world. STEM concepts integrated with the arts will promote innovation, creativity and acquisition of the technical knowledge students will need to succeed in postsecondary study and careers. The LSD STEAM Pathway reflects a rich Lansing art heritage and its unique convergence of arts, culture and creativity with a technology and STEM driven economy linked to health care and information technologies.

o Existing Pathways – LSD offers Learning Pathway options in Chinese and Spanish Immersion; Montessori; Leadership, Law and Government and International Baccalaureate that supplement student choice. *CLEAR* will expand student options to complement programming available in current Lansing School District Schools-of-Choice initiatives. Proposed *CLEAR* magnets will increase the flexibility of existing Learning Pathways to improve LSD's ability to meet the learning needs of all students and expand school choice. Learning Pathway options, strengthened by Project-Based Learning, will help students gain expertise and develop knowledge and skills that will greatly impact all facets of life, from the environment to healthcare to engineering to technology and beyond. LSD Promise Pathways will prepare students for diverse study and careers as well as equip students with the skills and confidence needed to succeed in a global world.

Increasing District Marketability (Goals 1, 2, 3; Objectives 1, 2, 3 and 4): By creating high quality, academically rigorous magnets in low performing schools, Lansing School District hopes that parents will reevaluate the quality of available academic choices and commit to Learning Pathways linked to positive career and postsecondary education outcomes. Cutting-edge programming that emphasizes science, technology, engineering, mathematics, manufacturing, arts

and multiple STEM-related disciplines at the primary and secondary level will entice families who have left Lansing schools for private / charter / parochial / homeschooling 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. Through widespread marketing of *CLEAR* initiatives, LSD will generate the excitement needed to attract higher income families who have left the district for alternative education options to re-enter Lansing School District. By attracting families currently enrolled in regional Lansing charter and private schools to enroll in magnets, LSD will increase inter-district recruitment and therefore increase the socio-economic and racial diversity of schools.

(d) Design Supported by Evidence of Promise and Research: Throughout the planning, development and design process, the *CLEAR* Planning Task Force conducted a thorough literature review, investigated successful magnet schools across the state and country and researched effective practices in school choice / magnet programs / desegregation strategies and academic programs. *CLEAR* reflects research and Evidence of Promise across the following design and content layers: (A) Project Design and (B) Evidence-based Programs.

(A) ***CLEAR* Project Design**: After review of proven strategies that reduce racial / socio-economic group isolation and improve academic achievement for low-performing youth, the Task Force 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 research aligned to the needs of LSD, guided development of *CLEAR*: (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 / socio-economic balance goals; 2) evaluate school/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 audiences in order to generate positive outcomes (Cullen et al., 2003; Ballou, Goldring and Liu, 2006). The LSD Planning Task Force 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 Task Force 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 *CLEAR* during an open and inclusive planning process that included Logic Model input from multiple sources. By grounding project elements in a strong research base and supplementing the magnet design with validated school improvement models (*Artful Learning, New Tech*), formative academic assessments (*NWEA MAP*), proven learning interventions (*Fast ForWord, SuccessMaker, ACT Mastery Prep*) and extensive outreach to improve parent and community support for and involvement in school programming, Lansing School District plans to launch and sustain high-quality magnet schools that will yield positive academic and social results.

(B) ***CLEAR* Evidence-Based Programming**: After extensive review of curricular programs, instructional methodologies, interventions and content resources, the planning Task Force selected research-based programs backed by Evidence of Promise studies that meet U.S. Department of Education What Works Clearinghouse standards to improve the quality of teaching and learning in *CLEAR* magnet schools. Evidence-based programs will include:

Program	Evidence of Promise and Evidence of Effectiveness
Artful Learning	•Evidence of Promise: Randomized comparative study findings suggest that Artful Learning schools demonstrate larger positive gains in both reading and math compared to control group schools (Griffin, N., & Miyoshi, J., 2009). •Evidence of Promise: Randomized comparative study findings demonstrate increased teacher confidence in integrating arts in core subjects (Griffin, N., & Miyoshi, J., 2009). •Evidence of Promise: Results of a randomized control study demonstrate significantly higher levels of academic retention in students taught through arts integration compared to non-treatment control students (Hardiman, M., Rinne, L. and Yarmolinskaya, J. (2014), The Effects of Arts Integration on Long-Term Retention of Academic Content. Mind, Brain, and Education, 8: 144–148.).

Project Lead The Way	•Evidence of Promise: In comparison to matched, non-PLTW students, PLTW students scored higher on state mathematics assessments, a higher percentage met state minimum Math standards, and a higher percentage met college-ready Math standards (Van Overschelde, 2013). •Evidence of Promise: PLTW students attended higher education institutions at a higher rate than matched, non-PLTW students (Van Overschelde, 2013).
New Tech Network	•Evidence of Promise: A rigorous, quasi-experimental study of matched schools finds students who attended network schools graduated on time at statistically-significant higher rates (Zeiser, K., Taylor, J., & Rickles, M., 2014). •Evidence of Promise: A rigorous, quasi-experimental study of matched schools finds students who attended network schools achieved higher standardized test scores, including state assessments (Zeiser, K., Taylor, J., & Rickles, M., 2014). •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 / enhancing critical thinking skills (Walsh; Cuilla & Lee, 2011).
Waldorf Education	•Evidence of Promise: At all grade levels, students at Morse/Birney Waldorf School in Sacramento City Unified School District, in California, outperformed other district students in ELA in an examination of 1) all students; 2) Latino–African American subgroup; and 3) socioeconomically-disadvantaged subgroup, respectively. More specifically, the results of the regression models indicated Morse/Birney had a positive value-added effect on students' ELA achievement at all grade levels 3–8 (Friedlaender, et al, 2015).
Early College	•Evidence of Promise: Study authors reported, and the WWC confirmed, that 86% of Early College students graduated from high school by the end of the study period, compared to 81% of comparison students, a statistically significant difference. The study also reported that students in Early Colleges had significantly better English/language arts

	achievement than students in comparison high schools; the WWC also confirmed this result (U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, 2014).
Buck Institute Project-based Learning	•Evidence of Promise: Results of a randomized control study find students taught using project-based learning approach developed by Buck Institute scored significantly higher on content assessment than non-treatment control students (Finkelstein, N., Hanson, T., Huang, C., Hirschman, B., Huang, M., 2010). •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).
Fast ForWord	•Evidence of Promise: Based on randomized control study, researchers found students using Fast ForWord demonstrated positive effect on reading fluency and comprehension domains (What Works Clearinghouse Intervention Report, 2010).
SuccessMaker	•Evidence of Promise: Results from a randomized control study found students using SuccessMaker technology-based intervention demonstrated increased gains on standardized state assessments compared to non-treatment control students (Gatti, 2011; What Works Clearinghouse Intervention Report, 2010).
Measures of Academic Progress	•Evidence of Promise: Findings from a randomized control study demonstrate that student performance on Northwest Evaluation Association Measures of Academic Progress assessment are predictive of both state standardized test achievement and college readiness (Thum, M. & Matta, T., 2015).

Research-based, validated, effective curricula / interventions were selected to increase the likelihood of positive outcomes for all students. Expanded use of research-validated approaches to

teaching and learning will maximize magnitude of results and help promote diversity in schools by appealing to a broad range of students and families seeking quality education options.

(e) Design Promotes Academic Achievement: Implementation of *CLEAR* promises to yield multiple positive outcomes for K-12 students. While promoting diversity and reducing racial group isolation is critical to ensuring compliance with mandatory desegregation goals, the district is equally committed to improving the quality of education options for high-needs, underserved students. LSD proposes Layers of Service for each *CLEAR* magnet school that will expand options for families, improve teacher effectiveness, enhance learning resources and increase academic achievement for all students, including: (1) Promise Learning Pathways; (2) Theme-Based Instruction; (3) School Profiles; (4) Curriculum Alignment; (5) Technology Integration; (6) Assessments & Interventions; and (7) Parent / Family Involvement.

(1) Promise Learning Pathways: Lansing School District has made a promise to every family that their child will be nurtured - from pre-school through high school - on a college / career pathway. The community responded to LSD's promise by voting to support a $120 million dollar bond to repair the district's declining school buildings (the bond failed an earlier vote but passed in 2016 with more than 60% support). Integrated learning across K – 12 creates education pathways that can lead to increased success in postsecondary education and careers (Lyon; Jafri; St. Louis, 2012). The Planning Task Force designed *CLEAR* to create, complete and / or enhance existing LSD Learning Pathways linked to postsecondary fields of study and 21st Century careers. Successful navigation of Promise Pathways will result in LSD students earning Promise Scholarships and Hope Scholarships, thereby advancing into higher education at a Michigan four year or community college. Implementation of *CLEAR* will strengthen the following LSD Learning Pathways through improved instruction, enhanced resources, increased capacity and expanded choice:

***CLEAR* School**	**LSD Promise Learning Pathway Option**
Attwood New Tech Network Magnet School	•New Tech, STEM and STEAM Pathways
Dwight Rich School of the Arts	•STEAM and Arts Pathways
Gardner International Magnet School	•STEAM, Global Studies, Language Pathways

Pattengill PLTW Biotechnical Magnet School	•STEM, Technology, Engineering Pathways
Eastern PLTW Biotechnical Magnet Academy	•STEM, Technology, Engineering Pathways
Sexton STEM^2 Early College Magnet School	•STEM w/Manufacturing, STEAM, Global Studies

(2) Theme-Based Instruction: Magnet school sites were selected based on the needs described in Competitive Preference Priority #1 and terms of the LSD Mandatory Desegregation Plan. The Planning Task Force 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 *CLEAR* magnet schools offer a rigorous and innovative approach to STEM / STEAM teaching and learning validated by Evidence of Promise. **Science, Technology, Engineering and Math (STEM) Theme**: STEM has quickly risen to the top of 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, 2014). Technology, innovation, research and the mathematics enabling critical advancements in all fields depend upon a highly educated, technologically literate workforce that is 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 and offer the district its greatest opportunity to generate positive desegregation and academic outcomes. **Science, Technology, Engineering, Math and Manufacturing (STEM^2) Theme**: The addition of manufacturing to STEM is a game-changer for high school and college students throughout the world. Today's manufacturing careers include advanced design, automation and complex innovation in hardware and software. Employees now specialize in engineering, electronics, information technology, robotics, mechatronics, design and research and development. These positions require a high level of creativity, expertise, problem-

solving and critical thinking skills and most manufacturers are willing to pay for the expertise (the average manufacturing worker earned more than $77,000 in 2015 and most employers are willing to pay for their employees' higher education costs). Over the next decade, nearly 3.5 million manufacturing jobs will be needed, but the skills gap is expected to result in 2 million of those jobs going unfilled. The greatest shortage currently is in employees with technology and computer skills. Manufacturing is critical to the success of our economy. According to the National Association of Manufacturers and U.S. Bureau of Labor Statistics, every dollar spent in manufacturing adds $1.37 to the U.S. economy, and every 100 jobs in a manufacturing facility creates an additional 250 jobs in other sectors. **Science, Technology, Engineering, Arts and Mathematics (STEAM) Theme**: STEAM is an expansion of STEM learning with an emphasis on arts integration throughout core subjects and the integration of arts into STEM disciplines. Communities face a growing need for individuals who possess mastery of STEAM-based knowledge that combines creativity and technical understanding to solve new and future problems that impact all (Smith, C., King, B., Gonzalez, D., 2015). Arts-integrated STEM learning prepares students across grade levels and achievement levels to tackle future challenges, both in learning and in life, with increased creativity, innovation and problem-solving skills (Tillman, D., An, S. & Boren, R., 2015). LSD will invest in Artful Learning, an instructional model that integrates the arts into STEM curricula, to develop creativity and self-expression and help students direct creative talents toward innovative approaches to learning that prepare them to excel in education and future careers. *CLEAR* will respond to peer-reviewed research and the needs of the community by creating six new STEM / STEM^2 / STEAM magnets that offer focus across multiple disciplines to appeal to the broadest range of interests:

Theme Focus	Focus Rationale
STEM and STEM^2	•STEM education develops creative thinking skills that better prepare students for the world of industry and innovation (Newbill & Baum, 2013). •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).

	•Grounding STEM concepts in inquiry-based education promotes increased engagement in through linkages with social perspectives to appeal to students with diverse interests (Kim, 2011). •Integration of engineering concepts across core subjects improves student achievement in math and science (Bagiati; Yoon; & Ngambeki, 2010).
STEAM	•Arts enhanced STEM promotes the development of student creativity needed to ensure the growth of future STEM innovators (Coxon, 2012). •Learning through the arts increases STEM relevancy by appealing to the digital literacy and creative interests of 21st Century students (Bevins, 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 learners from diverse backgrounds (Sharapan, 2012). •Arts education increases communication skills needed to convey complex STEM concepts / content across the Common Core (Nichols, 2012).

CLEAR themes were chosen to enhance instruction across core subjects and bring new life to academic subjects that do not resonate with high-need, underserved students from targeted communities/schools. Each magnet will provide opportunities for students to engage in outstanding learning that will increase success while helping LSD attain critical desegregation outcomes.

SCHOOL PROFILES: The following descriptions summarize: School-specific Data and Enrollment Projections; Academic Performance Indicators; Programming and Curricula; Enrichment; Assessment; Interventions; Magnet Personnel; Magnet Partners; Professional Development; Specialized Facilities; and Transportation - for six, proposed *CLEAR* magnet schools: (1) Attwood; (2) Dwight Rich; (3) Gardner; (4) Pattengill; (5) Eastern; and (6) Sexton.

SCHOOL: Attwood New Tech Magnet Academy

(Grades 4 - 6)

Theme: New Tech

Configuration: Whole School - Capacity: 350 students.

Current / Projected	Enrollment	% Black	% Free/Reduced Lunch
Oct 2017 Baseline	266	49.6%	74.81%
Projected 2017-2018	265	48.3%	73.65%
Projected 2018-2019	268	47.0%	72.89%
Projected 2019-2020	273	45.1%	70.95%
Projected 2020-2021	281	42.0%	68.67%
Projected 2021-2022	290	39.0%	67.43%

Academic Performance Indicators: Attwood Elementary is a low-performing school impacted by failure across core subjects, high poverty and racial group isolation. To counteract chronic failure and in an effort to attract white students who have left the district for other options, Lansing School District will implement a rigorous New Tech / project-based learning pedagogy to invigorate a low achieving school. Academic performance indicators are summarized in the following chart:

Target School	ELA % Below Basic	Math % BB	Science %BB	MI Percentile Rank
Attwood	86.4%	93.6%	98.9%	Bottom 2%

Programming / Curriculum: Attwood New Tech Magnet Academy will provide unique learning experiences for students that build linkages across district schools to establish both a New Tech Pathway (4 – 12) and a STEM Pathway (K – 12). Students will enroll in the whole-school magnet academy based on student and family choice. The middle grades magnet will offer a rigorous STEM-rich curriculum aligned to Michigan grade level content standards and taught using the New Tech project-based learning platform. New Tech reinvents education through a technology learning platform that includes a customized laptop for each student complete with diverse learning software, Computer-Aided Design (CAD) software and advanced graphics, audio, video and editing capabilities. New Tech – founded in Napa, California in 1996 – is a network of more than 190 schools in 29 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 College / Career-Ready and Michigan 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. A standards-aligned STEM curriculum – implemented through the New Tech platform – will create a rigorous and digitized learning environment that promotes high school and college readiness through rigorous STEM content integrated across all subjects. New Tech provides unrivaled access to multi-media content that helps teachers transition from print textbooks to interactive, technology-driven digital learning resources. New Tech will be enriched with diverse media content through innovative SAFARI Montage learning tools. Cohorts of students will be taught by a common team of core / non-core subject teachers & a New Tech Focus Teacher to facilitate team/project-based learning experiences. **Enrichment**: Attwood New Tech will provide an immersive learning experience, augmenting a STEM-rich curriculum/technology-based learning platform w/exceptional enrichment opportunities:

Attwood New Tech Network Magnet Academy Enrichment	
Aldebaran Robotics	•*CLEAR* will equip Attwood with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that links STEM concepts to all core subjects and the arts. NAO diversifies instruction, promotes critical thinking and builds technology competencies in youth.
SAFARI Montage	•*CLEAR* will equip library media centers and classrooms with SAFARI Montage, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. SAFARI Montage will provide teachers with literacy / STEM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.

Extracurricular Activities	•Implementation of *CLEAR* will expand extracurricular programs at Attwood to include STEM focused options. School personnel and partners, including Michigan State University and the Information Technology Empowerment Center (iTec) will collaborate to launch a robotics club, technology club, interscholastic math team and 2020 Girls club as well as Girls in Engineering.

Assessment: All *CLEAR* magnet schools will utilize the validated Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to monitor student achievement (see *Project Design* Assessment and Interventions below for details).

Interventions: All *CLEAR* magnet schools will utilize the validated Fast ForWord and SuccessMaker technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessment and Interventions below).

Magnet Personnel: Implementation of successful magnet programs requires well-trained and dedicated personnel who will create opportunities for achievement, enrichment and equity each day:

• New Tech Focus Teacher: Attwood will hire a New Tech Focus Teacher to integrate STEM content and New Tech strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead a New Tech curriculum team, model effective lessons across subjects and help teachers implement the New Tech platform and project-based learning strategies in core and non-core subjects / classrooms. FT will also oversee components of the *CLEAR* marketing and recruitment plan (see *Desegregation*) to ensure student enrollment attains proposed levels.

Magnet Partners: Implementation of the Attwood New Tech Academy will connect elementary school magnet faculty with key content, pedagogy and community partners. *CLEAR* partners will enrich instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for students, including:

Partner	Implementation Role
New Tech	•Students will collaborate on projects that require critical thinking and

Academy	communication. By making learning relevant, student engagement reaches new levels. This higher level of engagement is associated with better educational outcomes. The smart use of technology supports an innovative approach to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers and the latest in collaborative learning technology, every student becomes a self-directed learner who no longer needs to rely on teachers or textbooks for knowledge and direction. Echo, an online learning management system, creates a vibrant network which helps students, teachers, and parents connect to each other, and to projects around the world.
Michigan State University	•Offer school day enrichment in robotics and engineering learning experiences; •Launch afterschool robotics club culminating in interscholastic competition; •Launch afterschool competitive, interscholastic science and math teams.
Information Technology Empowerment Center	•Will initiate Spring Break camps for students 9-14, to participate in Game Design (how art, logic, and storytelling converge as they learn to code imaginary spaces into virtual reality) and LEGO Robotics camps (2020 Girls club teams participate in Lawrence Tech Robofest competitions throughout Michigan). •During ITEC Scratch classes, students design their own media while learning the basics of computer programming. Using imagination and Scratch, students are encouraged to create animations and games and tell their own stories. •Students engage with one of the fastest-growing tech fields by learning to create mobile apps through coding, design, marketing, entrepreneurship. •Clubs will take field trips to work sites that are relevant to students' STEM learning. Field Trips will demonstrate practical applications of STEM concepts and expose girls to potential STEM careers. •ITEC instructors and volunteers will engage with small groups over the course of the year, providing insight, guidance, and support.

Professional Development: Proposed new curricular programs require substantial professional development for faculty and administrators across all subjects to fully integrate New Tech platform:

Provider	Professional Development Content
New Tech Network (NTN)	NTN has developed a comprehensive school model, a proprietary learning management platform, tools, resources, training events and implementation plans delivered by an exemplary team of coaches that enable school districts to reinvent schools with their local teachers, through a multi-year partnership. Leaders will form a leadership team and complete specialized *New Tech* administration training – required by the program model – to promote core academic learning through advanced technology and innovative curricular strategies. All Attwood school leaders and teachers will complete training:
	• **Year 1:** Training – school principal, curriculum leaders, department heads, teachers in implementation of *New Tech* project-based learning framework, including use of the *New Tech* Learning Platform and extensive project-based learning pedagogy.
	• **Year 2:** *New Tech* in Core Academic Subjects – Achievement through *New Tech* design
	• **Year 3:** Coaching and ongoing technical assistance will ensure positive results and fidelity to the innovative *New Tech* model.
	• **Year 4:** Advanced *New Tech* Practices – *New Tech* and STEM Alignment
	• **Year 5:** Advanced *New Tech* Practices – *New Tech* and Closing Equity Gaps
Buck Institute	Project-Based Learning is a teaching and learning strategy proven to increase teacher and student engagement in daily instruction and proven to yield positive achievement outcomes for students. Buck Institute – a leader in project-based learning professional development – will provide scaffolded, professional learning experiences to prepare educators to utilize project-based learning aligned to STEM content. Professional development will include:
	• **Year 1:** 3-Day Project Based Learning 101: Design, Assessment and Management
	• **Year 2:** 3-Day Project Based Learning 201: STEM and Differentiated Instruction
	• **Year 3:** Specialized Learning: Online Classes for Teachers and School Administrators

	• **Year 4:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 5:** Specialized Learning: Online Classes for Teachers and School Administrators
Brown University Education Alliance	• **Years 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional development to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.

Specialized Facilities: *CLEAR* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in education. Specialized learning facilities for magnet programming will include:

• New Tech STEM Labs with Echo management system, SAFARI Montage / New Tech licensures;

• Laptop computer for each student, equipped with CAD, design and experiential software.

Transportation: Lansing School District will revise current school bus routes to accommodate all students who apply for and enroll in *CLEAR* magnet schools, as part of its district-funded Schools of Choice initiative. Grant funds will be used to provide student transportation, using contracted Dean Transportation buses, for field trips and enrichment experiences.

SCHOOL: Dwight Rich School of the Arts

(Grades K - 6)

Theme: Visual and Performing Arts

Configuration: Whole School - Capacity: 700 students.

Current / Projected	Enrollment	% Black	% Free/Reduced Lunch
Oct 2017 Baseline	498	60.8%	71.79%
Projected 2017-2018	425	55.8%	69.35%
Projected 2018-2019	425	53.9%	68.82%
Projected 2019-2020	450	51.6%	67.91%
Projected 2020-2021	475	49.1%	66.44%
Projected 2021-2022	500	46.6%	64.79%

Academic Performance Indicators: Dwight Rich is a low-performing school impacted by failure across core subjects, high poverty and racial group isolation. (The school previously operated as a Grade 4-6 middle years school and will be reconfigured into a K-6 magnet school, re-opening in the fall of 2017). To counteract chronic failure, and in an effort to attract white students who have left the district for other options, Lansing School District will implement a rigorous STEAM-themed, Arts / project-based learning pedagogy. Academic performance indicators are summarized below:

Target School	ELA % Below Basic	Math % BB	Science %BB	MI Percentile Rank
Dwight Rich	76.1%	91.6%	92.4%	Bottom 5%

Programming / Curriculum: Dwight Rich Magnet School of the Arts will provide unique learning experiences for K-6 Lansing students that build linkages across district schools to establish an Arts Learning Pathway with Everett High School (Grades 7-12). Students will enroll in the whole-school magnet based on student and family choice – marketing and recruitment strategies will promote increased socio-economic and racial diversity in Dwight Rich per court-approved Desegregation Plan. Dwight Rich Magnet School of the Arts will offer a rigorous curriculum based on the *Artful Learning* model – developed by the Leonard Bernstein Center – enhanced with a strong focus on technology-based learning and arts programming across all grade levels and core subjects. A strong curriculum base in arts integration core content – aligned to Michigan grade level standards – and enriched with a focus on project-based learning (using Buck Institute strategies) will provide a curricular foundation supported by Evidence of Promise (see *Appendix* for effectiveness study) that meets USDOE What Works Clearinghouse standards. The *Artful Learning* platform will be enhanced with outstanding content resources (SAFARI Montage, Aldebaran Robotics) to diversify learning experiences for magnet school students and equip educators with the learning tools needed to transform current programs into exciting, project-based learning that engages youth in creative strategies that augment traditional, textbook-driven methods with arts-integrated/STEAM learning across all core subjects. Transformation of Dwight Rich from a community-zoned, low-performing school to an arts magnet school option for students across the district will help diversify Dwight Rich and help Lansing School District increase enrollment by attracting out-of-district students

attending local public school alternatives. Implementation of Dwight Rich Magnet School of the Arts will help Lansing School District reduce black student isolation in racially segregated schools, increase socio-economic diversity in Dwight Rich and provide a higher-achieving magnet school option for youth living in underserved communities. **Enrichment**: Dwight Rich Magnet School of the Arts will provide an immersive learning experience, augmenting a rigorous curriculum–based, research-validated *Artful Learning* platform–with exceptional enrichment:

Dwight Rich Magnet School of the Arts	
Arts Immersion Weeks	•The Arts Council of Greater Lansing and MSU Wharton Center will provide Teaching Artists, through their Kennedy Center Partners in Education program, to facilitate arts integration during Immersion Weeks. Teaching Artists will work in magnet classrooms to increase accessibility of complex curricular topics through creative learning in multiple performing and visual arts media – four Immersion Weeks per year (one per core subject – English Language Arts / Reading, Mathematics, Science, Social Studies).
Aldebaran Robotics	•*CLEAR* will equip Dwight Rich with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that links STEAM concepts to all core subjects and the arts. NAO diversifies instruction, promotes critical thinking and builds technology competencies in youth.
SAFARI Montage	•*CLEAR* will equip library media centers and classrooms with SAFARI Montage, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. SAFARI Montage will provide teachers with literacy / STEAM / Arts resources, videos, podcasts,

	virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Michigan State University – Wharton Center for the Performing Arts	•Dwight Rich will collaborate with the Wharton Center Artists-in-Residence program to connect classrooms with professional artists. Artists-in-Residence will engage students in the creative process and help them discover the fundamental value of performing arts. Artists will serve a dual role as performer and teacher – working with classroom educators and students to integrate performing arts into classroom learning and nurture growth of non-cognitive skills in at-risk youth (self-confidence, respect, teamwork, tolerance).
Michigan State University – Eli & Edythe Broad Art Museum	•Dwight Rich will partner with the Broad Art Museum Gesso Program to connect classrooms with museum collections through a visiting docent initiative. Educators from the Broad Museum will offer multiple programs in arts-integrated classrooms to connect students with diverse visual arts and museum collections. Museum Programs will link artworks to core content through inquiry and student analysis. Gesso Program educators will then take classrooms on Art Museum tours – exploring art reflective of core content.
Extracurricular Activities	•Implementation of *CLEAR* will expand extracurricular programs at Dwight Rich to include arts-focused options. School will collaborate with partners to launch a robotics club, drama club, music groups and dance/movement groups.

Assessment: All *CLEAR* magnet schools will utilize the validated Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to monitor student achievement (see *Project Design* Assessment and Interventions below).

Interventions: All *CLEAR* magnet schools will utilize the validated Fast ForWord and SuccessMaker technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessment and Interventions below).

Magnet Personnel: Implementation of magnet programs will enhance Dwight Rich faculty with the following grant-funded personnel:

•Arts Focus Teacher: Dwight Rich will hire an Arts Focus Teacher to integrate visual and performing arts content and strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead a Dwight Rich curriculum development team, model effective arts-integration lessons across subjects, support *Artful Learning* strategies and help teachers implement project-based learning strategies in core and non-core subjects/classrooms. Focus Teacher will oversee components of the *CLEAR* marketing and recruitment plan (see *Desegregation* section) to ensure student enrollment attains proposed levels.

Magnet Partners: Implementation of the Dwight Rich Magnet School of the Arts will connect magnet school faculty with key content, pedagogy and community partners. *CLEAR* partners will enrich instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for students, including:

Partner	Implementation Role
Michigan State University – Wharton Center	•Recruit Kennedy Center Teaching Artists for annual Arts Immersion Weeks; •Engage students in arts creation / learning through Artist-in-Residence program; •Increase student exposure to the arts through school-based performances and family programs at the Wharton Center for the Performing Arts.
Michigan State University – Broad Art Museum	•Increase student interaction with artwork through school-based Gesso Program; •Host classrooms at Museum for art tours connected to core content themes; •Offer family programs / tours at Broad Art Museum to increase family participation in learning and greater appreciation for the arts.
Arts Council of Greater Lansing	•Recruit Kennedy Center Teaching Artists for annual Arts Immersion Weeks, •Connect school / students to extended year arts summer camps and enrichment.
Happendance	•Provide afterschool / summer enrichment in the arts - creative movement, ballet, jazz, hip hop, tap for all ages and experience levels - beginner to advanced.

Professional Development: Proposed curricular programs require substantial professional development for faculty and administrators across all subjects to fully integrate proposed arts-integration strategies, arts content and specialized pedagogy:

Provider	Professional Development Content
Leonard Bernstein Center – *Artful Learning*	*Artful Learning* is a school improvement model that stimulates and deepens academic learning through the Arts. *Artful Learning* is adaptable to any learning community or educational system. Its flexibility allows it to be integrated into existing school initiatives or serve as the central instructional methodology. The arts-based skills and strategies magnify student engagement and demonstrably improve cognition, as well as provide differentiation to meet the needs of all learners. The four main quadrants of the *Artful Learning* model (EXPERIENCE, INQUIRE, CREATE and REFLECT) encourage and support best teaching practices while improving the manner in which both students and teachers learn. Classrooms systematically employ the four quadrants to strengthen understanding, retention and application. Professional development in *Artful Learning* methodology will include:
	• **Year 1:** Foundations of *Artful Learning* Arts Integration Strategies
	• **Year 2:** *Artful Learning* in Core Academic Subjects – Achievement through the Arts
	• **Year 3:** Advanced *Artful Learning* Practices – Arts, Technology, Project-Based Learning
	• **Year 4:** Advanced *Artful Learning* Practices – Arts and STEAM Alignment
	• **Year 5:** Advanced *Artful Learning* Practices – Arts and Closing Equity Gaps
Buck Institute	Project-Based Learning is a teaching and learning strategy proven to increase teacher and student engagement in daily instruction and proven to yield positive achievement outcomes for students. Buck Institute – a leader in project-based learning professional development – will provide scaffolded, professional learning experiences to prepare educators to utilize project-based learning aligned to STEAM content. Professional development will include:
	• **Year 1:** 3-Day Project Based Learning 101: Design, Assessment and Management
	• **Year 2:** 3-Day Project Based Learning 201: STEAM and Differentiated Instruction

	• **Year 3:** Distance Learning: STEAM PLB; Math PBL; Global PBL; Arts PBL
	• **Year 4:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 5:** Specialized Learning: Online Classes for Teachers and School Administrators
MSU / Wharton / Arts Council	Teaching Artists will facilitate Arts Immersion Weeks, engaging students in arts creation and learning through an Artist-in-Residence program that increases student exposure to the arts, culminating in school-based performances and family programs at the Wharton Center.
	• **Year 1:** Core Subjects and Visual Arts
	• **Year 2**: Core Subjects and the Performing Arts
	• **Year 3**: Core Subjects and Music Arts
	• **Year 4**: Core Subjects and Media Arts
	• **Year 5**: Core Subjects and Communication Arts
Brown University Education Alliance	• **Year 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional development to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.

Specialized Facilities: *CLEAR* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in high school and postsecondary education. Specialized magnet school facilities will include:

•Technology Labs with SAFARI Montage licensures and Smithsonian OBL programming;

•Art Labs with diverse arts media and learning tools to facilitate visual, media and creative arts;

•Dance, music, performance studio space to engage youth in performing arts;

Transportation: LSD will revise current school bus routes to accommodate all students who apply for and enroll in *CLEAR* magnet schools, using district funds as part of Schools of Choice initiative. Grant funds will be used to contract with Dean Transportation for field trip and enrichment buses.

SCHOOL: Gardner International Magnet Academy (Grades K - 8) **Theme: Waldorf-Inspired International Studies** **Configuration: Whole School - Capacity: 973 students.**			
	Enrollment	**% Black**	**% Free/Reduced Lunch**
Oct 2017 Baseline	528	43.8%	68.42%
Projected 2017-2018	614	44.0%	68.69%
Projected 2018-2019	700	43.0%	67.96%
Projected 2019-2020	750	40.9%	65.88%
Projected 2020-2021	800	38.5%	64.64%
Projected 2021-2022	850	36.2%	63.25%

Academic Performance Indicators: Gardner is a low-performing school impacted by failure across core subjects, high poverty and racial group isolation. To counteract chronic failure, and in an effort to attract white students who have left the district for other options, Lansing School District will implement a rigorous Waldorf-inspired, international studies theme utilizing project-based learning pedagogy. Academic performance indicators are summarized below:

Target School	ELA % Below Basic	Math % BB	Science %BB	MI Percentile Rank
Gardner	83.6%	92.9%	93.8%	Bottom 5%

Programming / Curriculum: Gardner International Academy will develop an immersive international studies program based on a Waldorf Education design and aligned to STEAM. Waldorf is an instructional model that is universally accessible and effective in delivering differentiated instruction to a broad range of student abilities and learning styles in the least restrictive environment. The curriculum meets and supports the development of both the individual and the class as a whole. The content for a grade level is gauged for the cognitive capacities of that specific age. The experiences placed in the educational program for each grade relate to the personal and social dynamics encountered at that age. This age-appropriate composition, on a year-by-year basis, is a foundational principle of Waldorf Education. It allows the teacher to focus more deeply on each student as an individual - to recognize and strengthen unique gifts and capabilities

and identify and support individual learning styles. Music, movement and arts contained in the curriculum are critical in the development of physical skills and capacities that are the foundation of all learning processes. They support the formation of a harmonious whole person with flexibility of thought, sensitivity, compassion and perseverance, combined with a wider breadth of perception and depth of understanding. The result is students who will be able to adapt and meaningfully participate in the creation of the emerging new society as it evolves around them - individuals who have the creativity of thought / integrity / intention needed to navigate times of accelerated change.

Enrichment: Gardner International Academy will provide an immersive learning experience, augmenting a Waldorf-inspired, STEAM-rich curriculum and technology-based learning platform with exceptional, international and arts-focused enrichment opportunities:

Gardner International Magnet Academy	
Michigan State University	•Serve as resource linking Lansing schools with language teachers to provide authentic instruction with an international focus.
Michigan State University – Wharton Center for the Performing Arts	•Gardner will collaborate with the Wharton Center Artists-in-Residence program to connect Waldorf-inspired classrooms with professional artists. Artists-in-Residence will engage students in the creative process and help them discover the fundamental value of performing arts. Artists will serve a dual role as performer and teacher – working with classroom educators and students to integrate performing arts into classroom learning and nurture growth of non-cognitive skills in at-risk youth (self-confidence, respect, teamwork, tolerance).
Michigan State University – Eli & Edythe Broad Art Museum	•Gardner will partner with the Broad Art Museum Gesso Program to connect Waldorf-inspired classrooms with museum collections through a visiting docent initiative. Educators from the Broad Museum will offer multiple programs in arts-integrated classrooms to connect students with diverse visual arts and museum collections. Museum Programs will link artworks to core content through inquiry and student analysis. Gesso Program educators will then take classrooms on Broad Art Museum tours – exploring diverse art

	reflective of core content themes with an international flavor and focus.
SAFARI Montage	•*CLEAR* will equip library media centers and classrooms with SAFARI Montage, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. SAFARI Montage will provide teachers with literacy / STEAM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content from all corners of the globe.
Aldebaran Robotics	•*CLEAR* will equip Gardner with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that links STEAM concepts to all core subjects and the arts. NAO diversifies instruction, promotes critical thinking and builds technology competencies in youth.
Extracurricular Activities	•Implementation of *CLEAR* will expand extracurricular programs at Gardner to include STEAM focused options. School personnel and partners, including Michigan State University and the Information Technology Empowerment Center (iTec) will collaborate to launch a robotics club, technology club, interscholastic math team and 2020 Girls club as well as Girls in Engineering.

Assessment: All *CLEAR* magnet schools will utilize the validated Northwest Evaluation Association Measures of Academic Progress (*NWEA MAP*) to monitor student achievement (see *Project Design* Assessment and Interventions below).

Interventions: All *CLEAR* magnet schools will utilize the validated *Fast ForWord* and *SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessment and Interventions below).

Magnet Personnel: Implementation of a Waldorf-inspired, international magnet academy program will enhance Gardner faculty with the following grant-funded personnel:

• International Studies Focus Teacher: Gardner will hire an International Studies Focus Teacher to integrate Waldorf-inspired content and global strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead an International Studies curriculum team, model effective lessons across subjects and help teachers implement the IS platform and project-based learning strategies in core and non-core subjects / classrooms. The Focus Teacher will also oversee components of the *CLEAR* marketing and recruitment plan (see *Desegregation*) to ensure student enrollment attains proposed levels.

Magnet Partners: Implementation of the Gardner International Academy will connect elementary school magnet faculty with key content, pedagogy and community partners. *CLEAR* partners will enrich instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for students, including:

Partner	Implementation Role
Waldorf Institute of Southeastern Michigan (Ann Arbor)	• Waldorf schools offer a developmentally-appropriate, experiential, and academically rigorous approach to education. They integrate the arts in all academic disciplines for PreK-12 children to enhance and enrich learning. Music, dance and theater, writing, literature, legends and myths are not simply subjects to be read about and tested. They are experienced. Through these experiences, Waldorf students cultivate their intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world. Project-based learning is contextual, creative, and shared, to inspire life-long learning in all students, enabling them to fully develop unique selves.
MSU Wharton Center	•Gardner will partner with the Wharton Center Artists-in-Residence program to connect Waldorf-inspired classrooms with professional artists.
MSU Broad	•Gardner will partner with the Broad Art Museum Gesso Program to connect

Art Museum	Waldorf-inspired classrooms with museum collections through a visiting docent initiative to link artworks to international studies.
Information Technology Empowerment Center	•Students engage in one of the fastest-growing tech fields by learning what goes into the creation of a mobile app: coding, design, marketing, entrepreneurship. •During ITEC Scratch classes, students design their own media while learning the basics of computer programming. Using their imagination and Scratch, students are encouraged to create animations/games and tell their own stories. •Clubs will take field trips to work sites that are relevant to students' STEAM learning. Field Trips will demonstrate practical applications of STEAM concepts and expose girls to potential STEAM careers.

Professional Development: Proposed Waldorf-inspired curricular programs require targeted PD for educators to fully integrate a Waldorf approach with an international studies theme:

Provider	Professional Development Content
Waldorf Institute of Southeastern Michigan	WISM will provide ongoing professional development for Gardner school leaders and teachers throughout the duration of *CLEAR*. In addition, there will be field excursions to experience the Waldorf curriculum first-hand in school settings. Artistic activities and classes in local Michigan Waldorf Schools - Detroit Waldorf School and the Rudolf Steiner School of Ann Arbor - will provide learning opportunities, as well as mentoring and peer support. Gardner teachers will be able to become certified Waldorf teachers.
	• **Year 1:** Introductory training – school principal, curriculum leaders, department heads, teachers in implementation of *Waldorf* project-based learning pedagogy.
	• **Year 2:** *Waldorf* and Core Academic Subjects – Achievement through *Waldorf* design
	• **Year 3:** Coaching and ongoing technical assistance to ensure positive results and fidelity to the innovative *Waldorf* model, infused into an international studies theme.
	• **Year 4:** Advanced *Waldorf* Practices – *Waldorf* and STEAM-subject Alignment
	• **Year 5:** Advanced *Waldorf* Practices – *Waldorf* and Closing Equity Gaps

Buck Institute	Project-Based Learning is a teaching and learning strategy proven to increase teacher and student engagement in daily instruction and proven to yield positive achievement outcomes for students. Buck Institute – a leader in project-based learning professional development – will provide scaffolded, professional learning experiences to prepare educators to utilize project-based learning aligned to STEAM content. Professional development will include:
	• **Year 1:** 3-Day Project Based Learning 101: Design, Assessment and Management
	• **Year 2:** 3-Day Project Based Learning 201: STEM and Differentiated Instruction
	• **Year 3:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 4:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 5:** Specialized Learning: Online Classes for Teachers and School Administrators
Association of Waldorf Schools of North America	• Annual conference will bring Waldorf school personnel together from across the country to learn from each other in a 4-day conference highlighting topics such as: a deeper look into Waldorf pedagogy; using the arts to inspire learning, instilling the love of learning at younger and younger ages; developmentally appropriate curriculum; tools for reaching disengaged learners; Waldorf and discipline; curriculum differentiation in Waldorf classes.
Brown University Education Alliance	• **Year 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional development to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.

Specialized Facilities: *CLEAR* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in high school and postsecondary education. Specialized magnet school facilities will include:

•Technology Labs with SAFARI Montage licensures and Smithsonian OBL programming;

•Arts Lab with diverse arts media and learning tools to facilitate visual, media and creative arts.

Transportation: LSD will revise current school bus routes to accommodate all students who apply for and enroll in *CLEAR* magnet schools, using district funds as part of Schools of Choice initiative. Grant funds will be used to contract with Dean Transportation for field trip and enrichment buses.

SCHOOL: Pattengill STEM Biotechnical Magnet Academy (Grades K - 6) **Theme: STEM Biotechnology - Project Lead The Way** **Configuration: Whole School - Capacity: 800 students.**			
Current / Projected	**Enrollment**	**% Black**	**% Free/Reduced Lunch**
Oct 2017 Baseline	495	40.0%	77.19%
Projected 2017-2018	600	39.0%	76.36%
Projected 2018-2019	606	38.0%	75.89%
Projected 2019-2020	618	36.1%	73.50%
Projected 2020-2021	636	33.0%	72.24%
Projected 2021-2022	650	30.9%	70.95%

Academic Performance Indicators: Pattengill is a high-need, low-performing school impacted by failure across core subjects, poverty and racial group isolation. To counteract chronic failure and in an effort to attract white students who have left the district for other options, Lansing School District will implement a rigorous *Project Lead The Way* Biotechnical STEM curriculum to invigorate a persistently low achieving school. Academic performance indicators are as follows:

Target School	**ELA % Below Basic**	**Math % BB**	**Science %BB**	**MI Percentile Rank**
Pattengill	81.7%	92.3%	98.4%	Bottom 14%

Programming / Curriculum: Pattengill *Project Lead The Way* STEM Biotechnical Academy will provide unique learning experiences for students that build linkages across district schools to establish a STEM Biotechnical Pathway (K – 12, linked to Eastern High) and *Project Lead the Way* Pathway (K – 12, linked to Sexton High). Students will enroll in the whole-school magnet based on student and family choice – enrollment procedures will adhere to court-approved Desegregation Plan parameters. *Project Lead The Way* offers a Launch and Gateway sequence for elementary and

middle school learners that utilizes proven *Project Lead The Way* strategies to engage young learners in technology-rich, STEM-focused education. The challenging and relevant PLTW curriculum was collaboratively developed and is continually reviewed and improved by PLTW curriculum specialists, teachers, university educators, industry experts, and school administrators. It leverages an innovative, project-based approach that fosters collaboration and builds critical thinking skills. The Launch and Gateway curricula are organized in content modules aligned to grade-level standards. Modules are presented in complementary pairs that combine to create a thematic unit. Extensive online support and content resources are available to enrich classroom activities with technology media that deepens understanding and encourages exploratory learning. Pattengill Biotechnical STEM will supplement PLTW curricula with the validated, research-based *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 math through interactive, hands-on, technology-rich activities for students, grades K - 6. The user-friendly 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.

Through implementation of *Project Lead The Way* and *Engineering is Elementary*, Pattengill PLTW STEM Biotechnical Magnet Academy will transform Pattengill from a low-performing school to a rigorous and exciting magnet option for high-needs, racially isolated Lansing students.

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

Pattengill STEM Biotechnical Magnet Academy	
Biotechnology Exploration Time	•Sparrow Health System will provide biotechnical sciences integration during Exploration Time in magnet classrooms to increase accessibility of complex STEM topics through creative learning in multiple areas of science and health. •Exploration Time will include: Building Blocks of Life; The Human Body; Nutrition and Wellness and the Science of Diseases.
Aldebaran Robotics	•*CLEAR* will equip Pattengill with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that links STEM concepts to all core subjects and the arts. NAO diversifies instruction, promotes critical thinking and builds technology competencies in youth.
SAFARI Montage	•*CLEAR* will equip library media centers and classrooms with SAFARI Montage, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. SAFARI Montage will provide teachers with literacy / STEM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Extracurricular Activities	•School will partner with EMU, Sparrow & MSU to launch biomedical & robotics clubs and interscholastic math competition team. ITEC will launch 2020 Girls afterschool programming at Pattengill to increase the number of females pursuing STEM education/careers and MSU will hold Girls in

	Engineering and Girls in Computing Summer Camps where they will learn basic engineering and programming.

Assessment: All *CLEAR* magnet schools will utilize the validated Northwest Evaluation Association Measures of Academic Progress (*NWEA MAP*) to monitor student achievement (see *Project Design* Assessment and Interventions below).

Interventions: All *CLEAR* magnet schools will utilize the validated *Fast ForWord* and *SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessment and Interventions below).

Magnet Personnel: Implementation of magnet programs will enhance Pattengill faculty with the following grant-funded personnel:

•STEM Focus Teacher: Pattengill will hire a STEM Focus Teacher to integrate STEM content and *Project Lead The Way* strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead a STEM curriculum team, model effective lessons across subjects and help teachers implement the *Project Lead The Way* and *Engineering is Elementary* methodology and project-based learning strategies in classrooms. Focus Teacher will oversee components of *CLEAR* marketing/recruitment plan (see *Desegregation*) to ensure student enrollment goals.

Magnet Partners: Implementation of the Pattengill PLTW STEM Biotechnical Magnet Academy will connect K-6 school magnet faculty with key content, pedagogy and community partners. *CLEAR* partners will enrich instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for Pattengill students, including:

Partner	Implementation Role
Eastern Michigan University	•Provide teacher training to help ensure fidelity of PLTW Grades K-6 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	•Offer school day enrichment in robotics and engineering learning experiences; •Launch afterschool robotics club culminating in interscholastic competition; •Launch afterschool competitive, interscholastic mathematics and design teams. •Sponsor Girls in Engineering / Girls in Computing Summer Camps (Grade 6).
Museum of Science-Boston	•Provide teacher training to help ensure fidelity of *Engineering is Elementary* model; supplement program with K-6 project-based lessons and strategies.
Sparrow Hospital	•Provide students with interactive, content-rich, STEM-based biotechnical enrichment activities in specialized programs, resources and exploration time. •Sponsor a Biotech Fair featuring student projects developed through PBL.
Information Technology Empowerment Center	•Initiate Spring Break camps for students 9-14, to participate in Game Design (how art, logic, and storytelling converge as they learn to code imaginary spaces into virtual reality) and LEGO Robotics camps (2020 Girls club teams may enter Robofest competitions held by Lawrence Tech University-affiliated locations. •During ITEC Scratch classes, students design media while learning the basics of computer programming. Using imagination and Scratch, students are encouraged to create animations and games and tell their own stories. •Students engage with one of the fastest-growing tech fields by learning to create mobile applications using coding, design, marketing and entrepreneurship. •Clubs will take field trips to work sites that are relevant to students' STEM learning. Field Trips will demonstrate practical applications of STEM concepts and expose girls to potential STEM careers. •ITEC instructors and volunteers will engage with small groups over the course of the year, providing insight, guidance, and support.

Professional Development: Proposed curricular programs require substantial professional development for faculty / administrators across all subjects to fully integrate *Project Lead The Way* framework and *Engineering is Elementary* curricular program:

Provider	Professional Development Content

Project Lead The Way, Eastern Michigan University	*Project Lead The Way* professional development – offered through PLTW collaborating partner Eastern Michigan University – will provide Grade 4-6 teachers with three phases of professional development (Readiness Training, Core Training, and Ongoing Training). Professional development will enable educators to develop confidence and pedagogy skills to implement STEM-rich, project-based learning in all subjects and classrooms.
	• **Year 1:** 3- day PLTW Readiness Training; •**Year 1**: 12-Day PLTW Core Training
	• **Year 2**: 12-day PLTW Core Training; •**Year 2**: 12-Day Ongoing Training
	• **Year 3:** PLTW Virtual Academy - ongoing PD, Master Teacher videos / teacher forums
	• **Year 4:** PLTW Virtual Academy - ongoing PD, Master Teacher videos / teacher forums
	• **Year 5:** PLTW Virtual Academy - ongoing PD, Master Teacher videos / teacher forums
Buck Institute	Project-Based Learning is a teaching and learning strategy proven to increase teacher and student engagement in daily instruction and proven to yield positive achievement outcomes for students. Buck Institute – a leader in project-based learning professional development – will provide scaffolded, professional learning experiences to prepare educators to utilize project-based learning aligned to STEM content. Professional development will include:
	• **Year 1:** 3-Day Project Based Learning 101: Design, Assessment and Management
	• **Year 2:** 3-Day Project Based Learning 201: STEM and Differentiated Instruction
	• **Year 3:** Distance Learning: STEM PLB; PBL in Math; PBL in Technology
	• **Year 4:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 5:** Specialized Learning: Online Classes for Teachers and School Administrators
Museum of Science, Boston	*Engineering is Elementary* and the Museum of Science - Boston will offer professional development workshops for K-6 educators to promote use of the EiE curriculum, with fidelity, in classrooms. Professional development workshops provide the skills needed to foster student-centered, inquiry-based learning, while enhancing teacher knowledge of engineering content and teacher ability to integrate STEM content in core lessons.
	• **Year 1:** Everyone Engineers Workshop •**Year 1**: Linking the E and M in STEM

	• **Year 2:** Improving Your EiE Practice •**Year 2**: Engineering Adventures
	• **Years 3, 4 & 5:** Teacher Educator Institute – Training to Promote Sustainability
Brown University Education Alliance	• **Years 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional development to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.

Specialized Facilities: *CLEAR* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in education. Specialized learning facilities for magnet programming will include:

• Technology Labs with SAFARI Montage licensure and *Project Lead the Way* software that promote project-based learning, robotics and technology skills and

• STEM Labs equipped with EiE software and experimental learning facilities.

Transportation: Lansing School District will revise current school bus routes to accommodate all students who apply for and enroll in *CLEAR* magnet schools as part of its district-funded Schools of Choice initiative. Grant funds will be used to contract with Dean Transportation to provide buses for field trips and enrichment experiences.

SCHOOL: Eastern PLTW STEM Biotechnical Magnet Academy (Grades 7 - 12)

Theme: STEM Biotechnology - *Project Lead The Way*

Configuration: School-within-a-School Academy - Capacity: 750 students.

Current / Projected	Enrollment	% Black	% Free/Reduced Lunch
Oct 2017 Baseline	1,262	34.6%	64.51%
Projected 2017-2018	1,232	35.0%	64.67%
Projected 2018-2019	250	35.6%	64.75%
Projected 2019-2020	500	34.8%	63.32%
Projected 2020-2021	625	33.8%	62.44%
Projected 2021-2022	750	32.1%	61.37%

Academic Performance Indicators: Eastern High School is a high-need, low-performing school impacted by failure across core subjects, poverty and racial group isolation. To counteract chronic failure, and in an effort to attract white students who have left the district for other options, Lansing School District will implement a rigorous *Project Lead The Way* Biotechnical STEM curriculum to invigorate a persistently low achieving school. Academic performance indicators are as follows:

Target School	ELA % Below Basic	Math % BB	Science %BB	MI Percentile Rank
Eastern	79.1%	89.0%	97.7%	Bottom 10%

Programming / Curriculum: Eastern High School PLTW Biotechnical STEM Magnet Academy will provide unique learning experiences for students that build linkages across district schools to establish a STEM Biotechnical Pathway (K – 12 – linked to Pattengill). Students will enroll in the school-within-a-school magnet academy based on student and family choice – enrollment procedures will adhere to court-approved Desegregation Plan parameters and there will be space for up to 100 participants per grade levels 7-12, for a total capacity of 700 students. The curriculum approach will focus on the *Project Lead The Way* Biotechnical methodology that links specialized study in biotechnical content to a proven PLTW framework to engage learners in a rigorous, technology-rich, STEM-focused education. Biotechnology is defined as "any technological application that uses biological systems, living organisms, or derivatives thereof, to make or modify products or processes for specific use." It is a broad and complex discipline mainly encompassing pure biological sciences such as genetics, microbiology, molecular and cell biology, biochemistry etc. and the fields outside biology, such as engineering and information technology. Although, the term 'biotechnology' is modern, it has been practiced since the dawn of civilization. The most common examples being making bread, beer, wine and cheese through fermentation and selective breeding of useful animal and plant species. Modern biotechnology uses new techniques that provide much more understanding and control over, living processes. Today, it has varied applications, predominantly in the areas of health care, agriculture, environment and industrial processes. Some common applications of biotechnology are production of disease resistant and nutritionally enhanced crops, gene therapy, genetic screening and enzymes that act as industrial

catalysts. Biotechnology is also applied in the areas of pollution control, waste management, mining, energy production, forestry and aquaculture. The challenging and relevant PLTW curriculum was collaboratively developed and is continually reviewed and improved by PLTW curriculum specialists, teachers, university educators, biomedical specialists, industry experts, and school administrators. It leverages an innovative, project-based approach, backed by Evidence of Promise (see *Appendix* for study), that fosters collaboration and builds critical thinking skills. The Biotechnical curriculum is based on *Project Lead The Way* structure enriched with vertically aligned focus courses in grades 7–12 that deepen student knowledge of biotechnical topics:

Project Lead the Way Biotechnical Curriculum	
Grade 7	• PLTW Gateway: Activity, Project and Problem-Based Learning in Biotechnical topics.
Grade 8	• Medical Detectives: Students analyze genetic testing results to diagnose disease.
Grade 9	• Foundation Course: Students explore introductory concepts of biology and medicine.
Grade 10	• Human Body Systems: Students explore interactions of human body systems.
Grade 11	• Medical Interventions: Students explore how to detect and fight disease.
Grade 12	• Capstone Course: Students design innovative solutions to pressing health concerns.

Through implementation of a rigorous PLTW STEM Biotechnical Magnet Academy, Eastern will transform from a chronically low-performing school to an invigorated and exciting magnet option for high-need, racially isolated Lansing students.

Enrichment: Eastern Biotechnical Magnet Academy will provide an immersive, STEM-rich learning experience linked to future career and postsecondary study fields augmented by exceptional enrichment opportunities that diversify/expand learning options for LSD students:

Eastern Biotechnical Magnet Academy	
Biotechnical Classroom Immersion	•Sparrow Health System will provide biotechnical sciences integration during Immersion Time in magnet classrooms to increase accessibility of complex medical and STEM topics through creative learning in multiple areas of science and health. Immersion Time will include: The Building Blocks of Life;

	The World of Modern Medicine; Emergency Medicine, Genetics and Aging and Medical Biotechnology. Sparrow Health professionals will promote career awareness through job shadowing, internships and career seminars.
Aldebaran Robotics	•*CLEAR* will equip Eastern with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that links STEM concepts to all core subjects and the arts. NAO diversifies instruction, promotes critical thinking and builds technology competencies in youth.
SAFARI Montage	•*CLEAR* will equip library media centers and classrooms with SAFARI Montage, an upgradable, technology-based education server providing access to content from highly-regarded media providers, including NASA, Smithsonian Institution, National Geographic, History Channel, PBS, Scholastic, CyberScience Interactive, Disney and more. SAFARI Montage will provide teachers with literacy / STEM / Arts resources, videos, podcasts, virtual excursions and exploratory learning activities that expand student access to content across all core subjects.
Advanced Placement	•CLEAR will diversify Advanced Placement options for students and expand capacity to include AP courses in core subjects (English Language and Composition, U.S. History, Biology, Chemistry, Calculus) and launch a collective approach to AP Course options available to students from feeders.
Dual Enrollment	•Higher education partners (Ferris State University, Lansing Community College) will offer dual enrollment courses to magnet students to provide opportunities for high school youth to earn college credits in diverse subjects including numerous STEM topics (transferrable to any Michigan public institution of higher education).

ACT Test Preparation	•*CLEAR* will provide access to online Kaplan ACT Test Preparation software to help students increase performance on critical college admissions criteria.
Extracurricular Activities	•Implementation of *CLEAR* will expand extracurricular programs at Eastern to include STEM and Biotechnical focused options. School will partner with EMU, Sparrow & MSU to launch biotechnical & robotics clubs, interscholastic math competition team and Lady Spartans: Women in Engineering.

Assessment: All *CLEAR* magnet schools will utilize the validated Northwest Evaluation Association Measures of Academic Progress (*NWEA MAP*) to monitor student achievement (see *Project Design* Assessment and Interventions below).

Interventions: All *CLEAR* magnet schools will utilize the validated *Fast ForWord* and *SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessment and Interventions below).

Magnet Personnel: Implementation of magnet programs will enhance Eastern faculty with the following grant-funded personnel:

• STEM Focus Teacher: Eastern will hire a STEM Focus Teacher to integrate STEM content and *Project Lead The Way* Biotechnical strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead a STEM curriculum team, model effective lessons across subjects and help teachers implement the PLTW Biotechnical methodology and project-based learning strategies in classrooms. The Focus Teacher will also oversee components of the *CLEAR* marketing and recruitment plan (see *Desegregation*) to ensure student enrollment attains proposed levels.

Magnet Partners: Implementation of the Eastern High School Biotechnical Academy will connect high school magnet faculty with key content, pedagogy and community partners. CLEAR partners will enrich instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for students, including:

Partner	Implementation Role

Eastern Michigan University	•Provide teacher training to help ensure fidelity of PLTW biotechnical high school model; supplement program with complementary lessons and strategies. •Collaborate with Focus Teacher to develop linkages with complementary LSD magnet schools to facilitate STEM Learning Pathway for feeder students.
Michigan State University	•Offer school day enrichment in robotics and engineering learning experiences; •Launch afterschool robotics club culminating in interscholastic competition; •Launch afterschool competitive, interscholastic mathematics and design teams. •Recruit and launch Lady Spartans: Women in Engineering program.
Sparrow Health	•Provide students with interactive, content-rich, STEM-based biotechnical enrichment and opportunities for afterschool and summer learning and practice.

Professional Development: Proposed curricular programs require substantial professional development for faculty / administrators across all subjects to fully integrate *Project Lead The Way* Biotechnical framework and curricular programs at each grade level of the Academy:

Provider	Professional Development Content
Project Lead The Way Bio-technical, Eastern Michigan University	*Project Lead The Way* Biotechnical professional development – offered through PLTW collaborating partner Eastern Michigan University – will provide teachers with three phases of professional development (Readiness Training, Core Training, and Ongoing Training). Professional development will enable educators to develop confidence and pedagogy skills to implement STEM-rich, project-based learning in all subjects and classrooms. A virtual PLTW Biotechnical Professional Learning Community will connect Lansing educators to teachers and PLTW practitioners across the nation to promote growth and increase support.
	• **Year 1:** 3- day PLTW Readiness Training; **•Year 1**: 12-Day PLTW Core Training
	• **Year 2**: 12-day PLTW Core Training; **•Year 2**: 12-Day Ongoing Training
	• **Year 3:** PLTW Virtual Academy - ongoing PD, Master Teacher videos / teacher forums
	• **Year 4:** PLTW Virtual Academy - ongoing PD, Master Teacher videos / teacher forums
	• **Year 5:** PLTW Virtual Academy - ongoing PD, Master Teacher videos / teacher forums

Sparrow Health Systems	Sparrow Health System will provide professional learning for educators in biotechnical sciences integration in magnet classrooms to increase accessibility of complex medical and STEM topics through creative teaching and learning in multiple areas of science and health.
Buck Institute	Project-Based Learning is a teaching and learning strategy proven to increase teacher and student engagement in daily instruction and proven to yield positive achievement outcomes for students. Buck Institute – a leader in project-based learning professional development – will provide scaffolded, professional learning experiences to prepare educators to utilize project-based learning aligned to STEM content. Professional development will include:
	• **Year 1:** 3-Day Project Based Learning 101: Design, Assessment and Management
	• **Year 2:** 3-Day Project Based Learning 201: STEM and Differentiated Instruction
	• **Year 3:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 4:** Specialized Learning: Online Classes for Teachers and School Administrators
	• **Year 5:** Specialized Learning: Online Classes for Teachers and School Administrators
Brown University Education Alliance	• **Year 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional development to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.

Specialized Facilities: *CLEAR* will provide resources to implement specialized curricula using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in education. Specialized learning facilities for magnet programming will include:

- Technology Labs with SAFARI Montage licensure and *Project Lead the Way* software to promote project-based learning, robotics and technology skills; and
- STEM Biotechnical Labs equipped with experiential learning facilities.

Transportation: Lansing School District will revise current school bus routes to accommodate all students who apply for and enroll in *CLEAR* magnet schools as part of its district-funded Schools of

Choice initiative. Grant funds will be used to contract with Dean Transportation for buses to provide field trips and enrichment experiences.

SCHOOL: Sexton STEM^2 Early College Magnet (Grades 7 - 12) **Theme: STEM^2 Early College** **Configuration: Whole School - Capacity: 1,234 students.**			
Current / Projected	**Enrollment**	**% Black**	**% Free/Reduced Lunch**
Oct 2017 Baseline	804	57.5%	63.60%
Projected 2017-2018	800	56.3%	62.55%
Projected 2018-2019	825	53.8%	60.23%
Projected 2019-2020	850	49.2%	58.00%
Projected 2020-2021	875	44.0%	55.43%
Projected 2021-2022	900	40.0%	52.89%

Academic Performance Indicators: Sexton High School is a high-need, low-performing school impacted by failure across core subjects, poverty and racial group isolation. To counteract chronic failure, and in an effort to attract white students who have left the district for other options, Lansing School District will implement a rigorous *STEM^2 Early College* approach to invigorate a persistently low achieving school. Academic performance indicators are as follows:

Target School	**ELA % Below Basic**	**Math % BB**	**Science %BB**	**MI Percentile Rank**
Sexton	88.0%	94.8%	88.3%	Bottom 4%

Programming / Curriculum: Sexton STEM^2 Early College Magnet School will provide unique learning experiences for students that build linkages across district schools to establish a K-12 STEM Pathway linked to Fairview STEM and Sheridan Rd. STEM. Students will enroll in the whole school magnet academy based on student and family choice – enrollment procedures will adhere to court-approved Desegregation Plan parameters. The Sexton High curriculum approach will focus on *Urban X Learning* and Global Learning Model's *GCE Lab School* methodology that creates a transformative, 21st century college-prep framework that engages learners in a rigorous,

technology-rich, STEM focused education. GCE's educational model exposes students to real-world environments where they explore their interests, apply what they've learned in the classroom and expand their knowledge through firsthand experience, locally and globally. The accredited, standards-aligned model is rigorous, 100% digitally accessible and based on student-centered, inquiry and project-based learning. The challenging and relevant curriculum was collaboratively developed and is continually reviewed and improved by Urban X curriculum specialists, teachers, university educators, STEM specialists, industry experts, and school administrators. It leverages an innovative, project-based approach that fosters collaboration and builds critical thinking skills in a global classroom that addresses different perspectives, cultures and learning styles. Urban X Learning engages students with a three-pronged approach to learning:

Urban X Learning Approach	
Internal Investigation	• Learning hard skills and foundations
External Investigation	• Exploring world context and testing credibility
Mastery Projects	• Demonstrating mastery of concepts and skills

Urban X Learning is eliminating the opportunity gap for low-income students and breaking the cycle of poverty for urban youth. An indefensible disparity is especially evident in STEM careers. America's STEM workforce is mostly male (75%) and overwhelmingly white and Asian (85%). [https://www.census.gov/prod/2013pubs/acs-24.pdf]. Women make up just 11 percent of engineering employees, according to the National Council for Research on Women. And only 4.1 percent of girls asked about their career expectations plan to go into a STEM career. Grades 7 through 10 will focus on STEM exploration and college readiness. Grades 11 and 12 will be Early College specific with dual university enrollment, internships, job shadowing and a capstone project. Through implementation of the *Global Learning Lab*, Sexton STEM^2 Early College Magnet School will transform a chronically low-performing school into a rigorous and exciting magnet option for high-need, racially-isolated Lansing high school students and their neighboring peers.

Enrichment: Sexton will provide an immersive, STEM-rich learning experience linked to future career/postsecondary study fields augmented by exceptional enrichment opportunities that diversify and expand learning options for students / provide opportunities for advanced study / dual credits:

Sexton STEM^2 Early College Magnet	
GCE Lab School	•GCE Lab School serves as the Research & Development center for GLM's model for learning. GLM runs their own school, practicing what they preach, and learning from the process before they share breakthroughs with school partners. GCE Lab School students continue to be the best advertisement for the model's success — 100% college acceptance and an extraordinary 80% merit-aid awards for its graduates; and students curate digital portfolios of their learning that demonstrate mastery, passion and growth over time.
Advanced Placement	•*CLEAR* will diversify Advanced Placement options for students and expand capacity to include AP courses in core subjects (English Language and Composition, U.S. History, Biology, Chemistry, Calculus) and launch a collective approach to AP course options available to feeder school students
Dual Enrollment	•Higher education partners (Ferris State University, Lansing Community College) will offer dual enrollment courses to magnet students to provide opportunities for high school youth to earn college credits in diverse subjects including numerous STEM^2 topics.
2+2+2 Engineering Program	•This six-year educational program is for Sexton high school students who are interested in pursuing a career in engineering. Beginning in their junior year, students will complete two years in high school. They will then be admitted to LCC's Pre-Engineering Program for two years. Upon successful completion of the program, students will be admitted to the MSU College of Engineering.
ACT Test Preparation	•*CLEAR* will provide access to online Kaplan ACT Test Preparation software to help students increase performance on critical college admissions criteria.
Ambassadors	•A4S connects low income high school students to bright futures in the STEM^2

4Success	workforce by using summer and weekends to engage students in meaningful application of STEM concepts. A4S culminates with an entry-level, paid internship during which learners receive individualized support, guidance and mentoring that will enhance academic and social development.
City2 Classroom	•City2Classroom partners help ensure that students are prepared for college and jobs by giving A4S seniors an opportunity to intern at their place of business. Students continue to develop their leadership skills by gaining hands-on experience in paid internships, university research projects, civic engagement and entrepreneurial projects throughout the community.
Aldebaran Robotics	•*CLEAR* will equip Sexton with NAO Robots. NAO is an interactive, programmable robot with full communication and interaction capabilities utilized in cutting edge K – 16 education programs around the world. NAO will capture student interest in learning through robotics while providing school year and afterschool robotics-based education experiences that links STEM concepts to all core subjects and the arts. NAO diversifies instruction, promotes critical thinking and builds technology competencies in youth.
Extracurricular Activities	•*CLEAR* will expand extracurricular programs at Sexton to include STEM^2 focused options. School will partner with Michigan State University to sponsor a VEX robotics club and interscholastic math competitions.

Assessment: All *CLEAR* magnet schools will utilize the validated Northwest Evaluation Association Measures of Academic Progress (*NWEA MAP*) to monitor student achievement (see *Project Design* Assessment and Interventions below).

Interventions: All *CLEAR* magnet schools will utilize the validated *Fast ForWord* and *SuccessMaker* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessment and Interventions below).

Magnet Personnel: Implementation of magnet programs will enhance Sexton faculty with the following grant-funded personnel:

• STEM Focus Teacher: Sexton will hire a STEM^2 Focus Teacher to integrate STEM^2 content and *Urban X Learning* strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead a STEM^2 curriculum team, model effective lessons across subjects and help teachers implement the *Urban X / Global Learning* methodology and project-based learning strategies in classrooms. The Focus Teacher will also oversee components of the *CLEAR* marketing and recruitment plan (see *Desegregation*) to ensure student enrollment attains proposed levels.

Magnet Partners: Implementation of the Sexton STEM^2 Early College Magnet School will connect high school magnet faculty with key content, pedagogy and community partners. *CLEAR* partners will enrich instruction with research-based teaching strategies, provide content-rich professional development, facilitate use of validated curricular models / interventions and provide supplementary learning experiences for students, including:

Partner	Implementation Role
Ferris State University	•Dual enrollment (college courses taught by an adjunct or full-time professor at one of the FSU locations, online or in a high school setting), can be used for both high school and college credit. More than 60 dual credit options are available for STEM^2 students and include: Construction Graphics, Mobile Robots, Medical Terminology, Physics, Fundamentals of Computer Info Systems and Electronics.
Michigan State University	•Offer school day enrichment in robotics and engineering learning experiences; •Sponsor afterschool robotics club culminating in interscholastic competition; •Sponsor Lady Spartans: Women in Engineering Summer Camps; •Accept students who successfully complete first 4 years of 2+2+2 Engineering.
Lansing Community College	•Provide pre-engineering courses in 2+2+2 Engineering Program. •Early College @ LCC places an emphasis on Science, Technology, Engineering, and Math. Students can earn up to sixty college credits as they are completing high school requirements. College tuition, textbooks and CATA bus passes are free. In addition, there are 135 online course offerings, leading to

	more than 29 online associate degrees or certifications. •Collaborate with Focus Teacher to develop linkages with complementary LSD magnet schools to facilitate creation of STEM^2 Learning Pathway for students.
Global Learning Models	•Provide students with interactive, content-rich, STEM^2-based enrichment activities through specialized programs, curricula, technology and resources. •Create and curate digital portfolios that embed digital media and arts (from videos to podcasts to cartography, etc.) •Take virtual field trips, around the globe to center of Earth and into outer space. •Explore disparate forms of reality through game-based learning and simulations.
Magic Johnson Enterprises	•Core partner in Ambassadors4Success and assists with City2Classroom partners and internships. Magic Johnson is a Lansing School District alumni.

Professional Development: Proposed curricular programs require substantial professional development for faculty / administrators across all subjects to fully integrate Urban X's Global Learning framework and curricular programs:

Provider	Professional Development Content
Global Learning Models' Learning Labs, Urban X Learning	Global Learning Models' Learning Labs professional development – offered through Urban X Learning in Chicago – will provide teachers with three phases of professional development (Internal Investigation, External Investigation and Mastery Projects) to enable educators to develop confidence and pedagogy skills to implement STEM-rich, project-based learning in all subjects and classrooms. A virtual Global Learning Lab Professional Learning Community will connect Lansing educators to teachers and GCE Lab School practitioners to create experiential learning programs for underserved urban youth. •Online, 2-3 hours Inquiry & PBL 101 (mandatory for all educators). •Online Master the Project Training (educator dual role as student/teacher). •Digital Course Model the Learning (educators must demonstrate mastery). •3-5 Days Design the Model (review/ practice GLM - intensive workshop).

	• **Year 1:** Program Design, Curriculum Alignment (as needed), and Professional Development for all educators
	• **Year 2:** Curriculum implementation and customization, Performance Assessment, Professional Development of LSD/Sexton educator mentors and leaders in the model, Experiential Design services in the areas of: digital media and portfolios, arts integration, schedules, City2Classroom™, etc.
	• **Year 3:** Curriculum implementation and customization, Performance Assessment, strategic coaching of internal teams sustaining the model.
	• **Year 4:** Coaching and ongoing technical assistance to ensure positive results and fidelity to the innovative model.
	• **Year 5:** Advanced Practices – *Global Learning* and Closing Equity Gaps
Ambassadors 4Success Training	Each year, A4S teachers will receive 100+ hours of professional development in inquiry and project-based learning in a creative, collaborative, peer-supportive environment. PD will be customized to Sexton and skills learned will be applicable across the core curriculum. Equipping educators via independent online installments and in-person collaborative workshops, teachers are able to offer student-centered instruction that empowers students to take ownership of their learning, creating positive, real-world learning environments. project-based learning aligned to STEM content. Professional development will include:
Brown University Education Alliance	• **Year 1 – 5:** The Equity Assistance Center of The Education Alliance at Brown University will provide annual professional development to magnet school administrators and teachers to help schools close racial / socio-economic / gender / special education / ELL equity gaps in education and promote increased engagement of traditionally underrepresented groups in STEM academic coursework and extra-curricular activities.

Specialized Facilities: *CLEAR* will provide resources to implement specialized GLM curriculum using state-of-the-art learning labs equipped to develop career-linked skills and build student interest in education. Specialized learning facilities for magnet programming include:

• Technology Labs with Edsero, a cloud-based digital learning ecosystem that supports GLM's Model for Learning and is the method of delivery of all projects, student courses and PD;

• $STEM^2$ Labs equipped with experimental and experiential learning facilities

Transportation: Lansing School District will revise current school bus routes to accommodate all students who apply for and enroll in *CLEAR* magnet schools as part of its district-funded Schools of Choice initiative. Grant funds will be used to contract with Dean Transportation to provide buses for field trips and enrichment experiences.

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(4) Curriculum Alignment: *CLEAR* 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, curriculum maps, pacing guides and theme integration and strategies to determine the breadth of instruction and content, as well as gaps in the professional learning of teachers 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 vertical 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 students. Professional development will prepare teachers to integrate STEM / STEAM content across all subjects aligned to standards and grade level expectations.

(5) Technology Integration: *CLEAR* will provide Lansing schools with access to learning resources that are currently beyond the reach of limited general fund capacity. Each magnet school will focus grant expenditures on building technologically-advanced schools that provide youth with diverse learning experiences. Technology-based learning, project-based learning and object-based learning will build real-world skills and link academic learning to technology. All proposed magnets will launch innovative, effective STEM / STEAM strategies and facilitate technology integration through updated hardware / software learning tools and professional development to prepare classroom teachers to utilize new technology-based teaching / 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, SAFARI Montage media content, NAO Robotics, video conferencing equipment, computer-integrated microscopy, Computer-Aided Design (CAD) software, GLM Edsero platform, 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 *NWEA MAP* formative assessment tool to increase teacher capacity to monitor student progress and use formative data to drive instructional priorities.

(6) Assessments & Interventions: *CLEAR* 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. *CLEAR* will provide teacher/student/family access to technology-based interventions in classrooms and computer labs to provide students with self-paced, age-appropriate, culturally-relevant learning.

• **Assessment**: *CLEAR* will enhance school assessment capabilities through implementation of the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA MAP) technology-based formative assessment tool. *Measures of Academic Progress* creates a personalized assessment experience by adapting to individual student learning levels – precisely measuring student progress and growth in reading and mathematics. MAP utilizes a diagnostic test / re-test format to identify performance levels and monitor growth and is predictive of both performance on state assessment exams and college readiness (Evidence of Promise [see *Appendix*]: Thum, M., & Matta, T., 2015). By providing reliable and replicable individualized assessment data, MAP will help teachers identify students in need of supplementary support in reading and mathematics and empower educators to connect struggling students to effective academic interventions.

• **Reading Intervention**: Struggling readers will benefit from the acquisition of *Fast ForWord* reading intervention solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests across elementary, middle and high school grade levels. *Fast ForWord* provides self-paced support to struggling readers by building foundation skills – cognitive abilities, memory and processing speed to develop underlying competencies needed to improve literacy outcomes. *Fast ForWord* is matched to individual student reading levels and provides teachers with performance data that can be used to influence individual and classroom instruction. Libraries and computer learning labs will be equipped with age and grade level appropriate versions of the software (Evidence of Promise [see *Appendix*]: What Works Clearinghouse. (2010, August). Adolescent Literacy intervention report: *Fast ForWord*. U.S. Department of Education, Institute of Education Sciences).

• **Mathematics Intervention**: Targeted Lansing schools fail to achieve minimum grade-level standards across all core subjects, but results are particularly dismal in math. Across *CLEAR* schools, more than 90% of all students are failing math - at Attwood, the failure rate for Grade 5 students is 98.9% and at Dwight Rich, the failure rate for Grade 5 students is 100%. There is a critical need to help low-performing students meet minimum standards and develop the skills / competencies needed to succeed in rigorous academic study. Magnet schools will invest in

SuccessMaker instructional technology that builds math and literacy skills for students of all ages/developmental abilities. *SuccessMaker* utilizes adaptive technology that responds to student performance to adjust content and intervention level to match student learning needs. *SuccessMaker* offers individual support for students and provides performance data to classroom teachers to help educators deliver instruction at an appropriate pace and complexity level to facilitate comprehension and growth (Evidence of Promise in *Appendix*: http://assets.pearsonschool.com/asset_mgr /current/201526/pdf_160431.pdf).

• **ACT Mastery Prep**: *CLEAR* will provide access to a proven online ACT test preparation program for all high school magnet students. *ACT Mastery Prep* provides self-paced ACT preparation for students that is proven to increase average scores across all socio-economic and demographic student subgroups. Average ACT scores at *CLEAR* high schools fall extremely short of state and national averages (16.2 Average ACT score for Sexton High, 18.6 Average ACT score for Eastern High [out of a total of 36], 2015); poor scores limit postsecondary education options for Lansing students. *ACT Mastery Prep* will help low-performing Lansing youth improve critical ACT scores and increase available postsecondary education options.

Combined, *NWEA MAP*, *Fast ForWord*, *SuccessMaker* and *ACT Mastery Prep* instructional technology will provide *CLEAR* magnet schools with literacy, mathematics and ACT support, promoting continuity of instructional practice and research-based, individualized interventions (coordinated with RTI principles) to help close achievement gaps and increase academic success.

(7) Parent / Family Involvement: 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 value 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 *CLEAR* and broader education initiatives, the Planning Task Force 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, Lansing School District 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. *CLEAR* will offer a parent General Education Diploma (GED) weekend program at Elmhurst Community Center (a former LSD elementary school building) that will be open to all parents of students enrolled in proposed magnets. Magnet schools will support acquisition of GEDs by providing expanded literacy and math support using the same learning interventions provided to *CLEAR* students during expanded school-day, afterschool and weekend / summer library and computer learning lab hours.
- **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, Lansing Community College, Ferris State University, Lansing Office of Admissions, Office of Financial Aid and academic departments will present programs at *CLEAR* middle and high schools to prepare students and families to initiate early college planning and develop the skills to successfully complete college applications, entrance essays and financial aid applications. Family Readiness efforts will include:

***CLEAR* Family Readiness Strategies**

• College Entrance Exam Prep – *CLEAR* magnets will offer online access to *ACT Mastery Prep* test preparation software to increase student performance on key college enrollment indicator.

• Campus Tours – *CLEAR* students and their families will visit Michigan State University, Lansing Community College, Ferris State University and other regional institutions of higher education through complementary, in-kind district funds [Hope and Promise Scholarships] to nurture development of a college-going culture.

• College Fair – LSD will host annual, district-wide college fair to expand student and family exposure to postsecondary education options.

• Enrollment Workshops – FSU/MSU/LCC Admissions and Financial Aid Counselors will lead workshops to increase knowledge of application requirements, admissions standards and financial aid/scholarship opportunities to prepare families to complete FAFSA and college application forms

• **Accessible Language Format:** To promote diverse enrollment in schools, all marketing and recruitment materials will be available in multiple languages (as needed) and distributed at multiple community locations, with the help of the Refugee Development Center. The Marketing and Recruitment Specialist will provide translation of magnet informational materials from English into Spanish, Chinese, Burmese, Vietnamese, Arabic and other languages, as needed, 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 (court monitoring is ongoing), 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 Specialist will partner with prominent community partners (Boys and Girls Club, YMCA, community churches, Rotary, Lions Club, NAACP) to reach all demographic groups in 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 and broadcast outreach in media outlets serving the community and 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 key members of the Planning Task Force 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 will serve as volunteers at existing and / or expanded homework assistance centers, tutoring programs and special school events (open houses, academic / college fairs, art displays, robotic and 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 their students and will be supported through adult education that expands academic, career and personal growth opportunities for parents and families.

(2) Resources to operate project beyond grant, including multi-year financial and operating model / plan; commitment of partners / support from stakeholders. Lansing School District will efficiently manage MSAP funds to maximize impact of limited grant resources. Upon completion of the grant period, LSD will promote sustainability of the project to ensure federal investment in Lansing programs benefits students, families, schools and communities for many years. LSD will leverage resources and promote sustainability by implementing the following strategies: (a) Multi-Year Operating Plan; (b) District Support Plans; (c) Diverse Stakeholder Support; (d) Quality Resources and (e) Sustainable Practices. **(a) Multi-Year Operating Plan**: LSD will assume responsibility for operational costs of *CLEAR* magnet schools and programs when funding ends in 2019. For Lansing School District, it is the start up costs that prevent the district from developing and operating the programs as described in the Project Design section. 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 *CLEAR* 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. Upon receiving 2016 MSAP funding, the LSD Superintendent, *CLEAR* Project Director and *CLEAR* Advisory Board will form a Sustainability Subcommittee of the Advisory Board to immediately plan for district operation of programs upon completion of the grant period. The Sustainability Subcommittee will (1) collaborate with the LSD Office of Finance and members of the Board of Education to modify projected district budgets to include future funding for *CLEAR* magnets; (2) review projected enrollment trends and adjust for impact of *CLEAR* choice options on future school enrollment to facilitate an accurate human resources / materials plan for district schools; (3) assess facility needs at *CLEAR* schools to ensure schools can accommodate future enrollment growth and support specialized programming (subcommittee will prioritize improvements to ensure facilities do not limit future potential of *CLEAR* magnets) and (4) Sustainability Subcommittee will nurture growth of strong community partnerships from the beginning of grant to leverage partner and community resources needed to sustain efforts beyond the grant period (see *Appendix* for Letters of Support/Magnet Schools MOU).

***CLEAR* Multi-Year Plan of Operation** (see *Management Plan* for detailed Years 1 – 5 Timeline)
• Year 1 (2017-18) – Launch *CLEAR* professional development and magnet development with initial cohort of students entering *CLEAR* schools for the 2018-19 school year; launch and recruit *CLEAR* Sustainability Committee – including administrators, teachers, parents, partners, students to ensure diverse stakeholders collaborate to prioritize sustainability of effective magnet strategies.
• Year 2 (2018-19) – Sustain and improve *CLEAR* magnet schools and enroll students; continue ongoing

professional development to build educator knowledge, mastery, capacity; invest in school improvement / learning infrastructure to support long-term implementation of magnet schools; expand and strengthen community partnerships through individual magnet school Advisory Boards.

- Years 3 - 5 (2020-22) – Sustain and improve *CLEAR* magnet schools and enroll students; continue ongoing professional development to build capacity; institutionalized revised transportation plan to accommodate magnet choice based on annual enrollment patterns; implement *CLEAR* Sustainability Committee to initiate long-term budgeting through LSD Schools-of-Choice program and increase partner support for project; seek additional grant funds to expand support.
- *Post-CLEAR* Plan (2022-beyond) – Continue all magnet schools through LSD district-funded Schools-of-Choice program currently operating 18 choice schools (including 12 previous MSAP grant funded schools); seek grant funds to support efforts; consolidate *CLEAR* personnel to reduce continuation costs (eliminate Project Direct, Marketing / Recruitment Specialist, Administrative Assistant) and sustain each magnet school Focus Teacher); realign district professional learning plan to include prioritized magnet-centric options.

(b) District Support Plan: LSD will identify resources necessary to continue operation of *CLEAR* magnets beyond grant funding:

• 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) during the grant cycle to increase district-wide capacity to implement magnet programs. By investing in teacher training and human capital and by 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 to support future efforts:

o Ferris State University (FSU): Launch dual enrollment courses for Sexton STEM^2 Early College magnet students.

o Eastern Michigan University (EMU): Launch *Project Lead The Way* Biotechnical STEM magnets at Pattengill and Eastern.

o Lansing Community College (LCC): Offer dual enrollment, college prep activities for Sexton STEM^2 Early College magnet students.

o Michigan State University (MSU): Continue dual enrollment courses, Robotics Clubs / math teams, Girls and Women in Engineering, student/family college prep activities.

o Sparrow Health System (SHS): Provide hands-on support, instruction, job shadowing, internships and mentoring to PLTW Biotechnical magnet students at Eastern.

o Michigan State University (MSU) Agricultural Extension: Continue garden project support and expand to serve additional Schools-of-Choice Promise Learning Pathway schools.

o Arts Council of Greater Lansing (ACGL) and Wharton Center (WC): Offer support to Dwight Rich and Gardner with community efforts to link schools with arts integration resources and encourage district / ACGL / WC collaborations.

o Information Technology Empowerment Center (ITEC): Continue collaboration with ITEC to build excitement for coursework and careers in STEM subjects, particularly for girls, though 2020 Girls (program introduces supportive female instructors and mentors).

There are so many more caring, supporting and truly wonderful partners than can be highlighted in this section (see *Appendix* for Letters of Support and school partnership list - just a small fraction of the support Lansing School District enjoys from a loving and loyal community). 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 initiate 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. **(c) Diverse Stakeholder Contributions**: Implementation of *CLEAR* 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 will contribute to the success of *CLEAR* as outlined in the following chart. Contributions of key stakeholders beyond the grant period will promote sustainability of *CLEAR* initiatives:

***CLEAR*: Diverse Stakeholder Contributions**	
Resource	**Implementation Role / Contribution**
***CLEAR* Advisory Board**	• An Advisory Board will meet quarterly to monitor progress across all schools; review evaluation data to promote continuous improvement; review recruitment / marketing / placement plan to ensure compliance with desegregation goals; recruit community partners to enhance programs; convene Equal Access and Sustainability Subcommittees. • Advisory Board will continue to provide guidance after grant period.
Project Director	• A full-time Project Director will manage all aspects of the project, including personnel, fiscal, curriculum, partner outreach, vendor relations, evaluation and student engagement to ensure timely implementation of *CLEAR* and compliance with federal mandates. • District-funded Office of High Schools & Magnet Schools will manage *CLEAR* programs after grant is completed.
Focus Teachers	• Full-time Focus Teachers at each school will coordinate curriculum development; promote theme integration across subjects; collaborate with personnel in Promise Learning Pathway schools; participate as members of recruitment/marketing teams; coordinate site-specific expenditures, professional development and enrichment.

	• LSD will sustain Focus Teachers with district funds after grant period.
Marketing and Recruitment Specialist	• A full-time Marketing and Recruitment Specialist will manage district-wide Marketing and Recruitment Plan; implement student recruitment strategies (both targeted and non-targeted recruitment); coordinate application and student selection procedures (lottery) for all *CLEAR* magnets (see *Project Design* and *Competitive Priority # 3* for Marketing and Recruitment / Student Selection) and implement branding strategy for all *CLEAR* schools. • LSD will sustain Marketing/Recruitment Specialist with district funds after grant.
Partner Resources	• Local partners will enrich magnet curricula / learning experiences, including Michigan State University (providing dual enrollment for high school students, robotics / engineering clubs, math-based interscholastic teams); Ferris State University and Lansing Community College (providing dual enrollment for high school students); Sparrow Health Service (providing biotechnical and biomedical resources, mentoring and internship opportunities for *Project Lead The Way* Schools); Arts Council of Greater Lansing (providing graphic and performing arts experiences linked to STEM content and arts integration professional development for teachers); Cable Channel 21 (providing video / music production and media arts experiences for students); Happenstance (providing afterschool and summer movement and dance opportunities). • Partnerships will be sustained and expanded through project period and beyond.
District Resources	• LSD will contribute resources in support of *CLEAR*, including transportation services to ensure equal access to all magnets; fiscal management; administrative oversight of programs across magnets; curricular support from district experts; partner outreach to expand services and data management to support evaluation and promote improvement. • LSD will sustain and expand support to extent possible during project period and beyond.
School Resources	• *CLEAR* schools will contribute extensive learning resources to promote achievement of *CLEAR* 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.

	• *CLEAR* schools will sustain and expand support during project period and beyond.

(d) Quality Resources: LSD will provide quality resources to support implementation of CLEAR and promote sustained programming beyond the three-year grant period, including: **Physical Infrastructure / Facilities** – District facilities include school locations that comply with Americans with Disabilities Act standards, classrooms, storage space, auditoriums, media centers and large campus locations for outdoor learning. Magnet sites are managed by the LSD district office and are included in the approved desegregation plan. LSD provides 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 new instructional strategies, which will include but not be limited to innovative STEM learning labs, technology labs, campus gardens, visual and performing arts studios, mobile technology labs and enhanced library media centers. All proposed magnet facilities will undergo theme integration across physical facilities to make clear to students, educators, parents and visitors that *CLEAR* magnets offer special experiences that are worthy of celebration and pride.

Administrative Resources – LSD will contribute significant and ongoing administrative leadership and support during the grant period and beyond. District administrative capacity is sufficient to meet the demands of managing a large federal discretionary grant. Lansing School District administrators from the Board of Education and the following district departments will participate in grant-funded planning, implementation, evaluation, data collection and / or fiscal oversight (additional departments will support project as well, including Department of Maintenance, Student Services, Bilingual Education, etc.): (1) Board of Education (review outcomes to promote improvement and support sustainability through multi-year planning); (2) Superintendent of Schools (Dr. Yvonne Caamal Canul offers vast leadership experience including supervision of large, federal grants – currently overseeing district implementation of a 2013 Magnet grant); (3) Department of Finance and Accounting (LSD Department of Finance has extensive experience managing fiscal responsibilities of federal grants, including previous successful fiscal administration of MSAP grants); (4) LSD Attorney (attorney is well briefed on LSD Mandatory

Desegregation Plan and will continue to monitor court documents to ensure ongoing district compliance); (5) Transportation - A contract between LSD and Dean Transportation results in the successful transport of students across the open-enrollment district to Schools-of-Choice and Magnet Schools; LSD will modify the current transportation plan to include adjustments for new magnets upon funding; (6) Department of School Accountability and Compliance (data specialists will organize and maintain data in accordance with state requirements and support evaluation of *CLEAR*); (7) Office of Technology and Information Management (technology specialists will assist in installation/maintenance of *CLEAR* resources and sustain support beyond grant period) and (8) Director of Special Education (Special Education coordinators will collaborate with *CLEAR* personnel and schools to eliminate barriers impeding equal access for students with disabilities/special needs during grant period). (9) Office of Bilingual Education - this office will reach out to parents with GED opportunities and will work with the Refugee Development Center to provide translators for students / families as they enroll in new magnet schools and academies.

Equipment and Supplies – LSD will procure the equipment and supplies needed to successfully implement and operate *CLEAR*. Each school includes a library media center, computer learning centers (though some materials are dated – MSAP will update / improve learning resources) and space to create theme-specific learning labs. To ensure that adequate instructional equipment, supplies and resources were identified, the Planning Task Force consulted with teachers and administrators from targeted schools to conduct a thorough equipment and supplies assessment. The Task Force 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 – upon funding of *CLEAR*, future acquisitions and equipment/supply budgets will be modified to reflect magnet school needs. The district will also provide additional support for the instructional program through specialists in art, music, technology, P.E., special education, limited English proficiency instruction and nursing.

(e) Sustainable Practices: *CLEAR* was designed to facilitate sustainability. While many project elements have substantial start up costs, most components have minimal continuation expenses that will be met by well-planned district and school budgets. Sustainable practices will ensure *CLEAR* schools meet the needs of students for years to come. Strategies include:

	***CLEAR* Sustainability Strategies**
Schools-of-Choice	• Upon completion of grant, magnets will become institutionalized within the LSD Schools-of-Choice program, eliminating need for Project Director, Marketing / Recruitment Specialist and Administrative Assistant (each school will budget to sustain Focus Teacher). • LSD Schools-of-Choice infrastructure has capacity to continue marketing, recruitment, application and student selection procedures for *CLEAR* magnets beyond grant period.
Curriculum	• Planning Task Force selected curricular models with manageable long-term costs – primary expenses for *Project Lead the Way*, *Engineering is Elementary*, *Artful Learning* and *Waldorf* are initial professional development and infrastructure expenses with limited long-term sustainability costs. • Travel expenses beyond grant period are negligible – most travel costs associated with start-up professional development; continuing education for curricular models is available through on-line platforms at little cost to schools.
Instructional Resources	• Investment in technology hardware is the largest start up expense of *CLEAR*; ongoing costs for software / maintenance will be absorbed by LSD Department of Technology. • Investment in technology-based learning strategies reduces long-term expense of disposable education materials through use of digital learning tools.
Partnerships	• Advisory Boards for each magnet will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.

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. Efforts during the grant period

will position schools to leverage expertise, facilities and stakeholder support to sustain *CLEAR* initiatives upon completion of grant-funded project. LSD has a long history of success sustaining magnet schools beyond initial start-up/funding: twelve magnet schools/programs funded by the district and/or prior MSAP grants are still operational today, providing exciting choice options.

(3) Professional development / training of sufficient quality, intensity, and duration. The success of *CLEAR* magnet schools will hinge upon the quality of instruction and ability of educators to infuse theme-based content across subjects, grade levels and schools. During initial implementation, educators serving proposed magnets will complete universal professional development to launch new instructional models and fully integrate specialized content and technologies into classrooms. *CLEAR* will align with LSD school improvement plans and ongoing educator effectiveness evaluation protocols. As administrators conduct annual evaluations of principals and as principals conduct annual evaluations of classroom educators using the state-approved *Framework for Professional Practice and Teacher Evaluation*, effectiveness evaluation results / ratings will trigger the development of individual Professional Growth Plans. Professional Growth Plans will identify the annual professional development needs of educators based on individual strengths and weaknesses linked to *NWEA MAP* student performance data (see above). Following initial, universal professional development for all magnet principals and teachers to launch programs, ongoing professional learning will be identified through implementation of objective effectiveness evaluations using validated, reliable, research-based state tools (based on Marzano Model and Michigan Rubrics) to target individual educator needs reflective of specialized magnet school academic models. Professional development will be of sufficient quality / intensity / capacity / duration to promote lasting improvement and support positive academic gains (see *School Profiles* for summary of professional development aligned to each *CLEAR* magnet school):

Provider	Professional Development Format / Duration	Capacity
Leonard Bernstein Center	• Year 1: 4-Day Institute: *Artful Learning* Leadership Model • Year 1: 4-Day Institute: Foundations of *Artful Learning* + Embedded Coaching and Online Support	• 30 Educators and Administrators per Institute from Dwight

	• Year 2: 4-Day Institute: *Artful Learning* in Core Subjects + Embedded Coaching and Online Support • Years 3 – 5: 4-Day Institute: Advanced *Artful Learning* Practices + Embedded Coaching and Online Support	Rich School of the Arts
Arts Council and the Wharton Center	• Year 1: 4 Immersion Weeks: Core Subjects & Visual Arts • Year 2: 4 Immersion Wks: Core Subjects & Performing Arts • Year 3: 4 Immersion Weeks: Core Subjects & Music Arts • Year 4: 4 Immersion Wks: Core & Communication Arts • Year 5: 4 Immersion Weeks: Core Subjects & Media Arts	• 30 Educators and Administrators per Year from Dwight Rich School of the Arts
Waldorf Institute of Southeastern Michigan	• Year 1: Introductory training *Waldorf* PBL pedagogy • Year 2: *Waldorf* and Core Academic Subjects • Year 3: Coaching and ongoing technical assistance • Year 4: Advanced *Waldorf* Practices: STEAM Alignment • Year 5: Advanced *Waldorf* Practices: Closing Equity Gaps	• 40 Educators and Administrators per Workshop from Gardner
Project Lead the Way Biotechnical (K - 12 Pathway)	• Year 1: 3-Day Workshop: Readiness • Year 1: 12-Day Institute: Core Training • Year 2: 12-Day Institute: Core Training • Year 2: 12-Day Institute: Core Training • Years 3 - 5: PLTW Virtual Academy Mastery Modules	• 35 Educators and Administrators per Workshop from Pattengill and Eastern
Engineering is Elementary (Boston Museum)	• Year 1: Everyone Engineers Workshop • Year 1: Linking the E and M in STEM • Year 2: Improving Your EiE Practice • Year 2: Engineering Adventures • Years 3 - 5: Teacher Educator Institute - Sustainability	• 30 Educators and Administrators per Workshop from Pattengill
New Tech Network	• Year 1: 3-Day Workshop: Leadership Training • Year 1: 3-Day Workshop: Teacher Training	• 20 Educators and Administrators per

	• Year 2: 3-Day Workshop: Teacher Training • Years 3 - 5: 3-Day Workshop: Teacher Training	Workshop from Attwood
Buck Institute	• Year 1: 3-Day Workshop: Project-Based Learning 101 (PBL) plus Support Coaching • Year 2: 3-Day Workshop: Project-Based Learning 201 (PBL) plus Support Coaching • Years 3 – 5: Specialized Learning – Online Content Modules	• 35 Educators per Workshop from Attwood, Dwight Rich, Gardner, Pattengill and Eastern
Urban X Global Learning Model	• Year 1: Program Design, Curriculum Alignment (as needed) and Professional Development for all educators: • Online 2-3 hours Inquiry and PBL 101 • Online Master the Project Training • Digital Course Model the Learning • 3-5 Day Intensive Workshop Design the Model • Year 2: Curriculum implementation and customization, Performance Assessment, Professional Development of LSD/Sexton educator mentors and leaders in the model, Experiential Design services in the areas of digital media/ portfolios, arts integration, schedules, City2Classroom™, etc • Years 3 - 5: Curriculum implementation and customization, Alignment with MI Standards, Performance Assessment.	• 20 Educators and Administrators from Sexton will access most training through Edsero, a cloud-based, digital learning platform
Michigan State University	• ULL College of Education will lead Professional Learning Communities for Success seminars for educators to develop and sustain Professional Learning Communities that promote improved instruction and climate (1-day workshop). • MSU Engineering will present Robotics workshops for educators to integrate robotics in learning (1-day workshop).	• 40 Educators (All *CLEAR* Schools)

Brown University Education Alliance	• Year 1: District administrators and school principals will attend *Closing Equity Gaps* training (3-day workshop). • Years 2 – 5: Teachers and counselors will complete annual *Closing Equity Gaps* training (3-day workshop).	• 15 Educators / year (All *CLEAR* Schools)
Aldebaran Robotics	• Annual *NAO Robotics* vendor training (1 day workshop + ongoing virtual support)	• 40 Educators (All *CLEAR* Schools)
SAFARI Montage	• Annual *SAFARI Montage* vendor training (1 day workshop + ongoing virtual support)	• 40 Educators (All *CLEAR* Schools)
Fast ForWord / SuccessMaker	• Annual *Fast ForWord* and *SuccessMaker* in-service training (0.5 day + district support)	• 40 Educators (All *CLEAR* Schools)
LSD and Ingham ISD	• Annual Michigan Grade Level Content Standards in-service training (1 day + district support)	• 40 Educators (All *CLEAR* Schools)

Professional Learning Communities: Upon completion of *Professional Learning Communities for Equity & Academic Rigor* training (provided by Michigan State University, see above), magnet schools will link teachers across grade levels and content areas to nurture a collaborative, team-based approach to instruction that focuses on integration of theme-based programming, curriculum development, lesson modeling, technology-based teaching / learning activities and implementation – with fidelity – of instructional models. PLCs will meet bi-monthly during afterschool *CLEAR Forums* that provide a venue for sharing best practices, promoting team teaching and reviewing data to monitor achievement. *CLEAR* will fund diverse professional development – both shared across magnet schools and specialized to meet the needs of educators at each site. Professional development will improve teacher effectiveness, lead to certification opportunities, establish and sustain professional learning communities and enhance learning by increasing teacher content knowledge and expanding mastery of innovative instructional strategies.

(4) *CLEAR* supported by strong theory. *CLEAR* was designed after extensive research and review of effective strategies and practices backed by Evidence of Promise (see *Competitive Preference Priority # 2* and *Project Design*). To ground the project in strong theory, the Planning Task Force

collaborated to create a district-wide Composite Logic Model (see below) and individual Magnet School Logic Models (see *Appendix*). The *CLEAR* Planning Task Force adopted a validated Logic Model framework – initially developed by the Regional Educational Laboratory (REL) Northeast & Islands, in collaboration with WestEd – that reflects the proposed FORECAST evaluation strategy (see *Evaluation*) to outline the project. **LOGIC MODEL** components, modified to reflect the *CLEAR* MSAP grant, include: **Context**: the need for MSAP assistance to implement *CLEAR*; **Inputs**: resources requested and required to initiate and sustain *CLEAR*; **Outputs**: the plan of action and activities / components / products that staff, students, partners, families and others engage in to achieve the overarching goals of *CLEAR*; **Outcomes (Desired)**: anticipated accomplishments resulting from strong and thorough implementation of *CLEAR*; **Outcomes (Success – Measures Achieved)**: the lasting impact of *CLEAR*. The Logic Model will guide process and outcome evaluation (quasi-experimental study with equating – *What Works Clearinghouse* definition) that focuses on relationships between services and the goals, objectives and outcomes of *CLEAR*. During implementation, LSD will respond to education research, using validated strategies to create a *CLEAR* MSAP initiative that breaks chronic cycles of student failure, achieves voluntary desegregation of schools and promotes diversity and equity.

***CLEAR*: COMPOSITE DISTRICT LOGIC MODEL**				
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.				
Objective 1: Magnet schools will reduce and prevent black student isolation in LSD schools. **Objective 2:** Magnet schools will provide challenging academic programs to all students. **Objective 3:** Each magnet will promote systemic reform aligned with Michigan content standards. **Objective 4:** Magnet schools will increase diversity of academic options for students and families.				
CONTEXT **Need for Assistance**	**INPUTS** **Resources Requested**	**OUTPUT** **Plan of Action**	**OUTCOMES** **Desired Accomplishments**	**OUTCOMES** **Success - Achieved**

• Court-monitored desegregation. • Black Student Isolation in historically segregated schools. • Unequal distribution of economically disadvantaged students. • High failure rates in ELA, Math and Science. • Low graduation rates.	• *MSAP* Grant Funding: ○ Staff: Project Director, Focus Teachers, Tech Specialists, Marketing & Recruitment Specialist, Partners, Consultants. ○ Professional Development. ○ Supplies / Materials. ○ Technology / Equipment. • Existing Partners. • Existing LSD Resources.	• School Improvement Plan • Six Magnet Schools: ○ Attwood New Tech; ○ Dwight Rich Arts; ○ Gardner International; ○ Pattengill PTLW Biotech ○ Eastern PTLW Biotech ○ Sexton Early College • Marketing / Recruitment Plan • Use of curricula / interventions supported by Evidence of Promise: ○ Project Lead the Way ○ Engineering is Elementary ○ New Tech ○ Artful Learning ○ Waldorf Education ○ Buck Institute ○ Fast ForWord ○ SuccessMaker • Technology-based Learning: ○ SAFARI Montage ○ Aldebaran Robotics ○ GLM Edsero	• Reduce black student isolation in schools. • Increase school socio-economic diversity. • Improve teaching and learning. • Reduce failure. • Improve graduation rates. • Enhance learning environments. • Promote school improvement. • Increase curricular choices. • Increase data-driven decision-making. • Align themes to content standards. • Increase parent / community involvement	• Decreased black student isolation in *CLEAR* magnets. • Decreased % of free / reduced lunch students in *CLEAR* magnets. • Increased ELA, Math, Science % proficiency. • Improved graduation rates in Eastern / Sexton High. • Decreased achievement gaps separating black and white students. • Equal access to choice options for all students.

PROJECT DESIGN SUMMARY: Implementation of *CLEAR* will require the coordinated effort of the entire Lansing school community to fully realize projected outcomes of the project:

- Six high quality magnet programs will promote desegregation through academic choice.
- Marketing and recruitment will increase interaction of students from diverse backgrounds.
- Promise 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.
- Enrichment activities will give students chances to practice skills outside the classroom.
- 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 mandatory desegregation goals and improve the quality of education in Lansing schools. *CLEAR* will commence upon receipt of federal funds - implementation will occur from October 1, 2017 to September 30, 2022.

C. QUALITY OF MANAGEMENT PLAN.

(1) Achieving objectives on time / within budget, with clearly defined responsibilities, timelines, milestones. A strong grant management plan will enable Lansing School District (applicant and fiscal agent) to successfully implement *CLEAR* 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: (a) Coordination of Services; (b) Timely Implementation; (c) Budget Oversight; (d) Management Plan Procedures; (e) *CLEAR* Timeline and (f) Sustainability Planning. **(a) Coordination of Services:** While Lansing School District – applicant and fiscal agent – is ultimately responsible for administering *CLEAR*, 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 performance, enrollment (aggregate and subgroup), applicant pool and community data – will allow LSD to ensure that *CLEAR* responds, over the life of the grant and beyond, to the unique conditions impacting participating Lansing students. Quarterly *CLEAR* Advisory Board meetings and quarterly individual magnet school Advisory Board meetings will ensure coordination of activities across layers of district administration and *CLEAR* stakeholders (see *Personnel* for details of Advisory Board). Monthly District Leadership Team meetings will facilitate ongoing progress monitoring and coordination of services across *CLEAR* schools and complementary district initiatives (see *Personnel*). **(b) Timely Implementation:** LSD administrators and grant personnel will initiate *CLEAR* immediately upon funding and will manage all grant activities – to the maximum extent possible given the chance of unanticipated challenges – in accordance with the *CLEAR* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the composite district Logic Model (see *Project Design*) and individual magnet school Logic Models (see *Appendix*). Evaluators will develop a FORECAST Model of *CLEAR* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help LSD and grant administrators plan and schedule key activities – professional development, facilities upgrades, curriculum development, magnet school marketing / recruitment strategies and student application / selection procedures – to promote achievement of significant annual implementation benchmarks. **(c) Budget Oversight**: The Planning Task Force 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 Project Director and LSD Finance Office 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 Project Director and Advisory Board will coordinate with schools and partners to identify complementary programming and funds that expand the reach of *CLEAR* and sustain systemic changes initiated during the grant period. LSD has managed numerous federal discretionary grants, including two MSAP grants, with fiscal efficiency and accountability. **(d) Management Plan Procedures:** Effective grant management will include well-defined procedures that facilitate achievement of goals and objectives, including:

1. **Convene Planning Team –** a *Planning Task Force* 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 *CLEAR*;
3. **Ensure Equal Access –** LSD and all partners will provide equal access / treatment for participants without regard to race, color, national origin, gender, religion, veteran status, sexual orientation, gender identity, age, disability or other protected status for all services;
4. **Implement Records Management Protocol –** Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
5. **Implement Fiscal Management Protocol –** LSD Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;
6. **Implement Action Model –** Project Director, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *CLEAR* Timeline to ensure completion of all project elements;
7. **Implement Goods / Services Management Protocol –** LSD will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;

8. **Monitor Standards Alignment –** Convene Pathway Alignment Team to align individual magnet school curricula to state learning standards / benchmarks;
9. **Implement Evaluation Plan –** Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
10. **Disseminate Results –** Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, School Board presentations and outreach to increase transparency and engage community in education.
11. **Sustain Programs –** LSD, grant administrators and Advisory Board members will initiate a sustainability plan – from award through end of grant period – to sustain *CLEAR* magnet schools beyond the end of federal funding.

(e) *CLEAR* Timeline: The Task Force developed a detailed timeline with defined responsibilities and milestones to guide implementation of *CLEAR*. The Project Director and Evaluation Team will use the timeline to monitor progress during the grant period – October 2017 through September 2022. The Timeline will serve as a key implementation guide and evaluation tool promoting achievement of *CLEAR* outcomes.

***CLEAR*: Administrative & Implementation Timeline and Responsible Parties** **October 1, 2017 - September 30, 2022**
KEY: Superintendent (S); Advisory Board (AB); Project Director (PD); Marketing/Recruitment Specialist (M/RS); Focus Teacher (FT); Administrators (AD); Teachers (T); Evaluation Team (ET); Partners (PT)
ONGOING: Quarterly district-wide Advisory Board Meetings (AB); Quarterly school Advisory Board Meetings (AB); Monthly Evaluation Progress Monitoring (PD,ET); Monthly Leadership Oversight Meetings (S,PD,AD); Outcome Data Analysis (ET), Monitoring and Adjustment (PD,ET); Professional Development (PD,AD,T); Theme-based Instruction (T,FT); STEM/STEAM Enrichment (FT,T,PT); Recruitment and Marketing (PD,M/RS); Curriculum Design and Alignment (FT,T); Annual Performance Reporting (ET); Quarterly Sustainability / Equal Access Committee meetings (PD,AB); Bi-Monthly PLCs (FT,T).
YEAR 1 (October 1, 2017 - September 30, 2018)
QTR 1: 1. Assume control of grant funds (PD,AD); 2. Hire Project Director (S); 3. Hire all project personnel (S,PD); 4. Transition Planning Task Force to Advisory Board (PD,AD); 5. Convene Advisory Board (AD,PD, AB); 6. Finalize evaluation plan, collect baseline data, schedule monthly monitoring (PD,ET); 7. Assess

facility improvements/prioritize projects (All); 8. Generate publicity (M/RS,FT,PD,AB).
QTR 2: 1. Review professional development needs/schedule trainings (PD,FT,AD); 2. Convene curriculum teams/initiate theme development (PD,FT,T,AD); 3. Develop consistent marketing plan /materials/branding (PD,M/RS,FT,AD); 4. Continue parent, community marketing, outreach to generate student applications across diverse subgroups (PD, FT, M/RS, AD); 5. Continue curriculum design / professional development (PD, M/RS,FT, T); 6. Continue evaluation (ET - All); 7. Initiate vertical curriculum alignment linking Learning Pathways (PD, FT, T, AD); 8. Recruit Sustainability and Equal Access Committee members and schedule meetings (PD,AB).
QTR 3: 1. Initiate 2017-18 magnet schools scheduling to comply with both content standards and specialized instructional needs (PD,AD,AB,FT); 2. Conduct *Magnet Fair* magnet schools enrollment fair (PD,M/RS, FT,AB); 3. Open application process for all magnets for 2017-18 school year (All); 4. Comply with instructional accreditation protocol – *PLTW* and *Artful Learning* (PD,FT,T,AD); 5. Assess instructional materials/curriculum supplies – order materials for 2017-18 school year (PD,FT,AD,AA,T); 6. Conduct *CLEAR* PLCs (PD,FT,T,AD); 7. Community marketing/outreach events (M/RS,PD, FT).
QTR 4: 1. Complete application process and inform families of enrollment (PD,M/RS,AA); 2. Host magnet orientations (PD,FT,M/RS); 3. Open all magnet schools for first cohort of *CLEAR* students (All); 4. Prepare all magnets for enrollment of first cohort of students (PD,AB,AD,FT,M/RS,T); 5. Continue curriculum development and professional development (PD,FT,T,AD); 6. Collect /analyze year-end evaluation data and complete/submit Annual Performance Report (PD,FT,ET); 7. Review Year 1 budget expenditures – project Year 2 revisions (All); 8. Continue professional development events and report back to *CLEAR* PLCs (PD,M/RS,FT,T,AD); 9. Plan curriculum design / order materials / supplies / equipment for Year 2 (PD,FT,AD,T); 10. Plan and launch *CLEAR* extracurricular activities / clubs / enrichment (PD,FT,T,PT); 11. Report program results to Advisory Board and LSD Board of Education (PD,ET).
YEAR 2 (October 1, 2018 - September 30, 2019)
QTR 1: 1. Continue theme-based instruction at magnets for first cohort of *CLEAR* students (All); 2. Collect Year 2 baseline data (PD,ET,FT,T); 3. Schedule Year 2 professional development (PD,FT,AB,PT); 4. Continue curriculum development to integrate theme-based instruction (PD,FT,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 (PD,M/RS,ET,FT,AB); 2. Launch Year 2 parent/community outreach strategies to boost student applications (PD,M/RS,FT,AB); 3. Continue Year 2 professional development (PD,FT,AD,T); 4. Continue theme-based instruction / enrichment / extracurricular activities (All).
QTR 3: 1. Initiate 2018-19 magnet school scheduling to comply with content standards/specialized

instructional needs (PD,AD,FT,AB); 2. Launch Year 2 parent/community outreach strategies to boost student applications (PD,M/RS,FT,AB); 3. Continue theme-based instruction in all magnets (All); 4. Continue curriculum alignment to state standards (PD,FT,AB,AD,T); 5. Assess instructional materials/supplies – order materials for 2018-19 (PD,FT,AD,T,AA); 6. Conduct evaluation site visits/focus groups (ED,PD,T).
QTR 4: 1. Complete application process and inform families of enrollment results (PD,M/RS,AA); 2. Prepare all magnets for enrollment of second cohort of *CLEAR* students (ALL); 3. Open all magnets for Yr 2 *CLEAR* students (All); 4. Continue curriculum / professional development and report to *CLEAR* PLCs (PD,FT,AD,T); 5. Collect/analyze year-end evaluation data, complete/submit APR (PD,FT,ET); 6. Review Yr 2 expenditures – project Yr 3 revisions (All); 7. Continue vertical curriculum alignment linking Learning Pathways (PD,FT,T,AD); 8. Plan curriculum design / order materials, supplies, equipment for Yr 3 (PD, FT,AD,T); 9. Convene Sustainability / Equal Access Committees (PD,AB,S,AD); 10. Report program results to Advisory Board and LSD Board of Education (PD, ET).
YEAR 3 (October 1, 2019 - September 30, 2020)
1. Continue theme-based instruction/enrichment/extracurricular programs at magnets for *CLEAR* students (All); 2. Collect Year 3 baseline data (PD,FT,ET,FT); 3. Continue Yr. 3 professional development (PD,FT,AB); 4. Continue recruitment/marketing plan to increase applications for Yr. 4 enrollment (M/RS,PD,FT); 5. Launch sustainability protocol to promote continuation of magnets beyond funding (S,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct evaluation site visits/focus groups (ED,PD,T); 8. Collect/analyze year-end evaluation data and complete/submit APR (PD, FT, ET); 9. Report program results to Advisory Board and LSD Board of Education (PD, ET); 10. Convene Sustainability / Equal Access Committees (PD,AB,S,AD).
YEAR 4 (October 1, 2020 - September 30, 2021)
1. Continue theme-based instruction/enrichment/extracurricular programs at magnets for *CLEAR* students (All); 2. Collect Year 4 baseline data (PD,FT,ET,FT); 3. Continue Yr. 4 professional development (PD,FT, AB); 4. Continue recruitment/marketing plan to increase applications for Yr. 5 enrollment (M/RS,PD,FT); 5. Update sustainability protocol to promote continuation of magnets beyond funding (S,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct evaluation site visits/focus groups (ED,PD,T); 8. Collect/analyze year-end evaluation data and complete/submit APR (PD, FT, ET); 9. Report program results to Advisory Board and LSD Board of Education (PD, ET); 10. Convene Sustainability / Equal Access Committees (PD,AB,S,AD).
YEAR 5 (October 1, 2021 - September 30, 2022)
1. Continue theme-based instruction/enrichment/extracurricular programs at magnets for *CLEAR* students (All); 2. Collect Year 5 baseline data (PD,FT,ET,FT); 3. Continue Yr. 5 professional development (PD,FT,

AB); 4. Continue recruitment/marketing plan to increase applications for continuation enrollment (M/RS,PD, FT); 5. Aggressively continue sustainability protocol to promote continuation of magnets beyond funding (S,PD,AB,FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct evaluation site visits/focus groups (ED,PD,T); 8. Collect/analyze year-end evaluation data and complete/submit Final Performance Report (PD, FT, ET); 9. Report program results to Advisory Board and LSD Board of Education (PD, ET); 10. Convene Sustainability / Equal Access Committees and fully implement sustainability strategies/prioritize components for continuation (ALL).

Annual *CLEAR* Milestones, Objectives, Responsible Parties

Year	Objective	Responsible Party	Primary Milestone
Years 1 – 5 (ALL)	**1, 2, 3, 4**	PD, AD, FT, T	• Open Attwood New Tech for up to 290 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Dwight Rich School of the Arts for up to 500 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Gardner International Academy for up to 850 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Pattengill PLTW Biotechnical for up to 650 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Eastern PLTW Biotechnical for up to 750 students.
	1, 2, 3, 4	PD, AD, FT, T	• Open Sexton STEM2 Early College for up to 900 students.
	2, 4	PT, FT, T	• Complete partner enrichment for all schools.
	1, 4	PD, M/RS, FT	• Host annual LSD *Showcase* magnet recruitment fair.
	1, 4	PD, FT, AB	• Complete annual targeted recruitment to diversify applications for magnet school enrollment.
	1, 2, 3, 4	PD, M/RS, AA	• Process magnet school applications, implement placement plan (lottery), inform families.
	3, 4	PD, AD, T	• Offer parent / community education programs.
	1, 2, 3, 4	PD, ET, AB, AD	• Review data and reports to improve programs and inform stakeholders of progress

The *CLEAR* Timeline will allow grant managers and evaluators to assess progress during the multi-year project and monitor achievement of timely benchmarks that facilitate attainment of *CLEAR* goals, objectives and outcomes. **(f) Sustainability Planning:** The *CLEAR* Advisory Board will form a Sustainability Committee upon award of grant funds to develop and implement a sustainability plan to ensure long-term operation and success of the project. By beginning with sustainability, Lansing School District will eliminate surprises (or disappointments) that surface

during the final year of funding, when most institutions initiate sustainability plans. The following factors will increase the long-term sustainability of *CLEAR:*

- 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 magnets beyond grant period.
- Planning Task Force selected curricular models whose long-term costs are manageable despite significant initial start up costs related to professional development and learning infrastructure.
- Technology acquisition is a major expense of the grant; ongoing costs for software, maintenance and repair are manageable and will be absorbed by the district technology department.
- Advisory Boards for each magnet will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.
- Travel expenses extending beyond the grant period will be negligible upon completion of initial professional development and required attendance at MSAP grant events and conferences.
- Reallocation of district funds supporting professional development, school facilities, curriculum development and supplies, technology and transportation (Title I, II, III, IV) will fund magnet continuation expenses as *CLEAR* schools become institutionalized as components of the LSD Schools-of-Choice effort – LSD will aggressively pursue additional local, state and federal grant funds but will not rely on new grant resources to sustain *CLEAR* magnet schools.

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 and produce evidence of effectiveness. Embracing this more comprehensive view will help LSD sustain program elements and outcomes that best meet the changing needs of Lansing students, families, schools and communities.

(2) **Diversity of perspectives including parents, teachers, business community, others.** *CLEAR* is the product of long-term collaboration connecting Lansing School District to diverse constituents

across Lansing. Since 2001 when the district entered into court-ordered desegregation through the launching of LSD Schools-of-Choice, multiple MSAP applications and two funded MSAP projects (last funded in 2010), the planning of a 2013 MSAP proposal (not funded) and the planning of *CLEAR*, LSD and Lansing School Board have worked closely with educators, parents, students, community partners and education experts to propose projects that meet the academic needs of students and respond to both court-ordered and voluntary desegregation plans. *CLEAR* is the outcome of extensive planning, design, research and collaboration across diverse stakeholders (see *Appendix* for Partner Letters of Support and LSD Personnel MOUs). *CLEAR* represents an exceptional approach to meeting LSD needs and meeting the statutory requirements of the *Magnet Schools Assistance Program* because of sustained collaboration and diverse stakeholder input / support. Implementation of *CLEAR* will continue this longstanding tradition of collaboration across stakeholder groups to ensure the project adapts to changing needs / priorities across the community and is responsive to a diversity of perspectives throughout the project period and beyond as magnet schools become integrated into the LSD plan of operation. Diverse perspectives and strategies to ensure stakeholder involvement will include:

- **Planning Task Force –** The *CLEAR* Planning Task Force garnered widespread support for proposed magnet programs prior to development of the application. District leaders sought input and feedback from school principals, curriculum specialists, teachers, special education / ELL teachers, counselors, parents, students and diverse community partners engaged in complementary Schools-of-Choice programs and district initiatives. Feedback from diverse perspectives enhanced the proposal with expanded content, strategies and enrichment opportunities. The Planning Task Force was instrumental in developing a quality application comprised of comprehensive, theme-based learning opportunities for youth that will promote district attainment of voluntary desegregation goals, increase student achievement and improve postsecondary / career readiness. LSD will continue to encourage broad stakeholder involvement during implementation to strengthen programs and maximize outcomes.

- ***CLEAR* Advisory Board –** Upon receiving a *MSAP* grant award, the Planning Task Force will transition into a project Advisory Board – comprised of district administrators, principals, teachers, community partners, parents and students (stakeholders will be given opportunity to join Advisory Board on annual basis). The Advisory Board will meet quarterly during the five-year project to oversee implementation progress, monitor evaluation results and recommend changes to promote continuous improvement. The Advisory Board will collaborate with district administrators and grant personnel to develop procedures and protocols that ensure equal access and influence marketing / 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 academic programs serving Lansing youth and families. LSD will actively recruit new members to serve on the Advisory Board that include representatives from industry and postsecondary education to increase alignment of district education programs with the needs of postsecondary education institutions and employers. The Advisory Board will establish and convene an Equal Access Subcommittee and a Sustainability Subcommittee to oversee specialized Board functions. The Advisory Board will report outcomes and progress to the Lansing School Board during public meetings to increase transparency.
- **School Advisory Board –** Each *CLEAR* magnet school will convene a school Advisory Board that works closely with the principal, Focus Teacher, classroom / special education / ELL teachers, counselors and support staff to provide guidance and support at the school level. *CLEAR* is a complex and comprehensive project proposing to launch, refine and sustain numerous project elements across six school sites. Quarterly School Advisory Board meetings will provide local guidance at the school level to help each magnet school team focus on thorough and effective implementation at target schools. School Advisory Boards will include school administrators, teachers, counselors, parents, students and partner representative from each specific program site.

- **Parent Input –** LSD leaders believe parents have a right, a mandate, to engage in meaningful discussions impacting school and district policies, procedures and programs. Parents serve on numerous committees across the district and will be instrumental in shaping implementation of *CLEAR* as members of the district-wide Advisory Board and individual school Advisory Boards. Parents will be invited to attend enrichment events, participate in magnet school marketing events, engage in college readiness activities and serve as volunteers supporting programs across magnet schools. Parent perspectives are critical to success of education programs and grant administrators will seek sustained parent involvement during the grant period and beyond to give voice to parents of students enrolled in proposed magnet programs.
- **Student Input –** Like parent feedback and perspective, student input will be invaluable during the implementation of *CLEAR*. Students, ultimately, are the consumers of *CLEAR* education products and their perspective on the quality, diversity, breadth and relevance of services will be used by district, school and grant administrators to ensure students are fully engaged in learning and have voice in the process. Students will serve on district and school Advisory Boards, complete interest surveys at the school level to shape extracurricular and enrichment options, provide feedback through evaluation surveys and participate in evaluation focus groups to offer qualitative data instrumental to evaluation and progress monitoring.
- **Partner Input –** Partners played a critical role in the development of *CLEAR* and will continue to offer insight and perspective during implementation. Partners enrich Lansing schools with learning opportunities, resources, support and experiences beyond the reach of LSD funding and capacity. Partners also offer tremendous expertise that expands the potential of schools and programs. Partner representatives from the arts, postsecondary education, STEM-focused organizations, private industry, social support organizations, media and education will serve on both the district *CLEAR* Advisory Board and school-specific Advisory Boards to support implementation, promote sustainability of services and diversify the perspectives that shape programming. Partners will complete evaluation surveys and focus group interviews to share

perspective and offer suggestions for improvement. Partners will also leverage resources to expand the impact of *CLEAR* and help schools increase positive outcomes.

D. QUALITY OF PERSONNEL.

(1) Qualifications. *CLEAR* is a complex and ambitious project serving students across six district elementary and secondary schools, grades 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 *CLEAR*, Lansing School District convened a Planning Task Force – comprised of LSD administrators, school principals, classroom educators, special education teachers, counselors, community leaders, parents and students – to assess existing school programs and propose new magnet schools that meet instructional needs while supporting desegregation goals. The Task Force solicited input from diverse stakeholders to identify appropriate education themes that prepare youth to succeed in careers and postsecondary education. The Planning Task Force was fully immersed in the planning and development of *CLEAR*; members will continue to guide *CLEAR* during implementation as members of the *CLEAR* Advisory Board. The Advisory Board will meet quarterly during the three-year project (see *Management Plan*) to oversee implementation progress, monitor evaluation results and recommend project changes to promote ongoing improvement of *CLEAR*. **Leadership:** While LSD administrators, curriculum specialists, classroom teachers, counselors and support staff will be fully or partially engaged in the project, the chart outlines key leaders who will play a significant role in grant operation:

Position	Education	Curriculum / Desegregation Experience
District Administrators		

Superintendent of Schools: **Yvonne Caamal Canul**	ABD - Ph.D. Educational Administration, Michigan State University M.Ed. Elementary Education / Racial Studies, Michigan State University. B.A. Speech and Theater, Olivet College, MI	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 / Cultural Diversity and Migrant Education. K-12 Bilingual Endorsement in Spanish AdvancED Chief Innovation Officer 2015 Michigan Superintendent of the Year 2017 AASA Superintendent Women in School Leadership Award
Deputy Superintendent: **Mark Coscarella**	• Ph.D. ED Leadership, • Michigan State University. • M.A. Curriculum & Teaching - Michigan State University • B.S. Family/Community Service	• ZA Endorsement - Early Childhood Specialist. • Curriculum Director, St. Johns Public Schools • Assistant Director, MI Department of Education. • Reading First Director / Facilitator, Michigan Department of Education.
Executive Director School Improvement **Ben Botwinski**	• Ph.D. Ed Administration • Ed.S. Ed Administration • M.A. Curriculum/Teaching Michigan State University	Program Director, MSU K-12 Outreach. Served on LSD's Instructional Council. Poverty, Disparity - Presentations/Publications. Fluent in (Ki)Swahili
Director of Special Populations: **Sergio Keck**	• Central Admin Certificate, Oakland University • M.A.S.A Superintendent Endorsement • M.A. ED Administration, Michigan State University.	• Director of Instructional Support overseeing state and federal programs and compliance. • Director of Specialized Programs including Early Childhood, Bilingual Ed., Indian Ed., Adult Ed, and Parent Involvement Coordinator • 2015 Malala Award for Service to Education
Executive Director	• M.S. Ag & Extension Education,	• Manages all aspects of magnet school initiatives. • Collaborated with federal court and NAACP to

Of Student Learning **Delsa Chapman**	Curriculum: Development and Community Education Concentration - Michigan State University • B.S., Ag & Extension Education with Secondary Science Minor - MSU	monitor progress / compliance with court-mandated desegregation plan. • Magnet Schools of America and High Schools That Work National Conference Presenter. • T3 (Teach, Talent, Thrive) Business and Manufacturing Council Member – CTE Region 14Manages all aspects of magnet school initiatives.
Magnet School Administrators		
Attwood Principal: **Sharon Pease**	• M.S. Education Admin., Michigan State University • B.S. Elementary Education, Western MI University	• Twenty-five years teaching experience K-5. • Did Administrative Internship at Forest View. • Chairperson, Effective Schools. • Eastern High School alumni.
Dwight Rich Principal: **Ellen Beal**	• M.A., Public Administration, Western Michigan University; • B.A. Elementary Education, Michigan State University • Eastern High School alum	• Selected by superintendent to help establish Ninth Grade Success Academy. • Assistant Principal at Gardner Middle School. • Former Councilwoman, Lansing City Council. • Former Ingham County Commissioner.
Gardner Principal: **Priscilla Ellis**	• M.A. Educational Leadership, Grand Valley State University, (Currently Pursuing) • B.S. Mathematics, Michigan State University	• High School Math Teacher for Special Populations including Alternative Education Options, English Learners, and At-Risk. • Served as lead Student Advisor for LSD Credit Recovery Program to increase graduation rates.
	• M.A. Educational	• Lansing school principal for 15 years.

Pattengill Principal: **Tony Forsthoefel**	Administration, Central Michigan University; •B.A. Elementary Education, University of Toledo	• Decreased Office Referrals 12% (2015-16). • Increased Student Attendance 9% (2015-16). • Created afterschool writing club / tutoring. • Re-established Parent/Teacher Association.
Eastern Principal: **Donna Pohl**	• Educational Specialist; M.S. Ed Administration, MSU • B.S. Phys Ed., Biology Michigan State University	Implemented concept of PLCs at staff meetings. Introduced Restorative Practices to build a positive school culture/reduce suspensions. Facilitated Positive Behavior Support Initiative.
Sexton Principal: **Glenn Stevens**	• Certification Administration M.A. Ed, U of Phoenix • Aspiring Leaders Admin Cert Michigan State University • B.S. Michigan Tech University	• Assistant Principal at Eastern High School. • Math teacher at Everett for 10 years • Adjunct Professor- Lansing Community College. • Ran the Lansing School District 1 to 1 Tutoring Program - 40 hours of tutoring per student

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 *CLEAR* across six proposed magnet schools. **Leadership Oversight:** District Leadership Team will convene monthly *CLEAR* Executive Sessions attended by Superintendent, Deputy Superintendent, Executive Director of School Improvement, Director of Special Populations, Executive Director of Student Learning, *CLEAR* Project Director and *CLEAR* school principals to discuss progress and provide district support for grant efforts. **Nondiscriminatory Employment:** LSD is committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. LSD has adopted and adheres to employment protocols that meet state / 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, gender identity or other factors not

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 LSD personnel and applicants. LSD utilizes the *Framework for Professional Practice and Teacher Evaluation* state validated educator effectiveness protocol to assess educator performance and implements a Human Capital Management System informed by objective educator effectiveness data. 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.

(1a) The project director (if one is used) is qualified to manage the project. LSD will hire a full-time Project Director (1.0 FTE) to manage daily implementation of the project. Delsa Chapman, LSD Executive Director of Student Learning (see *Appendix* for Resume), will serve as Interim Project Director until a highly-qualified candidate is selected to fill the position. Ms. Chapman is a seasoned administrator and supervisor of the LSD Schools-of-Choice program that administers multiple Learning Pathways and choice academies, including schools launched and sustained by previous *Magnet Schools Assistance Program* grants. Ms. Chapman has spent much of her career as a classroom teacher / principal and central office administrator in Lansing School District and also provides previous professional experience in postsecondary education positions – giving her the unique experience needed to effectively link primary and secondary learning to postsecondary education and career paths. Ms. Chapman possesses the skills, expertise and commitment to the purposes of the *Magnet Schools Assistance Program* to effectively lead *CLEAR* until an experienced professional can manage the project and then continue in a supervisory position as lead administrator for Schools-of-Choice. The Project Director (1.0 FTE – To Be Hired) will possess the following minimum qualifications (see *Appendix* for Job Description): 1) Master 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 voluntary desegregation goals and reduce minority group 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 Project Director will oversee all aspects of *CLEAR*, including: 1) Manage funds; 2) Supervise personnel; 3) Coordinate and lead Advisory Board; 4) Manage curriculum development and alignment across six magnet schools and Promise Learning Pathways; 5) Monitor implementation progress to ensure all schools are operational in compliance with *CLEAR* Timeline; 6) Sustain and strengthen 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 of *CLEAR*; and 10) Solicit feedback and disseminate outcomes to promote improvement.

(1b) Other key personnel are qualified to manage the project. The *CLEAR* Project Director will receive implementation support from key personnel throughout the grant period, including (see *Appendix* for all Job Descriptions): 1) Marketing and Recruitment Specialist; 2) Focus Teachers; 3) Administrative Assistant. **Marketing and Recruitment Specialist:** 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 magnet options. Duties: The Marketing and Recruitment Specialist will collaborate with school / district administrators and educators to develop branding strategies for *CLEAR* schools and actively disseminate information about each proposed magnet school to students, parents and the community to generate and sustain enrollment interest. The Specialist will organize and complete outreach presentations across the community – with emphasis on targeted recruitment to diversify magnet school applicant pools for each school – to increase likelihood that applicant and enrollment outcomes help *CLEAR* schools meet proposed socio-economic and racial diversity targets. The Recruitment and Marketing Specialist 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. Specialist will work with LSD administrators and data specialists to ensure enrollment goals reflect voluntary desegregation plans; recruitment and placement will help

racially identifiable schools increase socio-economic and racial diversity in schools. Targeted marketing and recruitment activities (see *Desegregation* for Marketing and Recruitment Plan), initiated and sustained by the Specialist with assistance from the Project Director and Focus Teachers, will include multiple strategies to ensure a diverse pool of student applicants that reflect the community demographics of Lansing, Michigan. In collaboration with external evaluators, the Marketing and Recruitment Specialist will participate in evaluation protocols, collect data, share data with external evaluators and provide feedback to grant personnel and evaluators to facilitate continuous project improvement. The Specialist will be a key member of the *CLEAR* team and will report to the Project Director. Recommended qualifications include: 1) Master 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; 5) Prior experience working with Magnet Schools and / or in an education setting implementing court-ordered or voluntary desegregation plans preferred and 6) Ability to work effectively with parents, community representatives, business and higher education partners. **Focus Teachers:** LSD will hire specialized Focus Teachers (1.0 FTE per magnet school - total of six educators serving six school sites [6.0 FTE]) for each magnet school to provide curriculum guidance, coaching and theme-based instruction in classrooms. Duties: Focus Teachers will be primary theme-based experts at each site and will facilitate thorough integration of magnet themes across proposed grade levels and core subjects. 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 *CLEAR* Marketing and Recruitment Specialist to generate and sustain enrollment in proposed schools. Focus Teachers will provide daily instruction to students – in partnership with classroom teachers and other faculty – to facilitate theme integration across all learning experiences. Focus Teachers will work with curriculum specialists and school instructional teams to develop theme-based curricula and identify theme-specific professional development needs to promote effective implementation of

programming. Focus Teachers will complete extensive professional development, with classroom educators, to improve instruction and promote thorough implementation of proposed teaching and learning models / curricula. Focus Teachers will serve on both district and individual school Advisory Boards. In collaboration with external evaluators, Focus Teachers will facilitate school-based implementation of evaluation protocols, collect data, share with external evaluators and provide feedback to grant personnel and evaluators to facilitate continuous project improvement. Recommended qualifications include: 1) Master 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 / STEAM 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 / STEAM content across subjects; 6) Excellent presentation skills to supplement marketing and recruitment efforts. **Administrative Assistant:** LSD will hire an experienced Administrative Assistant [1.0 FTE] to support the Project Director and grant personnel. The Administrative Assistant will maintain professional development calendars, organize and schedule Advisory Board meetings, prepare and submit purchasing requisitions and work with the Evaluation Team to disseminate / collect evaluation tools, surveys and data collection instruments.

(1c) Teachers providing instruction qualified to implement magnet curriculum. Lansing School District strives to staff schools with outstanding educators committed to the success of their students. The district implements a state-approved educator effectiveness evaluation system to assess teacher performance using the *Framework for Professional Practice and Teacher Evaluation* (based on the Marzano Educator Evaluation Model – a research-based rubric guiding objective, credible observation and evaluation of educators). LSD teachers are assigned annual effectiveness ratings – Highly Effective, Effective, Minimally Effective or Ineffective – based on principal observations using the Marzano Model Rubric combined with student growth measures. The chart below summarizes key teacher qualifications:

Magnet School Faculty				
School	**# Teachers**	**Ave Yrs Teaching**	**% Highly Effective**	**% Masters Degree**
Attwood	16	15 years	47%	70%
Dwight Rich	23	17 years	30%	73%
Gardner	38	19 years	29%	76%
Pattengill	26	15 years	46%	78%
Eastern	35	16 years	35%	73%
Sexton	46	14 years	15%	75%

Source: Lansing School District, 2017 (Highly Effective data is from 2015-2016 School Year)

Extensive professional development in instructional models, content knowledge and curriculum programs will ensure Lansing educators possess the mastery of knowledge and pedagogy needed to implement specialized magnet programs (see *Project Design* for Professional Development).

(2) Key personnel's knowledge/experience - curriculum development/desegregation strategies.

LSD educators are dedicated educators with a strong commitment to providing underserved youth with the finest education available and opportunities to break entrenched cycles of failure. Educator expertise and experience of faculty that supports implementation of *CLEAR* includes: (a) Teacher Training; (b) Curriculum Development Experience and (c) Desegregation Experience.

(a) Teacher Training: 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 five years preceding this application, faculty have completed multiple professional development and teacher improvement activities that better prepare them to be effective teachers and role models:

- Differentiated instruction for all schools and grade levels to improve student achievement;
- *Capturing Kids Hearts* training to improve student behaviors, reduce truancy;
- *Leader In Me* training to improve school climate, reduce bullying, improve student attitudes;
- *Culturally Relevant Positive Behavioral Supports* training for all schools and grade levels;

- Buck Institute training in Project-Based Learning, resulting from previous magnet grant. The district was so impressed with training results that it implemented the strategies districtwide.
- Technology integration training for all schools and grade levels including use of SMARTBoards, and Accelerated Reader / Accelerated Math interventions;
- Arts integration training for Dwight Rich and Gardner faculty offered by the Smithsonian Institution and Lincoln Center for the Performing Arts (component of LSD *Professional Development for Arts Educators* grant);
- American History content training offered by the Smithsonian Institution and National Council for History Education for all schools (funded by multiple Teaching American History grants).

In addition to current teacher quality efforts, *CLEAR* 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). All educators and principals at LSD schools collaboratively develop annual Professional Growth Plans as a component of annual educator effectiveness evaluation protocols (using state-approved *Framework for Professional Practice and Teacher Evaluation / Principal Evaluation*) to identify personal strengths and weaknesses and identify professional development opportunities that meet educator needs. *CLEAR* professional development strategies will be linked to annual evaluation protocols and effectiveness ratings. **(2) Curriculum Development Experience:** To successfully implement magnet schools, substantial curriculum development will occur to align instruction at each school to the theme-based learning strands selected for proposed magnets and Michigan Content Standards. 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. Previous experience developing theme-based curriculum, instruction alignment to magnet themes and training faculty to successfully present enhanced magnet curricula prepares Lansing administrators, academic officers, curriculum specialists 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 personnel and *Appendix* for resumes / job descriptions). **(3) Desegregation Experience:** Desegregation has been an ongoing struggle in Lansing School District and is a concept that is familiar to the entire school community. A court-reviewed long-term plan retains its influence and impact on district initiatives across all grade levels and is an often-consulted district management document. Desegregation goals and strategies are well known among district and school leaders and *CLEAR* reflects voluntary 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 minority group isolation and recognize that magnet schools are an excellent, non-coercive way to achieve desegregation. LSD 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 *CLEAR*. Letters of support (see *Appendix*) demonstrate community interest, involvement and support. District administrators have substantial experience developing / implementing choice programs and will use their expertise to successfully implement proposed magnets. In response to court-ordered desegregation impacting Lansing School District in the last two decades, LSD has launched and sustained – through MSAP funding – twelve magnet schools / academies. These magnets, combined with district-funded Schools-of-Choice, provide theme-based pathways in the Arts, STEM, STEAM, Leadership, Law & Government, Montessori, Global Studies and Language Immersion. To reduce minority group isolation and improve student achievement across the district, additional magnet schools are needed to provide more choice options. *CLEAR* will augment choice through six magnet schools and continue to develop STEM and STEAM Promise Learning Pathways (see *Project Design*).

E. QUALITY OF PROJECT EVALUATION.

Lansing School District (lead applicant and fiscal agent) plans to contract with EduShift, Inc., a 17-year-old evaluation organization, to implement an evaluation program facilitating quality

improvement throughout the duration of *CLEAR*. 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 four previous *Magnet Schools Assistance Program* projects – and has been a field instructor with Indiana University and 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 throughout the country. With a strong background in education, administration, accounting, auditing, research and program implementation, Guse, and her team of grants professionals, offers tremendous expertise that will ensure objective, ongoing evaluation of *CLEAR* across six magnet schools and Lansing School District.

(1) Methods of evaluation will produce evidence of promise. Evaluators will utilize the FORECAST (Formative Evaluation, Consultation, and System Techniques) model to evaluate *CLEAR* (Goodman 1994; Goodman 1998; Goodman 2006). The FORECAST Model – a research-based evaluation strategy with success in education settings – employs four components to assess process and outcome objectives:

- **Model:** EduShift will construct an action model for each year of the grant that includes all events and links the project timeline and logic model 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 *CLEAR* 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 validated FORECAST model will provide a structured approach to evaluation and yield reliable data that can be used by the Project Director and Advisory Board to make outcome-driven management decisions. Evaluation of *CLEAR* using the *FORECAST* model will allow evaluators to address two critical questions (see below for description of Treatment / Control Groups):

1. Do LSD students enrolled in *CLEAR* magnet schools (Treatment Group) measure greater student achievement gains than students enrolled non-magnet control group schools (Control Group)?

2. Do LSD *CLEAR* magnet schools (Treatment Group) reduce black student isolation at greater rate compared to LSD non-magnet schools (Control Group)?

Process and Outcome Evaluation: EduShift, Inc will conduct a thorough evaluation of all project elements that measures both process and outcome indicators. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks and milestones 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 *CLEAR* Timeline, district-wide Logic Model (see *Project Design*), school Logic Models (see *Appendix*) and FORECAST action model will serve as process tools allowing EduShift personnel to determine compliance with the scope and schedule of the proposed project. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites and student subgroups in relation to Logic Model, Timeline and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across *CLEAR* sites and across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. **Outcome Evaluation:** Outcome evaluation answers the important question: "What was the impact of the

Magnet Schools Assistance Program grant?" Evaluators will use five Required Measures and project-specific indicators to evaluate the impact *CLEAR* strategies have on voluntary 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 its impact on Lansing students / families / schools / communities. Outcome evaluation will address: (1) extent to which the program influences black student isolation and socio-economic diversity in magnet schools; (2) extent to which the program influences student academic achievement; and (3) the impact theme-based programming has on academic achievement, education attainment expectations and postsecondary enrollment. Outcome evaluation will generate data that verifies the impact of implementation rather than focusing on the timely completion of proposed activities. Outcome evaluation will equip grant managers with the information needed to analyze results by project component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of effective practices and refinement of promising strategies to maximize results. **Treatment and Control Groups:** Evaluators will collect data for Treatment and Control groups to facilitate quasi-experimental evaluation that meets *What Works Clearinghouse* standards:

TREATMENT GROUP	*CLEAR* Magnet Schools – Random selection of students enrolled in LSD magnet schools funded through 2017 MSAP grant.
CONTROL GROUP	LSD Non-Magnet Schools – Random selection of students enrolled in LSD non-magnet schools matched to grade level/poverty level of Treatment Group schools.

Evidence of Promise: Evaluators will use a quasi-experimental study with equating (*What Works Clearinghouse* definition) to evaluate *CLEAR*. Equating will be accomplished through matching and statistical adjustment. Matching - Treatment schools will be closely matched to control schools on as many characteristics as possible, including ethnicity, gender, poverty, academic performance, enrollment, grade level configuration and funding allocations (control school and treatment school

will be matched to ensure paired schools receive similar funding other than MSAP funding). Once control and treatment schools are matched, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control / treatment groups and whether it is significant, evaluators hope to demonstrate, due to a diligent matching, that *CLEAR* was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis or covariance) on control and treatment groups to assure there are no confounding factors (or control them if they exist) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison by 25% of one standard deviation). Evaluators will use an effect size of 0.25 as the threshold to meet the evidence type, "Practice with Rigorous Scientific Evidence." Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *What Works Clearinghouse* "substantively important" effect threshold. Contamination: Evaluation will assess cross-contamination of control and treatment students and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results (if any) and correlation of variables.

(2) Objective performance measures clearly related to outcomes / will produce quantitative and qualitative data. Evaluation will assess required measures (annual and long-term measures), *CLEAR* goals, objectives and project-specific performance indicators. Baseline data collected during the first quarter of Year 1 will provide data facilitating annual and end-of-project comparisons to determine magnitude of results across magnet schools and Lansing School District:

CLEAR: **Goals, Outcome Objectives & Project Measures** **October 1, 2017 - September 30, 2022**	**Evaluation Tool / Indicator**
Annual Measure 1: The number and percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.	
Annual Measure 2: The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to previous year's data.	
Annual Measure 3: The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to previous year's data.	
Long-Term Measure 4: The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends.	
Long-Term Measure 5: The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.	
Goal 1: Increase racial and socio-economic diversity in segregated schools.	
Objective 1: Magnet schools will reduce and prevent black student isolation in Lansing schools.	
Outcome Measure 1.1: Each magnet school will reduce minority group isolation a minimum of 3% per year (see chart in Project Services section), 10/1/17 – 9/30/22.	Enrollment Data
Outcome Measure 1.2: Applications for magnets will increase 10% per year, 10/1/17 – 9/30/22.	Application Data
Goal 2: Increase academic performance in underserved schools.	
Objective 2: Magnet schools will provide challenging academic programs to all students.	
Outcome Measure 2.1: The % of magnet students achieving proficient or above on M-STEP ELA assessment measures will increase by 2% per year, 10/1/17 – 9/30/22.	MI Assessments
Outcome Measure 2.2: The % of magnet students achieving proficient or above on M-STEP Math assessment measures will increase by 2% per year, 10/1/17 – 9/30/22.	MI Assessments
Outcome Measure 2.3: The % of magnet students achieving proficient or above on M-STEP Science assessment measures will increase by 2% per year, 10/1/17 – 9/30/22.	MI Assessments

Outcome Measure 2.4: Increase 4-year cohort graduation rate in magnet high schools a minimum of 5% by end of grant period, 10/1/17 – 9/30/22.	MDE Data Collection
Outcome Measure 2.5: Core academic classrooms at magnet schools will increase theme-based instruction a minimum of 5% per year, 10/1/17 – 9/30/22.	Teacher Surveys, Observations
Objective 3: Each magnet will promote systemic reform aligned with Michigan content standards.	
Outcome Measure 3.1: 100% of magnet schools will implement theme-based programming across all specified grade levels each year of grant, 10/1/17 – 9/30/22.	School Choice Options
Outcome Measure 3.2: 75% of magnet teachers who attend professional development will improve instructional expertise each year of grant, 10/1/17 – 9/30/22.	Attendance, Surveys
Goal 3: Create and sustain magnet schools that expand academic choices for students.	
Objective 4: Magnet schools will increase diversity of academic options for students and families.	
Outcome Measure 4.1: Each magnet school will achieve a minimum of 85% of maximum enrollment capacity each year of the grant program, 10/1/17 – 9/30/22.	Enrollment Data
Outcome Measure 4.2: Number of students / families attending magnet information sessions will increase a minimum of 5% per year, 10/1/17 – 9/30/22.	Event Attendance

Implementation of *CLEAR* will expand academic choice options for Lansing students and families and support six magnet schools with rich learning resources, improved teacher quality and rigorous STEM / STEAM curricula that will prepare students to succeed in postsecondary education and increasingly technical / creative careers. Evaluation of *CLEAR* will ensure the project produces data to assess impact of project elements and promote continuous improvement:

- **Data Collection:** EduShift and the Project Director will collect data to establish baseline indicators for each performance measure. Baseline data (collected at beginning of project period using 2016-2017 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. Data collection will involve all *CLEAR* grant staff, targeted school faculties, students, families and partners to ensure data reflects a diversity of stakeholder perspectives.

- **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 *CLEAR* on graduation rates, academic achievement, classroom performance. 2) Participant Surveys: Students, teachers, Project Director and partners will complete annual surveys to assess perceptions of project quality, personal growth, attitudes toward magnet and STEM / STEAM 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 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 *CLEAR* has on achievement of voluntary desegregation objectives. 6) Formative Assessment Data: Evaluators will review student assessment data to monitor growth and provide administrators with performance data.
- **Reporting:** EduShift, Inc. will collaborate with the Project Director to submit annual performance reports to USDOE that present data for each measure, address strengths and weaknesses and include suggestions for improvement. 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 *CLEAR* through continuous assessment of process/outcome measures to examine effectiveness of the program as it evolves.
- **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 *CLEAR*:

CLEAR: EVALUATION TIMELINE
Annual Evaluation Milestones / Benchmarks
• Collect baseline data for all required and project performance measures (Year1). • Collect annual data for all required and project performance measures. • Conduct annual participant surveys (students, teachers, parents, stakeholders) • Conduct multiple site visits to observe implementation progress at each *CLEAR* magnet school. • Complete Annual Performance Reports and Ad-Hoc Reports as required by USDOE. • Present annual findings to Project Director and Lansing School District to promote improvement.
Quarter 1
Work with grant personnel to create FORECAST action model; Prepare survey tools for *CLEAR* 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; Continue monthly evaluation conference calls; Develop and implement process evaluation monitoring tool.
Quarter 3
Administer post-survey for mandatory indicators and project specific outcomes; Administer year-end student, parent & teacher surveys; Continue monthly update conference calls with grant personnel; Conduct site visits and meet with focus groups; Prepare / submit Annual Performance Report.
Quarter 4
Plan 2018-19 *CLEAR* 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; Present Year 1 evaluation results to Project Director / Advisory Board / Lansing School Board.
Year 2

Initiate Year 2 programming and sustainability plan; Prepare / collect Year 2 student, parent & teacher surveys; Continue monthly update calls to review activities; Conduct Year 2 process and outcome analysis; Analyze data, Prepare / submit Year 2 Annual Performance Report; Present Year 2 evaluation results to Project Director / Advisory Board / Lansing School Board; Continue sustainability planning.
Years 3 – 5
Initiate Year 3 – 5 programming and expand implementation; Collect annual data; Complete data analysis and Annual / Final Performance Reports; Present annual evaluation results to Project Director / Advisory Board / Lansing School Board; Support Sustainability Plan for magnet schools and share successes.

- **Performance Feedback:** The purpose of evaluation is to design, develop, implement and coordinate collection and reporting of objective data and to ensure that formative and summative evaluation procedures are in place to provide feedback facilitating completion of required reports to federal program officers / project stakeholders and provide assessment feedback that promotes continuous project improvement. EduShift personnel have the knowledge and experience to:
  - Understand the environment / 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 Project Director will oversee local collection of data from students, parents, teachers and collaborative partners. Collection of objective, quantifiable data will include:
  - Participation data for all *CLEAR* student, parent and professional development events collected through attendance sheets and surveys;
  - Pre- and post-surveys of student, teacher, parent, Project Director 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 2016 – 17 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; and
- Enrollment in proposed magnets with subgroup analysis to determine progress toward desired racial and socio-economic diversity goals.

Qualitative and quantitative data and feedback will permit periodic progress monitoring and allow LSD to make adjustments that promote continuous improvement and achievement of goals, objectives, anticipated outcomes and the purposes of *MSAP*. *CLEAR* feedback mechanisms will ensure a diversity of perspectives influence project quality, including:

Participants	***CLEAR* Feedback Mechanisms**
Advisory Board (Quarterly Meetings)	• Convene quarterly meetings to monitor implementation and expenditures; • Review evaluation data to assess magnitude of results / significance of outcomes; • Review / update *CLEAR* Timeline and Logic Model to facilitate project completion.
Project Director (Monthly Progress Conference Calls)	• Coordinate and attend quarterly Advisory Board meetings to guide progress; • Participate in monthly Evaluator progress monitoring conference calls; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goals, objectives and outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
School Administrators (Quarterly Meetings)	• Serve as members of *CLEAR* Advisory Board and attend quarterly meetings; • Analyze academic performance data to assess magnitude of results; • Review Logic Model and content to ensure alignment with state standards.
Evaluation Team EduShift, Inc. (10 hours per week)	• Oversee qualitative and quantitative data collection efforts from participants; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goals, objectives, milestones and outcomes; • Conduct monthly progress monitoring conference calls with Project Director;

	• Conduct focus groups and site visits to ensure fidelity with Logic Model / Timeline.
Focus Teachers / Teachers (1 hour per week)	• Serve as members of *CLEAR* Advisory Board and attend quarterly meetings; • Participate in site-based data collection efforts and complete evaluation tools; • Participate in Evaluator site visits / focus groups to provide operational feedback; • Complete annual surveys to provide operational / project quality feedback.
Students / Parents (annual surveys / focus groups)	• Serve as members of *CLEAR* Advisory Board and attend quarterly meetings • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.
Partners (annual surveys / focus groups)	• Serve as members of *CLEAR* Advisory Board and attend quarterly meetings • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.

- **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 *CLEAR* components are implemented on site. They will report directly to the Project Director. The Project Director and Evaluation Team will review progress monthly, sharing findings with school personnel as needed. The Advisory Board, chaired by the Project Director, will meet quarterly, adjusting course as data is presented for review – school Advisory Boards will meet quarterly and focus on school-specific data to inform decisions and project implementation. The Evaluation Team will formally report results and outcomes on an annual basis as required by USDOE and will provide the *CLEAR* Advisory Board, district administrators, Board of Education and Project Director a summary of results. The evaluation plan will be reviewed, as needed, to ensure that evaluation of *CLEAR* 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. 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 research on the efficacy / effectiveness of *MSAP* and will disseminate information about each facet of *CLEAR* in an accessible format to those who may wish to replicate the model.

(3) Costs reasonable in relation to objectives, design, potential significance of project. Lansing School District developed a five-year budget to support the proposed magnet programs detailed in this application**.** Costs are reasonable and represent a smart investment in the future of underserved youth attending low-performing, racially identifiable and socio-economically unbalanced schools. Analysis of *CLEAR* costs include: (a) Costs of the Project and (b) Costs of Evaluation. **(a) Costs of the Project:** The Project Director will monitor all budget expenditures and work with the LSD Office of Finance and Accounting, magnet school principals, Focus Teachers and Advisory Boards 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 by providing high quality educational experiences that will attract and sustain racially balanced, socio-economically balanced and diverse student enrollment at magnet schools. The following chart outlines expenditures during the five-year project:

School	Average Annual	Enrollment	Annual Cost	Cost per Student
Attwood New Tech	$557,996	266	$2,098	$11.66
Dwight Rich Arts	$465,702	498	$935	$5.19
Gardner International	$543,880	528	$1,030	$5.72
Pattengill Biotechnical	$484,169	495	$978	$5.43
Eastern Biotechnical (SWS)*	$472,485*	475*	$995*	$5.53*
Sexton STEM2 Early College	$464,484	804	$578	$3.21
TOTAL (averages)	**$2,988,716**	**3,066**	**$1,102**	**$6.12**

*Eastern *School-Within-a-School* #s averaged. ** *Student Per Day* based on 180-day school year.

(b) Costs of Evaluation: Evaluation is a critical component of *CLEAR.* Objective, reliable, structured evaluation will provide valuable feedback to LSD administrators and grant managers to promote continuous improvement of services and prioritization of effective strategies impacting sustainability goals. Evaluation, conducted by an experienced external evaluation team, averages about 9% of grant costs and supports ongoing data collection, data analysis, observation, progress monitoring, reporting and sharing of feedback to support timely and thorough implementation of *CLEAR.* The following chart demonstrates that evaluation costs are reasonable and necessary:

School	Annual Evaluation Cost	Enrollment	Eval Per Student Cost
Attwood	$47,200	266	$177
Dwight Rich	$47,200	498	$95
Gardner	$47,200	528	$90
Pattengill	$47,200	495	$95
Eastern	$47,200	475*	$99
Sexton	$47,200	804	$59
TOTALS	$283,200	**3,066**	$103 average

*Eastern *School-Within-a-School* enrollment #s averaged.

Costs in Relation to Objectives: Implementation of *CLEAR* will help LSD meet and exceed four project objectives aligned to three project goals and statutory requirements/purpose of the MSAP grant. Objectives are linked & expenses simultaneously impact achievement of multiple objectives.

- The *CLEAR* annual operating budget is approximately $3 million dollars a year for five years. This averages out to $750,000 per objective and $3,125 per day based on a 240 day per year educator calendar (includes professional learning in the summer) for four identified objectives.
- *CLEAR* evaluation cost per objective averages $70,800 per year and $295 per day based on a 240 day per year educator calendar (including summer learning) for four identified objectives.

Costs in Relation to Design: *CLEAR* will launch and sustain six high-quality, innovative magnet schools. Costs per school vary depending upon enrollment, grade configuration and need for teaching/learning resources to fully implement magnet school instructional strategies and programs.

- *CLEAR* operating cost per magnet school averages $500,000 per year; $2083 per day of operation and $0.68 per student served during school year (based on average 3,066 students).
- *CLEAR* evaluation cost per magnet school averages $47,200 per year; $197 per day of operation and $0.06 per student served during the school year (based on average 3,066 magnet students).

Costs in Relation to Significance: Implementation of *CLEAR* is an investment in funds and an effort to promote attainment of positive outcomes for students enrolled in proposed magnet schools and students served by Lansing School District. Costs are reasonable in relation to the significance of project services and the potential impact and importance of objective project evaluation.

- *CLEAR* will help LSD increase racial and socio-economic diversity in schools impacted by black student isolation and unequal distribution of poverty (see *Competitive Priority # 4*). While costs across six targeted magnet schools averages $500,000 per year, the costs are reasonable considering the number of feeder schools and students benefiting from expanded academic choice and increased equity in education. LSD is an open enrollment district and ALL students enrolled in appropriate grade levels are fully able to apply for enrollment in *CLEAR* magnet schools; the cost per LSD student of *CLEAR* programs averages $44 per student per year based on total district enrollment of 11,463 students.
- Evaluation of *CLEAR* promises to yield valuable data that adds to the body of knowledge pertaining to the impact magnet school programs have on racial desegregation, socio-economic diversification of schools and on the academic achievement of participating magnet students. The value of expanded knowledge in the field of education equity as well as the value of testing the impact of specific interventions / instructional strategies on student achievement promises to yield significant benefits for communities, school districts and schools seeking to implement similar projects serving students and families impacted by racial and socio-economic isolation in public schools outside of Lansing, Michigan. The average cost per school of *CLEAR* evaluation is $47,200 per year; the cost of evaluation is reasonable, considering the number of school systems impacted by similar educational challenges and the evidence to be measured.