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Lansing School District

ARC – Academically Rigorous Choices

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COMPETITIVE PREFERENCE PRIORITY 1 – NEED FOR ASSISTANCE (0 OR 1 POINT).

Lansing School District (LSD – applicant / fiscal agent), located in Lansing, the state capital of Michigan, requests *Magnet Schools Assistance Program* funding to implement *ARC: Academically Rigorous Choices*. *ARC* – designed by a Magnet Design Team comprised of diverse stakeholders representing diverse perspectives – will empower LSD to reduce Black student isolation, improve equity in education, raise student achievement, expand academic options at four high-need urban schools and meet the goals of **Mandatory, Court-Ordered Desegregation**:

ACR Magnet Schools and Themes 2022 - 2027			
School	Magnet Theme	Grades	Status
Forest View Elementary	Expeditionary Learning Environmental Magnet	PreK - 3	Whole School
North Middle	Expeditionary Learning Environmental Magnet	4 - 8	Whole School
Wexford Academy	Montessori	PreK - 8	Whole School
Lansing CTE High	Career and Technical Education	9 - 12	Whole School

Since 1972, Lansing School District has dealt with **Mandatory, Court-Ordered Desegregation** and continues to make efforts to create and sustain diverse learning environments in Lansing schools (see *Appendix for Desegregation Plan*). Despite ongoing efforts, LSD enrollment is out of balance with community demographics:

	American Indian	Asian	Black / African American	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	Two or More Races
Lansing, MI (% Population) *	1%	4%	21%	13%	0%	51%	11%
Lansing School District (% Enrollment) **	1%	5%	38%	21%	0%	23%	12%

* Source: U.S. Census 2020; ** Lansing School District Enrollment Data, October 2021.

Upon state enactment of the Michigan Choice Law in 2000 that allows parents to enroll students anywhere in the state, Lansing School District has lost nearly 7,000 enrolled students to neighboring schools and districts. At the same time, charter school legislation created eight charter schools enrolling more than 3,000 students per year within Lansing School District boundaries. As primarily white and higher income families left the district, the LSD poverty rate increased and Lansing schools grew more racially-isolated. As a result of declining district enrollment since 2000, LSD has closed fifteen elementary schools, one middle school and consolidated the enrollments of the closed buildings into other schools. Today, the district is at a crossroads. Lansing School District cannot racially balance schools by attracting students only from other district schools (intra-district transfer). Lansing School District must reach beyond district schools and attract families who have left for alternative education options (inter-district transfer). Rigorous Environmental, Montessori and Career and Technical Education magnet schools promise to

deliver the academic diversity and relevance needed to reinvigorate Lansing School District and attract diverse students living within and adjacent to district boundaries while providing high-quality learning opportunities for students currently enrolled in proposed magnet schools. To reduce racial group isolation, diversify segregated schools and increase equity in learning, LSD proposes three strategies to attract and retain students in four magnet schools:

Strategies to Integrate & Grow Lansing School District
(1) Reduce or halt the exodus of students (primarily white and higher income) from LSD schools to charter school, parochial school, private school and neighboring public school district options by launching exciting and rigorous new education programs across all grade levels, PreK-12.
(2) Attract the diversity of students living in district enrollment zones who currently attend LSD feeder schools impacted by Black student isolation to enroll in improved LSD magnet schools that offer expanded, rigorous learning programs in racially balanced schools with capacity to grow enrollment.
(3) Aggressively recruit students from communities / neighborhoods served by Lansing School District and throughout the greater Lansing, MI capital region who currently attend alternative education choices outside of Lansing School District to enroll in proposed magnet schools – particularly students from more affluent and racially diverse areas of the school district and city (inter-district transfer).

In short, LSD must motivate families and students enrolled in non-LSD education alternatives to return to the district (or choose to enroll in LSD for the first time) by improving current academic programs through rigorous, innovative magnet schools. LSD must also motivate current LSD families and students enrolled in racially identifiable, segregated feeder schools to exercise choice and enroll in proposed magnet schools that offer racially balanced and racially diverse learning environments with substantial facility capacity to grow enrollments. By pulling families back into LSD and motivating current LSD families to consider new and exciting learning options through magnet programs, the diversity of schools will increase and Black student isolation in feeder schools and vertically-aligned Learning Pathway schools – connected to proposed magnet schools via common academic themes (see *Project Design*) – 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 solutions to address inequity and racial group isolation in public schools, magnet schools have proven to offer positive choices that the community understands, approves of and rallies behind. To this end, Lansing School District submits **ARC: Academically Rigorous Choices**. ARC was designed by the LSD Magnet Design Team – an experienced partnership of administrators, teachers, higher education partners, community / business leaders, parents and students. The Magnet Design Team conducted a needs assessment to identify strengths, challenges, weaknesses, gaps and needs of the students, families, educators, schools and communities served by Lansing School District. The Needs Assessment identified multiple challenges impacting teaching and learning and numerous barriers impeding the success of students and diminishing district efforts to promote ongoing improvement of education, including: (a) At-Risk Communities; (b) Low-Performing Schools; (c) Inequity in Learning; (d) Educator Needs; (e) COVID Reentry Needs; and (f) Desegregation Challenges. **(a) At-Risk Communities:** Lansing School District serves students living

and learning in both affluent / privileged communities and impoverished / vulnerable neighborhoods impacted by significant risk factors that can lead to negative social and academic outcomes:

Target Area	% Persons Under 18 Yrs. In Poverty	Median Household Income	% Bachelor Degree
Lansing, MI (location of all LSD schools)	33.3%	\$41,674	26.1%
Ingham County, MI (location of Lansing)	20.4%	\$55,253	39.2%
Michigan – Statewide	18.8%	\$59,234	30.0%
United States	17.5%	\$64,994	32.9%

Source: U.S. Census 2020.

Poverty and community risk indicators demonstrate widespread hardship for Lansing families:

- LSD serves six federal Qualified Opportunity Zones based on poverty, unemployment and limited economic growth (Tracts: 26065006700; 26065006600; 26065003700; 26065003602; 26065005100; 26065005303 per U.S. Dept. of Treasury, 2022).
- Per Capita Income for lowest-income Lansing community (\$23,684 – 48933 Zip Code) is 26% lower than the state rate (\$31,713) and 34% less than the national average (\$35,672) per U.S. Census data.
- Education attainment of a Bachelor Degree or higher in Lansing, Michigan (26.1%) is less than both the state (30.0%) and national (32.9%) rates.
- Lansing, Michigan is a “free case city” (home for refugees who do not have family living in the United States) and ranks among the top 10 "medium metropolitan areas" for refugee resettlement (Brookings Institute, 2020).
- More than 54 native languages representing 70 countries are spoken in Lansing schools.
- 1,704 district students (16%) do not speak English.

While Lansing proudly embraces the diversity of its rich, multi-cultural reality, language and culture barriers exacerbate poverty and low academic attainment and result in equity issues impeding students, particularly students impacted by poverty and students of color. Resources are needed to help schools and educators meet the needs of a culturally diverse student population, eliminate equity issues that worsen achievement gaps, reduce Black student isolation and implement programs that engage all learners in rigorous academic study. The impact of at-risk communities on academic achievement and education attainment is unmistakable. Pervasive need and lack of opportunities create barriers that limit the ability of Lansing, Michigan students to learn and succeed in underserved schools. **(b) Low-Performing Schools:** Lansing School District operates **26 schools educating 10,135 students** living and learning in vulnerable, high-need communities. Lansing School District includes schools in state-designated Targeted Support and Improvement (TSI – bottom 25% of state schools: Attwood ES; Dwight Rich School of the Arts; Sexton HS; Sheridan Road ES) and Additional Targeted Support (ATS – bottom 5% of state schools: Eastern HS; Everett HS; Gardner Academy) based on student performance indicators. Poor academic performance across all grade levels and student subgroups is summarized below:

Lansing School District	% Students Proficient 2018-2019 *			
	ELA / Reading	Math	Graduation Rate	Postsecondary Enrollment Rate
Lansing School District Performance	20.6%	12.45%	64.12%	39%
LSD Elementary School Performance	29%	26%	--	--
LSD Middle School Performance	34%	9%	--	--
LSD High School Performance	17%	8%	64.12%	39%

Source: Michigan School Report Cards, M-STEP Exams, 2018-19 (* most recent public data; 2019-20 assessments cancelled due to COVID-19 school closures; 2020-21 test completion was optional with fewer than 5% of district students opting to complete state assessments).

Lansing School District lacks resources to provide diverse learning options for failing students, promote family commitment to learning or help youth searching for ways to break from cycles of underachievement. Academic performance results and needs include:

- LSD schools are “High Poverty Schools” with Free and Reduced Lunch rates exceeding 75% (Average Free / Reduced Lunch rate for all district schools – 77.13%).
- 27% of Lansing School District schools (7 of 26 schools) are in state-designated improvement status based on chronic low performance and minimal growth (MDE, 2021).
- More than 80% of Lansing high school students (83%) fail to achieve reading proficiency.
- More than 90% of Lansing middle school students (91%) fail to achieve math proficiency.
- Lansing School District graduation rate (64%) is 18% below state graduation rate (82%).
- Lansing School District college going rate of 39% is 16% lower than state average (55%).

(c) Inequity in Learning: Lansing School District is impacted by longstanding, de facto segregation that perpetuates historical inequity in education outcomes. The lowest performing schools in LSD are also the most racially isolated schools in the district – academic failure is widespread in majority Black, impoverished schools while higher performing schools demonstrate increased levels of both racial and socio-economic diversity and offer students access to higher numbers of *Highly Effective* and *Effective* educators. Disparity in performance and educator effectiveness across high and low performing schools demonstrates the need to increase equity in opportunity, increase equity in access to quality educators and quality programs.

ARC Magnet School Faculty						
School	Average Yrs. Teaching	% Master Degree or higher	% Highly Effective	% Effective	% State Certified	# Vacant Teacher Positions
LSD: District-wide	12	60.73%	37.98%	48.62%	96.51	47

Forest View	16	77.78%	72.22%	22.22%	100%	0
North	8	55.56%	77.78%	0.00%	100%	0
Wexford	12	46.67%	40.00%	53.33%	100%	0
Lansing CTE	NA*	NA	NA	NA	NA	NA

* Lansing CTE is a new school – first cohort of students will enroll Fall 2023.

ARC will help LSD implement evidence-based teaching and learning models, theme-based programs, enhanced professional development for magnet educators and expanded magnet school choice options to improve academic and equity outcomes for students enrolled in high-need, racially identifiable feeder schools and Learning Pathway schools out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. **Achievement Gaps:** Poor academic performance in proposed ARC schools is exacerbated by significant achievement gaps that distinguish racial / socio-economic groups across LSD schools. The chart below compares Black, White and Free and Reduced Lunch Eligible student performance on academic assessments. Large achievement gaps are critical shortcomings LSD seeks to rectify through improved educator quality, expanded access to high-quality programs and academically rigorous choices. **Increasing equity in learning is a district priority and community imperative.**

LSD: % Students Below Proficiency 2018-19						
District Scores	ELA - Black	ELA - F / R Lunch Eligible	ELA - White	Math - Black	Math - F / R Lunch Eligible	Math - White
3 rd Grade	82%	79%	63%	80%	77%	56%
5 th Grade	89%	83%	69%	98%	94%	83%
7 th Grade	92%	91%	79%	96%	95%	87%
ARC Magnet Schools: % Students Below Proficiency 2018-19						
ARC School Scores	ELA - Black	ELA - F / R Lunch Eligible	ELA - White	Math - Black	Math - F / R Lunch Eligible	Math - White
Forest View						
3 rd Grade	77%	86%	60%	89%	81%	50%
North						
5 th Grade	95%	91%	78%	100%	97%	83%
7 th Grade	89%	97%	100%	96%	97%	100%
Wexford						
3 rd Grade	100%	81%	37%	100%	82%	44%
5 th Grade	100%	93%	65%	100%	100%	86%
7 th Grade	100%	92%	60%	100%	96%	80%

Lansing CTE	NA *	NA *	NA *	NA *	NA *	NA *
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Source: Michigan School Report Cards, M-STEP Exams, 2018-19 (most recent data; 2019-20 assessments cancelled due to COVID-19 school closures; 2020-21 test completion was optional with fewer than 5% of district students opting to complete state assessments); * Lansing CTE is a new school with no pre-existing performance data.

Lack of education services designed to prevent chronic failure undermines the efforts of students seeking to overcome barriers and pursue success. Resources are needed to improve diversity and rigor of academic programs, promote equal access to high quality teaching and learning, raise student achievement in failing Lansing schools, close achievement gaps distinguishing underserved minority students from higher performing white peers and reduce Black student isolation in low-performing schools. **(d) Educator Needs:** Educators across all Lansing School District schools – principals, teachers, specialists, student support personnel – lack access to professional learning and educator quality supports that reflect professional growth needs and desegregation priorities. High-need LSD schools are unable to engage in programs that elevate educator expertise and increase educator capacity to integrate proven instructional strategies that raise student achievement into classroom learning. Ongoing struggles to maintain adequate school funding given a trend of decreasing enrollment as students leave the district for education alternatives has also resulted in the reduction and elimination of professional learning programs in high-need urban schools. Federal support is needed to expand educator access to professional development opportunities; Federal support is needed to expand educator capacity to utilize proven, research-based instructional strategies to increase the effectiveness of teaching and raise student achievement; Federal support is needed to prepare educators to implement magnet school / theme-based instruction in proposed *ARC* magnet schools; Federal support is needed implement classroom strategies that reduce Black student isolation through greater interaction among racially and socio-economically diverse students. **(e) COVID Reentry Needs:** Lansing School District schools, like schools throughout the nation, faced significant challenges imposed upon them by the COVID-19 pandemic and health crisis. All LSD schools were closed to in-person instruction from March 2020 to September 2021 (LSD operated via virtual instruction for the entirety of the 2020-21 school year with short-term closures during the 2021-22 school year due to COVID outbreaks within schools). Prolonged school closures and resulting mass teacher / administrator / staff resignations during the pandemic created a teaching and learning environment in Lansing School District impacted by low educator morale; chronically understaffed schools; lack of certified teachers (**at the time of grant application, LSD has 59 teacher vacancies**); increased stress on educators required to perform extra instructional / school operational duties and students / families affected by trauma, loss, grief, pressures of social uncertainty, new learning environments and school restrictions that challenge the mental and physical health of learners. Federal support is needed to revitalize schools through innovative professional and student learning opportunities that will renew educator commitment to teaching in high-need schools and spark increased student engagement in learning through exciting and interesting academic options. **(f) Desegregation Challenges:** Lansing School District has been in **Mandatory, Court-Ordered Desegregation** since the U.S District Court issued a judgement on the original court

case challenging segregation in Lansing schools in 1976 (*National Association for the Advancement of Colored People v. Lansing Board of Education*). Lansing School District is making every effort to comply with ongoing school desegregation mandates but faces numerous challenges that impede efforts to reduce Black student isolation in high-need, urban, low-performing schools, including: Declining Enrollments and Changing Demographics: Lansing School District has experienced declining enrollments and a shift in racial group enrollment percentages during the last 30 years. Since 2000, more than 7,000 students have left district schools for alternative education options. During the same time, minority (non-white) student population has increased from 58% to 77%. Shifting enrollment patterns (see Table below) has changed the demographic composition of the district and targeted elementary, middle and high school grade levels, adding new challenges impacting efforts to reduce longstanding, multi-generational cycles of Black student isolation:

Ethnicity	1988	1992	1996	2000	2004	2008	2012	2016	2022
Black	28%	29%	33%	38%	41%	44%	45%	48%	38%
Hispanic	11%	11%	12%	14%	16%	16%	18%	19%	21%
Asian	3%	4%	5%	5%	5%	5%	6%	6%	5%
Native American	2%	1%	1%	1%	1%	1%	1%	1%	1%
Minority Enrollment	42%	46%	51%	58%	63%	65%	71%	74%	77%
White Enrollment	58%	54%	49%	42%	37%	35%	29%	26%	23%

Several factors influenced and continue to influence the racial composition of Lansing School District schools:

- **Suburban Growth:** Suburbs surrounding Lansing have increased in size and new housing has led to the departure of a significant number of Lansing families – primarily White and more affluent families – for suburban neighborhoods. The 2020 U.S. Census shows city of Lansing racial demographics as 51% White, 21% Black and 13% Hispanic; October 2021 Lansing School District enrollment does not reflect the community population: 23% White, 38% Black and 21% Hispanic.
- **Michigan District Choice:** State of Michigan allows students to enroll in any school of their choice without regard to school district boundaries. Many Lansing families have opted to enroll in nearby school district schools with a track record of higher academic achievement.
- **Charter School Competition:** In 1994, Michigan enacted legislation empowering the establishment of public charter schools that, in the Lansing area, operate independently from Lansing School District. Currently, eight public charter schools serving nearly 3,000 students operate in the greater Lansing, MI region and are popular alternatives to LSD schools.

Combined, these factors have contributed significantly to the changing demographics of Lansing schools and accelerated the exodus of students from Lansing School District. Support is needed to reverse enrollment trends, stabilize LSD enrollment and attract students and families back to Lansing School District (inter-district transfer) –

through four, new, high-quality magnet choices – to help reduce Black student isolation in segregated feeder schools / Learning Pathway schools and raise student achievement in low-performing schools.

(1) The costs of fully implementing the magnet schools project as proposed;

Lansing School District requests a total of **\$14,999,922.34 (see Budget) to serve 10,135 students (entire district enrollment), grades PreK – 12**, through expanded and improved education choice options. Federal funds will support implementation of magnet schools designed to reduce Black student isolation, increase socio-economic diversity in schools, increase equity in learning and expand academic choice for students. *Magnet Schools Assistance Program* funds will cover the following costs:

- Development of four, new, whole-school magnets that improve interaction among diverse students;
- Implementation of innovative, thematic, career-connected curricula and aligned student assessments across four magnet school sites – with focus on Environmental; Montessori and Career and Technical Education;
- Recruiting, marketing and Lottery efforts to ensure diverse participation in magnet programs;
- Professional learning focused on both content knowledge and pedagogy;
- Technology integration across all grade levels, themes and curricular subjects;
- Parental and community involvement activities, and
- Administration and evaluation of grant-funded programs.

By supporting the development of four new magnet schools (one elementary school; one PreK – 8 school; one middle school and one high school) – each focused on specific school-to-career connection in a themed magnet setting aligned to postsecondary education options – *MSAP* funding will help LSD demonstrate to the community that the magnet school concept is a viable and powerful means of reducing racial isolation and increasing socio-economic diversity 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) rigorous approach to education that highlights advanced Environmental, Montessori and Career and Technical content; (2) use of evidence-based academic models, 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 youth. Significant start-up costs are too expensive for LSD to meet without federal assistance; after initial development, Lansing School District has a demonstrated track record of success sustaining magnet school programs:

School	Theme	Student Capacity	Five-Year Magnet School Budget	Average Cost/Student *
Forest View ES	Environmental	375	\$3,438,640.73	\$1,833.94 per student per year
North MS	Environmental	375	\$3,482,677.73	\$1,857.43 per student per year
Wexford Academy	Montessori	625	\$3,597,820.96	\$1,151.30 per student per year

Lansing CTE HS	Career and Technical	300	\$4,480,782.95	\$2,987.19 per student per year
TOTALS	\$14,999,922.37 / 1,675 magnet students per year			\$1,791.04 per student per year
	\$14,999,922.37 / 10,135 district-wide students			\$296 per student per year

* Based on full capacity school enrollment and total magnet school cost per year.

** Each school will grow in enrollment during five-year grant thereby lowering cost per student.

(2) The resources available to the applicant to carry out the project if funds under the program were not provided;

Successful magnet schools attract students of all races and socio-economic groups 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 educator development, acquiring appropriate materials to deliver theme-based curricula and aggressively marketing magnet programs to motivate students to leave current 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. LSD has committed significant district funds to initiating magnet programs embedded in current elementary, middle and high schools in compliance with its **Mandatory, Court-Ordered Desegregation Plan**. These programs have not achieved their full potential success because LSD lacks sufficient funds to fully develop multi-grade level / multi-school Learning Pathways and serve the critical numbers of youth needed to reduce Black student isolation. Furthermore, the diversity of education options external to LSD – charter schools, parochial schools, private schools, nearby school districts – increases competition for students and increases the imperative that LSD launch and sustain innovative learning options to attract students to magnet schools. To eliminate the perception that public schools are not worth supporting given the alternative options available, 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 through the innovative USDOE *Teacher and School Leader Incentive Fund* grant Instructional Coaching Model; (e) assessment initiatives that support student achievement in standards-based learning environments; (f) a comprehensive administrator / teacher effectiveness assessment protocol to ensure all students are taught by effective and highly effective educators (using the *Framework for Professional Practice and Evaluation* based on the Marzano Model); (g) a districtwide Equity Plan to help schools provide equal access to high-quality teaching and learning and close achievement gaps that impact students of color and students impacted by poverty and (h) a school climate and social and emotional learning improvement effort supported by USDOE *School Climate Transformation* grant funds. *MSAP* grant funds will address school / community stakeholder needs while demonstrating commitment to reducing Black student isolation and increasing academic achievement. LSD lacks the financial resources to proceed with the implementation of vital, proposed

magnet programs without Federal funding, though complementary district initiatives will ensure sufficient capacity to fully realize the benefits of magnet programs and maximize impact of Federal *MSAP* resources.

(3) The extent to which the costs of the project exceed the applicant’s 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 that require substantial investment of resources: (1) the effective yet expensive Instructional Coaching Model; (2) professional development; (3) leadership coaching; (4) school-based professional learning communities; (5) new teacher / administrator performance-based compensation directives and (6) Multi-Tiered Systems of Support connected to school climate improvement strategies. Aggressive school improvement efforts to raise student achievement in all Lansing schools limits the availability of resources to launch new magnet schools designed to reduce Black student isolation. *MSAP* funds are the only way 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 school improvement programs throughout the district in an attempt to raise student achievement, increase educator effectiveness and implement a districtwide Equity Plan in alignment with its **Mandatory, Court-Ordered Desegregation Plan**. Further, district funds are needed to modernize facilities, update technology and strengthen campus security infrastructure. Without *MSAP* funding, LSD will not be able to offer the four new, whole-school magnet schools it needs to promote district improvement and school desegregation.

(4) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project—e.g., the type of program proposed, the location of the magnet school within the LEA—impacts the applicant’s ability to successfully carry out the approved plan.

Lansing School District continues to grapple with desegregation issues and low academic achievement in racially identifiable schools. Considering local funding limitations, it is 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 without startup support.

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 with neighborhood schools often located in de facto segregated communities.
- White student enrollment has decreased because of “white flight” to private, parochial and charter schools and to areas outside of the district, further isolating students of color.
- Limited 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 limit availability of funds to support new magnets.
- LSD struggles to 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 gentrification or reconstitution of schools.
- LSD schools fail to provide a venue for meaningful, sustained, affirming interactions between White and Black students and families – segregated social and developmental experiences promote racial isolation.

To meet the challenge of fully desegregating schools, LSD must recruit and retain non-Black students into racially identifiable schools and recruit Black students from racially segregated feeder schools to enroll in balanced district magnet schools (current district-wide racial balance: 23% White; 38% Black; 21% Latinx). 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. Three of the four proposed magnets are designed to attract students in early grades (PreK-8) 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 voluntary student transfer based on thematic and career interests, it must address in its early promotional phase the following issues: (1) lack of public confidence in low-performing schools; (2) transportation to non-neighborhood schools; and (3) perception of threat to personal safety outside of familiar neighborhoods. *MSAP* grant funds will enable LSD to create and implement high quality, standards-based, thematic programs that help change prevailing community biases. Only with quality programs, educators and materials will public confidence rise to the levels needed to implement the approved plan and project. Resources from *MSAP* will enable LSD to effectively implement its **Mandatory, Court-Ordered Desegregation Plan** through the development of four new magnet schools, each holding the promise of reversing the disturbing trend of continued Black student isolation in feeder schools and vertically-linked Learning Pathway schools. Through implementation of *ARC: Academically Rigorous Choices*, Lansing School District will increase accountability, provide outstanding educational experiences across PreK – 12 Learning Pathways and promote equal access to effective programs for all students. *ARC* – designed by a Magnet Design Team comprised of administrators, curriculum specialists, school principals, teachers, parents, students and community partners – will launch and sustain four, new, whole-school magnet schools, aligned to district needs, that fill gaps in current LSD programming and reduce Black student isolation:

Lansing School District Needs and Gaps Aligned to <i>ARC</i> Goals and Strategies	
Gap Aligned to Objective*	Improved Education Strategy
Need 1: LSD schools impacted by racial group isolation and segregation.	

Gap 1: LSD is implementing a <u>Mandatory, Court-Ordered Desegregation Plan</u> with limited resources to launch programs (Objective 1).	<i>ARC magnet schools will decrease Black student isolation and increase socio-economic diversity in feeder schools / Learning Pathway schools through choice and targeted marketing and recruitment of students.</i>
Need 2: LSD does not offer sufficient multi-grade level programs that increase coherence in learning.	
Gap 2: LSD lacks funds to establish magnet schools, connected across Learning Pathways, needed to address desegregation (Objective 1, 2, 3).	<i>ARC will launch and sustain four new magnets – Forest View Environmental; North Environmental; Wexford Montessori and Lansing CTE Career and Technical Education – connected across multi-grade level / multi-school Learning Pathways.</i>
Need 3: LSD does not provide sufficient access to evidence-based programs to meet demand.	
Gap 3: LSD schools lack innovative curricula – backed by Evidence of Effectiveness – to engage high-need students (Objective 2, 3).	<i>ARC will fund implementation of multiple, evidence-based teaching and learning models, including: <i>Expeditionary Learning, Montessori and Career and Technical Education.</i></i>
Need 4: LSD students require expanded access to supports designed to raise achievement.	
Gap 4: LSD schools lack academic interventions to support low-performing students (Objective 2).	<i>ARC will fund implementation of multiple, evidence-based academic interventions, including: <i>Read 180, NWEA MAP Accelerator, Princeton Review SAT / ACT Prep, Positive Action and NWEA MAP assessment.</i></i>
Need 5: LSD students impacted by learning access gaps that reduce equity in education.	
Gap 5: LSD teachers lack diverse professional development to raise educator effectiveness in high-need, racially identifiable schools (Objective 1, 2, 3).	<i>ARC will fund outstanding professional development provided by respected experts – Expeditionary Learning, Montessori, Code.org, National Consortium for Health Science Education, etc.– to improve educator quality across all grade levels, PreK-12, and build magnet theme expertise.</i>
Need 6: LSD schools impacted by low parent and community engagement in education.	
Gap 6: LSD schools require expanded parent / community participation in PreK – 12 education (Objective 4).	<i>ARC will expand parent / community access to adult learning services, offer family college readiness events and build / strengthen community partnerships to improve education.</i>

* See *Project Design* section for *ARC* Goal, Objectives and anticipated Outcomes.

COMPETITIVE PREFERENCE PRIORITY 2 – NEW OR REVISED MAGNET SCHOOLS PROJECTS AND STRENGTH OF EVIDENCE TO SUPPORT PROPOSED PROJECTS (UP TO 3 POINTS).

The Lansing School District *ARC* Magnet Design Team collaborated with diverse stakeholders to assess the educational needs of Lansing, MI students, identify gaps and weaknesses in instructional programs, assess compliance with **Mandatory, Court-Ordered Desegregation Plan** goals and select schools in which to launch new magnet schools. The Design Team also completed extensive research of instructional methodologies, learning

frameworks and subject-specific interventions to ground proposed *ARC* magnet schools – **four, new, whole-school magnets** – in evidence of effectiveness. The Design Team was deliberate in its effort to select teaching and learning strategies supported by Evidence of Effectiveness that meet United States Department of Education *What Works Clearinghouse Strong Evidence standards* and **ESSA Tier 1 standards**. By utilizing strategies supported by Evidence of Effectiveness, the Magnet Design Team increased the likelihood that *ARC* will yield positive academic outcomes for students during the grant period and beyond. The following chart identifies proposed *ARC* magnet schools (see **Appendix for Table 5**) and aligns *ARC* with Evidence of Effectiveness studies that meet *What Works Clearinghouse Strong Evidence standards* (see Appendix for full studies):

<i>ARC</i> New or Revised Magnet (see Appendix Table 5)		
School	Grade Level	New or Revised Magnet
Forest View Elementary School	PreK – 3	<u>New Magnet</u> : Environmental Expeditionary Learning
North Middle School	4 – 8	<u>New Magnet</u> : Environmental Expeditionary Learning
Wexford Academy	PreK – 8	<u>New Magnet</u> : Montessori
Lansing CTE High School	9 – 12	<u>New Magnet</u> : Career and Technical Education
Evidence to Support Proposed Project		
<i>ARC</i>: Evidence of Effectiveness (see Appendix for Full Studies)		
Evidence of Support Study # 1		
Citation	Bloom, H. S. and Unterman, R. Sustained Progress: New Findings About the Effectiveness and Operation of Small Public High Schools of Choice in New York City. MDRC, August 2013.	
Link to Study	https://files.eric.ed.gov/fulltext/ED545475.pdf	
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations .	
ESSA Rating	Tier 1 – At Least One Finding Shows Strong Evidence of Effectiveness	
Process	Review Standards 3.0 and Dropout Prevention Practice Guide Review Protocol 3.0	
Evidence	Strong Evidence of Support.	
Study Outcomes	<ul style="list-style-type: none"> Results of the randomized control trial experimental study found that large numbers of students across every student subgroup – including disadvantaged students of color, special education students and English language learners – who attended small high school schools-of-choice in New York City demonstrated improved graduation rates compared to control group students enrolled in zoned, non-choice high schools. 	
Relevance to Project	<ul style="list-style-type: none"> LSD proposes four theme-based magnet schools to promote transfer of students – through choice – to rigorous magnets to meet <u>Mandatory, Court-Ordered Desegregation</u> standards, reduce Black student isolation and improve academic outcomes for low-performing students (see <i>Competitive Priority # 1</i>). Proposed magnet schools include one high school. 	

Evidence of Support Study # 2	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. <i>Educational Evaluation and Policy Analysis</i> , 31(4), 323–345.
Link to Study	https://journals.sagepub.com/doi/10.3102/0162373709340917
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations .
ESSA Rating	NA
Process	Single study review protocol.
Evidence	Strong Evidence of Support.
Study Outcomes	<ul style="list-style-type: none"> Results of the experimental study found that students who attended two inter-district 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 and statistically significant for eighth grade students. The effect sizes were .138 for math and .278 for reading.
Relevance to Project	<ul style="list-style-type: none"> LSD proposes four theme-based magnet schools to promote both intra-district and inter-district transfer of students – through choice – to rigorous magnets to meet <u>Mandatory, Court-Ordered Desegregation</u> standards, reduce Black student isolation and improve academic outcomes for low-performing students (see <i>Competitive Priority # 1</i>).

(1) carry out a new, evidence-based magnet school program

Lansing School District proposes *ARC: Academically Rigorous Choices* to increase academic choice, reduce minority group isolation in feeder schools and vertically-aligned Learning Pathway schools, improve academic performance in low-performing schools and launch **four, new, whole-school magnet programs in racially balanced schools that provide racially and socio-economically diverse learning alternatives for students enrolled in feeder schools impacted by Black student isolation**. The foundation of *ARC* is built upon Evidence of Effectiveness that meets rigorous *What Works Clearinghouse* standards and demonstrates the effectiveness of magnet schools and schools-of-choice in raising student achievement. *ARC* also proposes to launch magnet schools based on implementation of proven instructional models – supported by Evidence of Effectiveness that meets *What Works Clearinghouse* standards – that raise student achievement, reflect the interests of students (based on interest assessments conducted by the Magnet Design Team) and yield positive student outcomes. The following chart summarizes key research supporting the three instructional themes for *ARC* magnet schools (*Expeditionary Learning, Montessori, Career and Technical Education*):

Expeditionary Learning Research	
Citation	Nichols-Barrer, I., & Haimson, J. (2013). Impacts of five expeditionary learning middle schools on academic achievement. Cambridge, MA: Mathematica Policy Research.

Link to Study	https://www.mathematica.org/publications/impacts-of-five-expeditionary-learning-middle-schools-on-academic-achievement
WWC Rating	Meets <i>What Works Clearinghouse</i> With Reservations .
Process	Single Study Review Protocol 2.0
Evidence	Moderate Evidence of Support.
Study Outcomes	In the first rigorous study of the impacts of the Expeditionary Learning (EL) model, Mathematica found that EL middle school students perform better in reading and math than their counterparts in other public schools.
Relevance to Project	LSD proposes two theme-based magnet schools – Forest View Elementary and North Middle–grounded in the Expeditionary Learning (EL) model with a focus on Environmental Studies.
Montessori Research	
Citation	Lillard AS, Meyer MJ, Vasc D, Fukuda E. An Association Between Montessori Education in Childhood and Adult Wellbeing. <i>Front Psychol.</i> 2021 Nov 25;12:721943. doi: 10.3389/fpsyg.2021.721943. PMID: 34899465; PMCID: PMC8656358.
Link to Study	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8656358/
WWC Rating	Currently, no studies rated by <i>What Works Clearinghouse</i> .
Study Outcomes	Multiple studies, including studies where children were randomly assigned to Montessori schools, suggest that attending Montessori as a child may lead to higher adult wellbeing.
Relevance to Project	LSD proposes one theme-based magnet school – Wexford Academy – grounded in the Montessori pedagogy across grades PreK – 8.
Career and Technical Education Research	
Citation	Brodersen, R. M., Gagnon, D., Liu, J., & Tedeschi, S. (2021). Regional Educational Laboratory Central. Retrieved from: https://eric.ed.gov/?id=ED612630
Link to Study	https://files.eric.ed.gov/fulltext/ED612630.pdf
WWC Rating	Meets <i>What Works Clearinghouse</i> With Reservations .
ESSA Rating	Tier 2 – At Least One Finding Shows Moderate Evidence of Effectiveness
Process	Study Review Protocol 4.1
Evidence	Moderate Evidence of Support.
Study Outcomes	The study found that CTE students were 7% more likely than non-CTE students to graduate from high school on time and 10% were more likely to enroll in any type of postsecondary education within two years of high school graduation.
Relevance to Project	LSD proposes a theme-based magnet – Lansing CTE High – with multiple Career and Technical Education Concentrations aligned to diverse careers and postsecondary education fields.

(2) significantly revise an existing magnet school program, using evidence-based methods and practices, as available; or

Not Applicable – All proposed LSD *ARC* schools are new, whole-school magnet schools.

(3) replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups.

Not Applicable – All proposed LSD *ARC* schools are new, whole-school magnet schools.

COMPETITIVE PREFERENCE PRIORITY 3 – SELECTION OF STUDENTS (UP TO 2 POINTS).

The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

Lansing School District will manage and implement a *MSAP* grant program that offers high quality education programs to all students, regardless of actual or perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class. All *ARC* magnet schools will be open to all students without regard to previous academic achievement level, learning readiness level, Special Education or English Language Learner needs, athletic / arts / other specialty talent or any other performance-based or merit-based criteria. Students who apply to attend an *ARC* magnet school will be selected for enrollment based on a Lottery system aligned to the LSD Mandatory, Court-Ordered Desegregation Plan (Lottery is used for student selection if and only if applicants exceed capacity; if applicants do not exceed school capacity, all applicant students will be selected to attend *ARC* magnet schools). See **Required Table 6** in Appendix and *Desegregation* Section for full description of *ARC* Marketing, Recruitment and Student Placement Plan.

COMPETITIVE PREFERENCE PRIORITY 4 – INCREASING RACIAL INTEGRATION AND SOCIOECONOMIC DIVERSITY (UP TO 3 POINTS).

The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

Lansing School District has been in mandatory, court-ordered desegregation since 1976 with a ruling from the original 1972 case – *National Association for the Advancement of Colored People et al., Plaintiffs v. Lansing Board of Education et al., Defendants* – in United States District Court, W.D. Michigan, S.D. 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 *ARC* magnet programs and their racially isolated feeder schools.

LSD recognizes the need to break cycles of de facto segregation and seeks to diversify *ARC* 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 feeder schools and vertically-aligned Learning Pathway schools through magnet choice options that reduce Black student isolation in feeder schools through alternative enrollment options at racially diverse, racially balanced *ARC* magnet schools.

Lansing School District proposes to reduce Black student isolation at feeder schools by attracting students to attend four racially balanced *ARC* magnet schools with facility capacity to substantially increase enrollment by drawing students from racially unbalanced feeder schools. While proposed *ARC* magnet schools are racially balanced, they also have sufficient room within their enrollment balances to admit Black students from racially isolated feeder schools without the risk of falling out of balance and out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. The feeder school approach promises to have a more meaningful impact on reducing minority group isolation than attempting to increase diversity by attracting students to attend racially isolated schools given longstanding cycles of academic failure at *ARC* feeder schools and community perceptions that *ARC* feeder schools are failing schools with little chance of breaking entrenched, multi-generational patterns of low achievement and segregation. **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). 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 four *ARC* magnet schools to reduce equity gaps distinguishing low income and high income students. ***ARC* 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 *MSAP* grant to reduce racial and socio-economic isolation in targeted schools through academic choice impacted by race-neutral targeted recruitment efforts designed to (1) increase diversity in LSD magnet schools and (2) reduce minority group isolation in *ARC* feeder schools (see *Desegregation* and *Competitive Priority # 3*):

- LSD Schools are impacted by Black student isolation and considered to be out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan** if Black student enrollment in a school deviates from the districtwide Black student enrollment rate by + / - 15% from district-wide balance (October 2021 Racial Enrollment Balance: 38.1% Black, 23.2% White).
- Ten (10) LSD feeder schools are out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan** (or within 1% of non-compliance) based on Black student enrollment rates combined with the enrollment rates of students who identify as Black but are counted as *Two or More Races* on state demographic forms (per Michigan student enrollment standards, all students who report *Two or More Races* on enrollment forms must select a primary race; 87% of Lansing students who report *Two or More Races* on enrollment forms identify as Black [1,094 of 1,264 students]).
- *ARC* magnet schools will provide students enrolled in *ARC* feeder schools impacted by Black student isolation and out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan** with racially balanced, racially diverse, desegregated alternatives to attending segregated schools.
- All four proposed *ARC* magnet schools are currently under-enrolled and have sufficient capacity to increase enrollment by admitting students from feeder schools impacted by racial group isolation without the risk of falling into non-compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**.
- All four proposed *ARC* magnet schools are socio-economically isolated with Free and Reduced Lunch eligibility rates that exceed the average district Free and Reduced Lunch (F/R) eligibility rate (District F/R Rate = 77.13%; Forest View F/R Rate = 77.16%; North F/R Rate = 85.54%; Wexford F/R Rate = 77.43%; Lansing CTE F/R Rate = NA, New School). Targeted recruitment will promote inter-district transfer of students and motivate more affluent students attending regional charter, parochial, private and neighboring district schools to enroll in *ARC* magnets and increase socio-economic diversity.

ARC will launch and sustain innovative, high-quality magnet schools to promote intra-district transfer of students from Lansing feeder schools and inter-district transfer of students living within and adjacent to LSD district boundaries but enrolled in non-LSD schools (charter / private / other districts) leading to increased racial / socio-economic diversity in LSD. 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.

COMPETITIVE PREFERENCE PRIORITY 5 – INTER-DISTRICT AND REGIONAL APPROACHES (UP TO 4 POINTS).

Under this priority, an applicant must demonstrate that grant funds will be used to enable the LEA, or consortium of such agencies, or other organizations partnered with such agency or consortium, to establish, expand, or strengthen inter-district and regional magnet programs.

Lansing School District seeks to expand school choice options for Lansing and regional students and families by launching and sustaining four, new, whole-school magnet schools. Expanded choice will provide students and families new learning options that align to diverse career opportunities and postsecondary education fields of study. While implementation of *ARC* promises many positive outcomes for schools, educators, students and families, a primary motivation among stakeholders is to increase the racial and socio-economic diversity of students enrolled in proposed magnet schools and throughout Lansing School District. *ARC* is designed to reduce Black student isolation, in compliance with the **Mandatory, Court-Ordered Desegregation Plan**, by attracting students to magnet schools via intra-district transfer from feeder LSD schools and inter-district transfer from neighboring school districts, charter schools, parochial schools and private schools (Michigan is an open enrollment state allowing inter-district transfer). Inter-district transfer is the best opportunity for Lansing School District to diversify student enrollment – over the last few decades, Lansing School District has experienced significant “White Flight” to nearby communities and schools and has experienced a significant exodus of middle- and higher-income families to alternative education options (see *Competitive Priority # 1* for enrollment / poverty data). The creation of rigorous, innovative, theme-based magnet schools that offer content and experiences unavailable in other school districts / charter schools / parochial schools / private schools will serve as a strong incentive for parents and students to return to Lansing School District. Aggressive, targeted marketing and recruitment throughout the greater Lansing, MI area will ensure students and families in racially and socio-economically diverse communities / neighborhoods are fully informed of *ARC* academic options and the benefits of enrolling in LSD schools. To further encourage inter-district transfer of students into *ARC* magnet schools, LSD will open theme-based enrichment and supplementary learning opportunities – Summer Residencies at Ebersole Environmental Education Center; Dual Enrollment Courses via postsecondary education partners; Field Learning Excursions; Virtual Learning Experiences – to out-of-district students to introduce them to the outstanding educational experiences available in LSD schools. Through targeted marketing and recruitment and by encouraging students enrolled in non-LSD schools to participate in *ARC* enrichment / supplementary learning programs, LSD strives to promote inter-district enrollment transfer into Lansing magnet schools, increase district-wide enrollment and reduce Black student isolation in segregated schools.

COMPETITIVE PREFERENCE PRIORITY 6 – SUPPORTING A DIVERSE EDUCATOR WORKFORCE AND PROFESSIONAL GROWTH TO STRENGTHEN STUDENT LEARNING (UP TO 2 POINTS).

Lansing School District strives to maintain a diverse workforce of district administrators, school principals, classroom teachers, instructional coaches / content specialists, counselors, student support personnel and educational support staff. LSD will take all steps necessary to reduce and eliminate barriers that impede equitable access to or participation in grant-funded magnet programs, district-funded services and / or employment opportunities by

educators, students or families based on actual or perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age, income or other protected class. (see *Desegregation* section for Equal Access). Furthermore, LSD strives to maintain an educator workforce that reflects the diversity of students enrolled in and families served by its schools. To increase educator workforce diversity and increase equity in teaching and learning, Lansing School District has embarked upon a districtwide Equity Initiative that includes supporting the growth of a more diverse leadership team and educator faculty. Partnerships with Michigan State University, Central Michigan University, Grand Valley State University and Wayne State University (regional institutions of higher education with respected teacher certification programs with diverse enrollment) support the recruitment of diverse educators with particular emphasis on recruiting men of color to fill leadership, instructional and student support positions in Lansing schools. As part of a 2021 USDOE *Teacher and School Leader Incentive Fund* grant, LSD has invested in pipeline programs with partner institutions of higher education to connect preservice teachers and preservice school leaders to Lansing schools through practicum experiences, student teaching, volunteer opportunities, tutoring programs and internships. An effort to establish an Educator Residency program with Michigan State University leading to post-graduation / certification attainment placements in Lansing schools (incentivized by signing bonuses for new hires filling vacancies in high-need, low-performing schools or high-priority content areas) will provide the district with leverage to recruit and retain a highly effective and diverse team of instructional leaders serving Lansing youth. To facilitate efforts to place outstanding educators in *ARC* magnet schools, LSD will collaborate with college / university partners to extend magnet program professional learning opportunities to preservice teachers enrolled in partner teacher certification programs to develop a pipeline of new teachers with rich content knowledge aligned to magnet themes to fill future vacancies in proposed *ARC* magnet schools. LSD, through implementation of its *Teacher and School Leader Incentive Fund* grant and expanded through proposed professional learning embedded in *ARC*, will provide opportunities for educators to complete Equity Micro-credentials offered in partnership with multiple *Historically Black Colleges and Universities (HBCUs – Voorhees College; North Carolina Central University; Bowie State University)* to broaden educator knowledge of issues and barriers impacting equity in education for all students, in particular students of color and students impacted by poverty. Newly established connections with respected *HBCUs* through professional learning initiatives will open the door for LSD to actively recruit preservice teachers enrolled in partner *HBCU* teacher preparatory programs to pursue employment opportunities in Lansing schools upon attainment of teacher certifications. Combined, preservice educator development, educator recruitment and professional learning strategies designed to increase diversity of educators in Lansing School District will further desegregation goals by allowing Lansing students and families to learn from and gain inspiration from a diverse, highly-qualified, highly effective team of instructional leaders.

(A) DESEGREGATION.

There is a national effort to increase racial and socio-economic diversity in public schools due to benefits that can accrue to students from all backgrounds (U.S. Department of Education). Black students at more diverse schools may

access better resources (lower class sizes or better teacher quality) if such schools have more advantaged students with families that are better positioned to advocate for school programs and education quality (Eaton 2010). There may also be positive peer exposure effects from being around higher-performing students (Harris 2010). Research also shows that diversity can provide White students with social and psychological advantages, including better preparation for diverse workplaces, lower levels of prejudice, and higher levels of cultural competence (Siegel-Hawley 2012) without loss of learning. The imperative to increase racial diversity in public schools is both grounded in education research and driven by a broader societal desire shared among many to increase equity in learning for all students. **Segregation in Lansing School District:** The long effort to desegregate Lansing School District schools continues today. Efforts to desegregate Lansing schools can be traced back to the roots of national school desegregation initiatives catalyzed officially by the landmark United States Supreme Court decision in *Brown v. Board of Education of Topeka* and other seminal rulings *Bolling v. Sharpe* and *Swann v. Charlotte-Mecklenburg Board of Education*. These collective rulings launched nation-wide efforts to desegregate public schools and struck down previous school and social policies of “separate but equal” as unconstitutional. At the same time as these political challenges and changes were unfolding in American society, Lansing School District experienced a significant increase in the Black population in post-World War II Lansing, Michigan. In May 1964, the Lansing School Board took an uncommon stand for the times and acknowledged the existence of *de facto* segregation in Lansing schools resulting from the existence of neighborhood schools located in segregated Lansing communities. *De facto* segregation of schools, based on historic housing patterns perpetuated by cycles of racial inequity, became a significant social issue for Lansing, which was always known to be a racially diverse, multi-cultural city. As was the case in communities across the nation, efforts to desegregate Lansing schools led to social and political unrest and inconsistent implementation of desegregation strategies were decried as disingenuous and inadequate. After years of protest regarding busing strategies and rezoning efforts that delayed meaningful desegregation of schools and perpetuated cycles of inequity in access to quality educators and quality facilities, the NAACP and the community-based Citizens Advisory Committee on Educational Opportunity (CAC) argued in favor of balancing Lansing School District along both racial and socio-economic lines, promoted a multi-year desegregation strategy that included busing, geographic boundary changes for school zones and construction of new facilities to serve diverse communities. Desegregation efforts began at the high school level and were eventually to occur in neighborhood elementary schools impacted more egregiously by *de facto* segregation. As protest and resistance to school desegregation plans erupted in the community, the NAACP and CAC argued for desegregation of schools along both racial and socio-economic lines and filed a series of civil lawsuits against the Lansing School Board arguing the Board was acting in favor of sustaining segregation in Lansing schools. As state and Federal civil court cases proceeded, local citizen action groups mounted School Board recall efforts to remove Board members who expressed support for desegregation strategies, leading to the temporary abandonment of the NAACP-backed desegregation plan. In the end, Judge Noel P. Fox of the U.S. District Court found that the Lansing Board of Education decision to

rescind the desegregation plan (after successful recall of pro-desegregation Board members) was an act of *de jure* segregation with intent to sustain racially segregated Lansing schools. In 1975, Judge Fox ordered the district to develop and implement a comprehensive desegregation plan under court supervision. While the District Court opinion was appealed all the way to the United States Supreme Court, appeals were unsuccessful and Lansing School District, to this day, remains under court-order to desegregate racially identifiable, racially unbalanced schools (see *Appendix* for MSU History Beyond the Classroom Report, 2011 for Desegregation History).

(1) The effectiveness of the applicant’s proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students. (ESEA section 4401(b)(1))(up to 6 points)

Lansing School District administrators, principals, educators, parents, students, community partners and elected members of the LSD Board of Education collaborated to identify proposed magnet schools that reflect the district **Mandatory, Court-Ordered Desegregation Plan** and carefully considered instructional theme options before finalizing *ARC* strategies. Collaborative planning and decision-making ensured a diversity of perspectives were considered and increased stakeholder agreement of proposal details. During the planning process, stakeholders – including school administrators, teachers, school counselors, curriculum specialists, parents, students and community partners representing the diverse communities served by Lansing School District – identified several structural and curricular alternatives. Alternatives were compared to identify options most likely to help LSD achieve desegregation goals of reducing Black student isolation and increasing socio-economic diversity in schools. Key desegregation strategies embedded in *ARC* – supplementary to recruitment, marketing and placement – include:

- **Validated Instructional Models:** The Magnet Design Team identified multiple instructional models – backed by Evidence of Effectiveness that meets USDOE *What Works Clearinghouse* standards – that promise to elevate the quality of teaching and learning in racially unbalanced, chronically low-performing Lansing schools in need of assistance to break longstanding cycles of underachievement. After analysis of effective practices, peer-reviewed education research, results of a needs assessment and alignment of curriculum to emerging career- and postsecondary education-ready instructional models, the Magnet Design Team selected three educational frameworks to serve as the instructional foundation of *ARC* magnet schools – *Expeditionary Learning* (Forest View Elementary and North Middle), *Montessori* (Wexford Academy) and *Career and Technical Education* (Lansing CTE High). All three instructional models are proven to improve education outcomes for students of diverse racial and socio-economic backgrounds. All three instructional models reflect the need for well-rounded, inquiry-based, project-based learning that nurtures the growth of inquisitive, creative, self-reliant yet team-focused students that can compete in and succeed in a competitive postsecondary education and career environment. Investment in validated instructional models will increase the success of LSD marketing, recruitment and student placement strategies designed to reduce Black student isolation and promote school desegregation in feeder schools by appealing to the broadest possible audience of students and families.

- **Career-Aligned Magnet Themes:** The Magnet Design Team researched effective magnet schools and current / projected demand in postsecondary education and careers to ensure *ARC* magnet themes are relevant today and will remain relevant in the future. Three proposed themes fill gaps in current LSD magnet school options, align to postsecondary education and high-demand careers and increase choice in LSD schools. *ARC* themes – Environmental; Montessori; Career and Technical Learning – reflect stakeholder interests and will offer high-quality, innovative programs that increase academic achievement and motivate youth to seek enrollment in magnets. The appeal of instructional themes was identified by the Design Team 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 will ultimately fail to generate sufficient applicants to fill magnet capacity and impact school enrollment profiles. Environmental, Montessori and Career and Technical Education themes promise to: (1) engage students in innovative, technology-rich, inquiry-based, creative learning experiences; (2) motivate students and families to enroll in proposed magnet schools, thereby promoting the achievement of **Mandatory, Court-Ordered Desegregation Plan** goals; (3) prepare youth to succeed in school and (4) encourage students to pursue postsecondary education and successful careers.
- **Learning Pathways:** The Magnet Design Team identified magnet themes that will best meet the educational needs of students, increase academic achievement and promote diversity. *ARC* will create vertically aligned Learning Pathways – a concept LSD has been committed to since the inception of its magnet schools initiative – that provide students with the option to follow thematically and instructionally linked schools across multiple grade levels. *ARC* schools are connected through three Learning Pathways – Environmental (new LSD theme); STEAM (existing theme improved by arts-rich Montessori approach) and STEM (existing theme at LSD lacking a career-focused high school terminus). The four schools are linked vertically through three theme-based Learning Pathways (Environmental Pathway: Forest View ES, North MS; STEAM Pathway: Wexford Academy, Everett HS; STEM Pathway: Pattengill ES, Mt. Hope MS, Lansing CTE HS). The Learning Pathway approach allows students to complete multi-grade level educational experiences with vertically aligned content and learning strategies while simultaneously increasing the likelihood that LSD can promote diversity in schools by attracting youth to Learning Pathways that connect schools with common diversity goals and academic offerings. By offering high-quality magnet programs in racially balanced schools and by adopting multiple strategies designed to attract students of diverse social, economic, ethnic and racial backgrounds to enroll in magnets, LSD seeks to reduce Black student isolation in feeder schools and Learning Pathway schools, enhance socio-economic diversity, improve academic achievement, expand choice for youth and families, promote achievement of **Mandatory, Court-Ordered Desegregation Plan** goals and improve equity in education.

(2) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools. (34 CFR 280.31) (up to 6 points)

Lansing School District seeks *Magnet Schools Assistance Program* grant funds to launch and sustain four, high-quality, rigorous, career and postsecondary aligned magnet schools that diversify learning options for Lansing, MI students (see *Project Design* for Project Goal and School Profiles).

ARC Magnet Schools, Themes and Enrollment Projections 2022 – 2027					
ARC School	Magnet Theme	Grades	Status	Current Black Enrollment	Projected 2027 Black Enrollment
Forest View	Environmental	PK – 3	Whole School	Black: 31%	Black: 27%
North	Environmental	4 – 8	Whole School	Black: 43%	Black: 37%
Wexford	Montessori	PK – 8	Whole School	Black: 33%	Black: 24%
Lansing CTE	Career and Technical Learning	9 – 12	Whole School	Black: NA	Black: 48%

ARC will provide LSD the resources to further **Mandatory, Court-Ordered Desegregation** goals, increase student access to high-quality education choices and equip youth with the skills to succeed in postsecondary education and careers. The ARC Magnet Design Team designed two strategies to promote diversity / reduce minority group isolation (Black student isolation in LSD schools): (1) Marketing, Recruitment and Student Selection Plan; and (2) Targeted Recruitment from Feeder Schools.

ARC Marketing, Recruitment and Student Selection Plan

The LSD marketing, recruitment and student selection strategy includes the following steps to recruit students from different social, economic, ethnic and racial backgrounds into proposed Lansing School District magnet schools. The plan will create learning environments that provide equity in teaching and learning, meaningful opportunities for interaction among diverse students and educators and achievement of **Mandatory, Court-Ordered Desegregation** goals (**LSD Court-Ordered Desegregation Plan defines segregated schools as schools within which racial subgroup enrollment is + or – 15% [or more] of district-wide racial enrollment composition of 38.1% Black, 23.2% White**):

Step 1 – Marketing and Recruitment: Initiate and sustain a rigorous marketing and recruitment strategy that reaches students and families from all Lansing, MI geographic locations / neighborhoods, including families living within the school district enrollment zone and students living in areas adjacent to and / or outside of the LSD district enrollment zone to encourage inter-district transfer (Michigan offers statewide school choice – more than 80% of Michigan school districts allow out-of-district school choice; approximately 100,000 Michigan students are enrolled in traditional school districts outside their communities). Marketing and recruitment will reach students from all racial and socio-economic groups to inform diverse stakeholders of magnet school options and the application procedures that determine entry into magnet schools, including:

1. **Targeted Marketing:** LSD will conduct monthly family presentations in critical neighborhoods (through schools, partners, churches, community centers, housing projects) to generate diverse interest among students and parents for magnet school applications and enrollment, particularly among families who left LSD for neighboring district, charter, parochial or private school alternatives:
 - a. Neighborhood Marketing for All ARC Magnet Schools: Beginning Fall 2022, ARC grant personnel (Project Director, Focus Teachers) and LSD administrators will conduct aggressive outreach to magnet school neighborhood students and families (LSD does not offer guaranteed enrollment zones – all students must apply to attend a school of their choice). Magnet school neighborhood populations are significantly more racially and socio-economically diverse than the students enrolled in proposed magnet schools – aggressive marketing will inform diverse neighborhood families of new, innovative magnet learning options to attract the full diversity of neighborhood students / families into ARC magnet schools (many students choose to enroll in non-LSD schools or charter / private / parochial school alternatives – Neighborhood Marketing will encourage diverse students to return to, or to choose for the first time, LSD magnets over other options).
 - b. Targeted Marketing for Forest View Environmental Magnet ES and North Environmental Magnet MS: Beginning Fall 2022, ARC grant personnel and school administrators will offer ongoing presentations in racially diverse communities (to decrease Black student isolation in racially-identifiable feeder schools) and in socio-economically diverse communities (to increase socio-economic diversity in low-income magnet schools) that inform families of rigorous *Expeditionary Learning Environmental* programs – aligned to postsecondary and career standards – available to all district students (but only offered in proposed ARC Magnet Schools; Annual: Quarterly Presentations).
 - c. Targeted Marketing for Wexford Montessori Magnet Academy: Beginning Fall 2022, ARC grant personnel and school administrators will offer ongoing presentations in racially diverse communities (to decrease Black student isolation in racially-identifiable feeder schools) and in socio-economically diverse communities (to increase socio-economic diversity in low-income magnet schools) that inform families of rigorous *Montessori* programs – aligned to postsecondary and career standards – available to all district students (but only offered in proposed ARC Magnet Schools; Annual: Quarterly Presentations).
 - d. Targeted Marketing for Lansing CTE Magnet High School: Beginning Fall 2022, ARC grant personnel and school administrators will offer ongoing presentations in racially diverse communities (to decrease Black student isolation in racially-identifiable feeder schools) and in socio-economically diverse communities (to increase socio-economic diversity in low-income magnet schools) that inform families of rigorous *Career and Technical Education* programs available to all district students (but only offered in ARC Magnets; Annual: Quarterly Presentations).
2. **Open Houses:** ARC Magnet School open house programs will inform families of learning options by highlighting the unique instructional methods, enrichment opportunities, curricular frameworks and college –

career aligned strategies utilized to infuse theme-based instruction in all core subjects and school programs (Annual: Fall and Spring Events at each School). Schools will create virtual Open Houses connected to the LSD website to facilitate on-demand outreach to interested families.

3. **Community Outreach:** *ARC* grant personnel and district administrators will host presentations to community leadership and civic organizations to inform parents and the community of the methods, strategies and benefits of *ARC* academic options and encourage LSD families with children enrolled in private / charter / parochial / out-of-district schools to consider rigorous, innovative Lansing School District magnet schools in lieu of alternative learning options (Annual: Quarterly Presentations).
4. **Digital Outreach:** LSD will expand its social media presence (Facebook, Twitter, Instagram, TikTok) to generate positive community perceptions of *ARC* magnet schools across Lansing, MI communities, increase applications for admissions and entice families with students enrolled in charter / private / parochial / out-of-district schools to consider enrollment in LSD magnets (ongoing digital media updates will ensure steady flow of information for families).
5. **Media Outreach:** *ARC* grant personnel will invest in media education including newspaper articles, public service announcements on local radio / television outlets, CATA Bus / transit advertisement and billboards to increase public awareness of academic choices serving all Lansing, MI students (ongoing media outreach will begin during Winter 2022-23).
6. **Magnet Showcase:** LSD will host an annual *Magnet Showcase* magnet fair to highlight *ARC* Magnet Schools and guide families through the application process for district- and MSAP-funded options (Annual: November).
7. **Branding:** LSD will collaborate with district partners and the district-funded Director of Magnet Schools to develop an innovative branding campaign utilizing school-specific logos and social media content to increase visibility of school themes and provide parents with culturally relevant materials that reflect unique learning opportunities (Year 1 Design Completion; Ongoing Branding for Schools Updated Annually).

Step 2 – Student Application: *ARC* personnel and LSD Magnet Schools administrators will facilitate the application of all youth and families regardless of actual or perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class to ensure equal opportunity to participate in *ARC* magnet schools (LSD will utilize an online application process). Application procedure includes:

1. All students who wish to attend LSD magnet schools will complete online applications – LSD policies allow for district-wide open enrollment and students must submit an annual application to enroll in any LSD school.
2. Families that do not have access to the Internet or need support may complete applications at any LSD district / school facility or via the LSD Magnet Hotline, where they will receive assistance as needed to complete / submit applications (some parents unable to see, read, use computers, etc.).

3. Parents, caregivers and / or applicant students are required to disclose eligibility status for free or reduced lunches – responses are mandatory in order to be considered for placement. District protocols will be strictly followed to secure and maintain the privacy of all responses.
4. All students / families will be encouraged to apply for a rank order of up to three school preferences to increase chance of placement in preferred schools via the *ARC* Lottery (see below; *ARC* Lottery enacted if and only if applicants exceed school capacity).

Step 3 – Student Placement: LSD grant personnel and Magnet Schools administrators will place students in preferred schools as indicated on applications to the extent of program capacity. If 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 (see Step 4 below). **Students are not required to meet academic / performance / merit standards to gain admission into an *ARC* magnet school.**

1. Based on program capacity, all applicants will gain admission to preferred magnet schools unless applications exceed school and / or grade level space. If applications exceed capacity, a random lottery system will determine placement; students will be able to select multiple, rank-ordered magnet options (back-up options) during the application process to increase chance of enrollment in an *ARC* magnet school.
2. Consistent with LSD Learning Pathways (see *Project Design*), applicants enrolled in vertically aligned Learning Pathway magnet schools who complete the terminal grade of the program at a school will receive priority admissions in Learning Pathway magnet schools of the same instructional / content theme to promote continuity of enrollment in theme-based Learning Pathways across schools and grades (for example, youth attending Forest View Environmental Elementary will be given priority placement in North Environmental Middle).
3. Upon placement, students will remain in chosen schools unless they apply to an alternative.
4. In the event demand exceeds capacity, LSD will implement its district-wide *ARC* Lottery process. The district-wide Lottery provides a transparent procedure for placing applicant students in preferred schools of choice to the extent program capacity permits.

Step 4 – Lottery: Lansing School District will utilize a race-neutral lottery system to select students for enrollment in magnet programs for which applicants exceed capacity (school or grade level capacity). The *ARC* Lottery assigns each applicant student a lottery identifier (to ensure identity of each applicant remains anonymous and shielded from the administrators who manage the lottery process). Each applicant student earns an applicant enrollment score based on applicant alignment to the enrollment objectives of the **Mandatory, Court-Ordered Desegregation Plan** and non-biased, race-neutral student priority characteristics. Applicant enrollment scores will allow LSD to ensure equity in enrollment opportunity, objectivity in selection of students and transparency of the Lottery admissions process while preserving a reasonable chance that implementation of the student selection process will reduce minority group isolation through enrollment of diverse students in magnet schools. Students will enter the lottery for their preferred schools in the order listed on magnet school applications and will be selected for enrollment in preferred magnets

based on the Lottery process at each school. Each student will earn an Applicant Enrollment Score based on the points assigned to race-neutral characteristics of students that align with desegregation objectives as follows (see *Project Design* for school enrollment projections):

1. All applicant students enter Lottery with a base applicant enrollment score (10 Points).
2. Applicant students living within Lansing School District boundaries but enrolled in a non-LSD education alternative (charter / private / parochial / out-of-district school) will receive priority application points to encourage families who left LSD for alternatives to return to LSD magnet schools (3 points).
3. Applicants from a vertically-aligned Learning Pathway school (i.e. Forest View Environmental to North Environmental) will receive priority points to promote continuity of the education experience (3 points).
4. Applicant students who do not qualify for Free or Reduced Lunch will receive priority application points to increase socio-economic diversity in *ARC* magnet schools (2 points).
5. Applicant students with a sibling enrolled in selected magnet school or a parent who works at selected magnet school will receive priority application points to promote family unity (1 point).
6. Applicant students with a sibling who applies to attend the same magnet school will receive priority application points to promote family unity in schools (1 point).

All applicant students will be placed in a Student Enrollment Group (Group A, Group B, etc.) based on cumulative applicant enrollment score (Applicant Enrollment Score Range: minimum 10 Points to Maximum of 20 Points). Upon assignment to Student Enrollment Group, based on applicant enrollment scores, all students from Student Enrollment Groups with the highest applicant enrollment scores will be admitted to the extent school capacity allows. As the Lottery proceeds with admissions to lower scoring Applicant Enrollment Groups, a random selection of students will be pulled from applicants who score **at or below** the lowest Student Enrollment Group whose total student population cannot be enrolled in the chosen magnet given limited remaining magnet capacity. This lottery strategy gives each student who applies for admission to an *ARC* magnet a chance of admission while ensuring that LSD has the mechanism to achieve **Mandatory, Court-Ordered Desegregation Plan** goals using race-neutral, objective admissions policies that promise to reduce minority group isolation (Black student isolation in *ARC* feeder schools). Upon selection of students for each magnet school, Lottery administrators will replicate the random, algorithm-based assignment process to the remaining pool of students not selected for magnet school admissions to generate a randomly assigned Enrollment Waiting List for each magnet to ensure all seats are filled based on the Lottery process if students choose to decline offers of enrollment or otherwise leave an *ARC* magnet school. The following chart summarizes the *ARC* Lottery process:

<i>ARC</i>: Lottery Summary	
Applicant Enrollment Score Criteria	Applicant Points
• Submitted Magnet School Enrollment Application	10
• Applicant students living within LSD boundaries but enrolled in a non-LSD school.	3

• Applicants from a vertically-aligned Learning Pathway school	3
• Applicant students who do not qualify for Free or Reduced Lunch	2
• Applicant students with a sibling enrolled in or parent working at selected magnet	1
• Applicant students with a sibling who applies to attend the same magnet school	1
Lottery Enrollment Group	Applicant Enrollment Score
Group A – first priority group	20 Points
Group B – second priority group	19 Points
Group C – third priority group	18 Points
Group D – fourth priority group	17 Points
Group E – fifth priority group	16 Points
Group F – sixth priority group	15 Points
Group G – seventh priority group	14 Points
Group H – eighth priority group	13 Points
Group I – ninth priority group	12 Points
Group J – tenth priority group	11 Points
Group K – final priority group	10 Points
Lottery Admissions Process	
Students gain admission into magnet schools from highest scoring priority groups to lowest scoring priority groups until capacity is reached; applicants from the priority group from which the final seats can be filled are combined with applicants from all lower scoring priority groups and students are assigned based on random selection from combined pool of lowest scoring applicant students (giving all applicant students a chance for admissions into preferred magnet).	

Lansing School District will manage and implement a *MSAP* grant program that offers high quality education programs to all students, regardless of actual or perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class. Placement of students in magnet schools based on race-neutral procedures will ensure district compliance with all U.S. Department of Education regulations and Title VI of the Civil Rights Act of 1964 and its regulations while allowing LSD to reduce minority group isolation, increase socio-economic diversity and meet **Mandatory, Court-Ordered Desegregation**. Students from all racial and 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 a race-neutral Lottery. Students and families will be supported in their efforts to make strong educational choices that provide youth with opportunities to pursue excellent elementary, middle and high school educations. Diversity will allow students to grow in learning environments that reflect the demographic composition of school communities and the world beyond Lansing, MI. **All ARC magnet schools will be open to all students WITHOUT REGARD to previous academic achievement levels, test scores, learning readiness levels, Special Education or English Language Learner needs, athletic / arts / other specialty talent or any other performance-based or merit-based criteria.**

Targeted Recruitment from Feeder Schools: During project planning, the *ARC* Magnet Design Team reviewed district enrollment data and future enrollment projections in relation to **Mandatory, Court-Ordered Desegregation Plan** goals and academic performance measures to select *ARC* 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 lower-performing schools. While LSD is an open enrollment district (students from any school can apply to attend any school or Magnet program), the following chart identifies *ARC* Magnets and targeted feeder schools:

ARC: Feeder Schools for Targeted Recruitment and Targeted Marketing		
Magnet	Recruitment Focus	Marketing / Recruitment Rationale
Forest View Elementary School	<ul style="list-style-type: none"> Targeted recruitment will occur at Averill ES, Cumberland ES, Reo ES, Riddle ES and Willow ES to reduce Black student isolation at feeder schools in non-compliance with LSD Desegregation Plan. Targeted Recruitment will occur in all Lansing, MI areas to recruit students currently enrolled in charter / private / parochial / out-of-district schools. 	<ul style="list-style-type: none"> Targeted marketing and recruitment efforts for Forest View will increase enrollment of diverse students with focus on reducing Black student enrollment in feeder elementary schools impacted by Black student isolation. Targeted marketing and recruitment will seek non-free / reduced lunch applicants enrolled in non-LSD schools to diversify the socio-economic and racial profiles of <i>ARC</i> magnet schools.
North Academy	<ul style="list-style-type: none"> Targeted recruitment will occur at Attwood MS, Dwight Rich PK – 8, Gardner PK – 8 to reduce Black student isolation at feeder schools in non-compliance with LSD Desegregation Plan. Targeted Recruitment will occur in all Lansing, MI areas to recruit students currently enrolled in charter / private / parochial / out-of-district schools. 	<ul style="list-style-type: none"> Targeted marketing and recruitment efforts for North will increase enrollment of diverse students with focus on reducing Black student enrollment in feeder middle schools impacted by Black student isolation. Targeted marketing and recruitment will seek non-free / reduced lunch applicants enrolled in non-LSD schools to diversify the socio-economic and racial profiles of <i>ARC</i> magnet schools.
Wexford Academy	<ul style="list-style-type: none"> Targeted recruitment will occur at Averill ES, Cumberland ES, Reo ES, Riddle ES, Willow ES, Attwood MS, Dwight Rich PK – 8, Gardner PK – 8 to reduce Black student isolation at feeder schools in non-compliance with LSD Desegregation Plan. 	<ul style="list-style-type: none"> Targeted marketing and recruitment efforts for Wexford will increase enrollment of diverse students with focus on reducing Black student enrollment in feeder elementary / middle schools impacted by Black student isolation. Targeted marketing and recruitment will seek non-free / reduced lunch applicants enrolled in

	<ul style="list-style-type: none"> Targeted Recruitment will occur in all Lansing, MI areas to recruit students enrolled in charter / private / parochial / out-of-district schools. 	<p>non-LSD schools to diversify the socio-economic and racial profiles of <i>ARC</i> magnet schools.</p>
Lansing CTE High	<ul style="list-style-type: none"> Targeted recruitment will occur at Everett HS and Sexton HS to reduce Black student isolation at feeder schools in non-compliance with LSD Desegregation Plan. Targeted Recruitment will occur in all Lansing, MI areas to recruit students currently enrolled in charter / private / parochial / out-of-district schools. 	<ul style="list-style-type: none"> Targeted marketing and recruitment efforts for Lansing CTE will increase enrollment of diverse students with focus on reducing Black student enrollment in feeder high schools impacted by Black student isolation. Targeted marketing and recruitment will seek non-free / reduced lunch applicants enrolled in non-LSD schools to diversify the socio-economic and racial profiles of <i>ARC</i> magnet schools.

Implementation of a comprehensive marketing / recruitment plan will help LSD achieve the goal 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 School District schools, reduce Black student isolation in segregated feeder schools and promote increased academic achievement rates.

(3) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools (or, if appropriate, in the schools in which the magnet school programs operate). (34 CFR 280.31) (up to 6 points)

Proposed *ARC* magnet schools will provide rigorous, theme-based learning experiences in racially balanced schools that will serve as attractive options to students / families enrolled in racially identifiable feeder schools characterized by Black student isolation and in non-compliance with the LSD Mandatory, Court-Ordered Desegregation Plan. *ARC* magnets will expand options for students and families to enroll in innovative schools that offer more diverse, racially balanced learning environments than feeder schools – attracting enrollment to *ARC* magnets will reduce Black student isolation in LSD feeder schools. Through implementation of *ARC*, LSD will launch five design strategies to promote desegregation and increase interaction among students of diverse racial and socio-economic backgrounds: (a) High-quality Academic Programs and Choice; (b) Whole School Design; (c) Comprehensive Marketing and Recruitment; (d) Collaborative Learning Environment and (e) Ensuring Equitable Access. **(a) High-quality Academic Programs and Choice:** *ARC* will create PreK – 12 Learning Pathways designed to motivate students enrolled in feeder schools impacted by Black student isolation to enroll in proposed district magnet programs that ultimately desegregate feeder schools, increase socio-economic diversity in the district and raise academic achievement in *ARC* magnet schools (see *Project Design* for Learning Pathway details). All proposed magnet schools were approved by the LSD Superintendent, Executive Team, School Principals, LSD Board of Education, NAACP

(LSD Desegregation Case Plaintiff) and presiding Federal Court Judge to ensure compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan** (see *Appendix* for Desegregation Plan).

<i>ARC Magnet Schools and Themes 2022-2027</i>			
School	Magnet Theme	Grades	Status
Forest View Elementary School	Environmental Expeditionary Learning	PreK – 3	Whole School
North Middle School	Environmental Expeditionary Learning	4 – 8	Whole School
Wexford Academy	Montessori	PreK – 8	Whole School
Lansing CTE High School	Career and Technical Education	9 – 12	Whole School

High-quality learning options will encourage students and families to pursue enrollment in schools that best meet their interests, skills and academic goals, regardless of location in the district, historic enrollment patterns and dated community perceptions. High-quality academic programs taught by highly effective educators will serve as catalysts for change, reduce minority group isolation by promoting intra-district transfer of students to *ARC* schools aligned to academic preferences and foster interaction among a racially and socio-economically diverse student body enrolled in magnets. Magnet schools will also serve as an appealing alternative to charter schools, private schools and out-of-district schools that have attracted substantial enrollment from LSD to non-district options. Inter-district transfer will further diversify schools by motivating students and families enrolled in non-LSD schools to return to Lansing School District. Implementation of *ARC* magnets will promote increased diversity in schools and increased interaction among students from different social, economic, ethnic, and racial backgrounds through school choice and use of research-based instructional models:

- **Expeditionary Learning:** In 1991, Expeditionary Learning Education (EL) was born from a partnership connecting Harvard Graduate School of Education to Outward Bound, USA. EL joined the character-infused philosophy of Outward Bound – which focuses student growth on teamwork, courage, compassion and nature-based exploration with an active approach to learning through outdoor education – with a new approach to learning crafted by leading Harvard scholars based on ten founding principles of the Expeditionary Learning Education Model: (1) the Primacy of Self-Discovery; (2) The Having of Wonderful ideas; (3) The Responsibility for Learning; (4) Empathy and Caring; (5) Success and Failure; (6) Collaboration and Competition; (7) Diversity and Inclusion; (8) The Natural World; (9) Solitude and Reflection and (10) Service and Compassion. The tenets of EL provide the framework for an instructional model that connects classroom learning to outdoor education, environmental education, project-based learning, inquiry-based learning and exploration to spark interest, capture the attention and imagination of students and accelerate achievement (see *Project Design School Profiles* for details; see <https://eleducation.org/impact/curriculum/curriculum-research-studies> for Research Base).
- **Montessori:** The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. The Montessori Method is built upon the premise that children are naturally eager for knowledge and capable of initiating learning

in a supportive, thoughtfully prepared learning environment. The Montessori approach values the human spirit and the development of the whole child – physical, social, emotional, cognitive. Montessori education offers children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life. The foundation of the Montessori approach includes: (1) Each child is valued as a unique individual; (2) Beginning at an early age, Montessori students develop order, coordination, concentration, and independence; (3) Students are part of a close, caring community; (4) Montessori students enjoy freedom within limits (5) Students are supported in becoming active seekers of knowledge and (6) Self-correction and self-assessment are an integral part of the Montessori classroom approach. Given the freedom and support to question, to probe deeply, and to make connections, Montessori students become confident, enthusiastic, self-directed learners. They are able to think critically, work collaboratively, act boldly and develop 21st century skills within unique, supportive, interactive learning environments (see *Project Design School Profiles* for details; see <https://www.montessori.org/research/> for Research Base).

- **Career and Technical Education (CTE):** Career and Technical Education (CTE) is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in the labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context. Compared to vocational school of decades past, modern CTE spans nearly every industry. In addition to traditional pathways like automotive repair and construction, modern CTE programs cover health sciences, engineering, entrepreneurship, computer science, sustainable agriculture, media, culinary arts, and many other fields. In recent years, CTE has expanded dramatically in high schools across the country. Effective CTE programs are designed for all students: those who want to attend a four-year college, those who plan to combine work and learning at a community college, and those who intend to enter the labor market directly. CTE complements traditional education by helping students at every level – middle school, high school, and college – develop practical skills. High-quality CTE programming links secondary and postsecondary education in a sequenced series of courses, aligns curriculum with industry-validated standards, and provides hands-on, work-based learning experiences that enable students to apply their skills. CTE is not a “track” so much as a pedagogy; it contextualizes learning in real-world settings to spark student creativity and sense of possibility.

(b) Whole School Design: Lansing School District is committed to the process of reducing minority group isolation through magnet schools. Decades of magnet school operation has led to the district realization that Whole School Magnet Design is the best way to ensure success and the best way to maximize the interaction of students from diverse racial and socio-economic backgrounds. The investment in whole-school magnet design – grounded in learning models that foster interactions among students through collaborative learning – will ensure interaction among diverse students throughout grade levels, classrooms and extra-curricular activities compared to a more compartmentalized, school-within-a-school or academy approach that can isolate magnet students from the larger school within which

the choice option is located. Whole School Design fully integrates the learning theme across all aspects of the magnet school and therefore increases daily opportunities for students from diverse backgrounds to interact, develop positive relationships, learn from their common experiences and learn from their unique differences in a safe, equitable, supportive learning environment. **(c) Comprehensive Marketing and Recruitment:** *ARC* 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. The LSD Marketing, Recruitment and Placement Plan (see *Desegregation subpoint 2* and *Competitive Priority #3*) includes multiple components to reduce Black student isolation in *ARC* feeder schools. Efforts to reduce Black student isolation and increase interaction of students from diverse backgrounds through increased diversity of students enrolled in *ARC* schools includes: *ARC* Marketing; *ARC* Recruitment; *ARC* Application and *ARC* Student Selection:

- ***ARC* Marketing:** To promote racial and socio-economic diversity in *ARC* magnets, LSD will complete a comprehensive marketing effort to ensure all LSD school stakeholders – and students and families served by charter school, private school, parochial school, regional district alternatives – are fully informed of *ARC* education options. The LSD Marketing and Recruitment Specialist (see *Personnel* section) 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 to include extensive descriptions of magnet programs / application procedures / student placement protocols; organize and host community information events / Magnet Fairs in Lansing, MI neighborhoods in collaboration with key community partners (churches, community centers, Boys and Girls Club, YMCA, Michigan State University, Lansing Community College) and promote equal access by translating materials from English to Spanish, French, Chinese, Vietnamese, Korean and multiple other languages, as needed, to reduce cultural barriers impeding participation. Marketing will increase the diversity of students interested in *ARC* options by fully informing stakeholders of the quality and innovation of academic options available at magnet schools, schools that are viable alternatives to non-LSD options and feeder schools impacted by Black student isolation throughout the district.
- ***ARC* Recruitment:** Recruitment of student applicants for *ARC* magnets will include both universal and targeted strategies. Universal Recruitment: LSD will implement district-wide recruitment efforts to maximize the number of Lansing, MI students and families who apply for enrollment in *ARC* magnet schools. Universal strategies will include the annual LSD *Magnet Showcase* Magnet Fair, 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 *ARC* Marketing and Recruitment Specialist (see *Personnel* section) will collaborate with Focus Teachers (see *Personnel* section) to conduct targeted recruitment in priority neighborhoods and schools throughout the district to maximize the number of student applicants for magnet schools from diverse racial and socio-economic groups aligned to **Mandatory, Court-Ordered Desegregation** goals. Targeted recruitment will seek to generate magnet

school applicants from students and families who have left Lansing School District for nearby charter / private / parochial school alternatives or neighboring school districts (Michigan promotes school choice through open, inter-district transfer and enrollment). The neighborhoods surrounding each *ARC* magnet school are far more diverse than the students enrolled in the schools. Targeted recruitment will capture more student diversity from school neighborhoods than currently represented in school enrollment patterns. Targeted recruitment will also occur in schools across the district that are impacted by Black student isolation and are in non-compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. Currently, ten (10) LSD feeder schools are out of compliance with the LSD Desegregation Plan; *ARC* magnet schools will serve as viable alternatives for students seeking to enroll in a school that offers racially diverse learning environments and innovative academic programs. Targeted recruitment activities will also increase the number of non-Free or Reduced lunch eligible students who apply for magnet enrollment in an effort to increase socio-economic diversity and increase academic performance in impoverished, low-performing schools. Each magnet school is operating well below enrollment capacity; targeted recruitment will increase diversity in schools by increasing total number of students enrolled in each magnet school to better reflect the diversity of Lansing communities while simultaneously reducing Black student isolation in feeder schools throughout the district.

- ***ARC Application:*** LSD implements a district-wide Magnet School Application and Lottery process that provides students and families access to all LSD schools. The district will extend this tested, revised and community-accepted process to proposed *ARC* magnets to promote consistency and maintain familiarity with application protocols. The application was developed by the district to facilitate school choice, empower student access to the education programs that best meet individual needs, increase equity in access to high-quality teaching and learning and promote racial and socio-economic diversity across the district. Student enrollment for all *ARC* magnet schools will be race neutral and will not be impacted by prior academic performance – placement will be based on a random student lottery.
- ***ARC Student Selection:*** Student selection for *ARC* magnets will follow a multi-step process (see *Competitive Priority # 3* and *Desegregation subpoint 2*) based on factors including school capacity, district / out-of-district enrollment status, Learning Pathway articulation / coherence, Free or Reduced Lunch eligibility, sibling enrollment and a random lottery that is both race neutral and free from academic / merit performance eligibility standards. Achievement of race and socio-economic diversity objectives will be facilitated through targeted marketing and targeted recruitment in critical feeder school communities to ensure applicant pools for magnets reflect enrollment targets aligned to the LSD **Mandatory, Court-Ordered Desegregation Plan**.

The comprehensive LSD plan to ensure diverse enrollment in *ARC* magnet schools will increase interaction among students from different backgrounds by reconfiguring enrollment balances in target schools / feeder schools and enhancing equitable access to high quality education programs.

(d) Collaborative Learning Environment: Implementation of *ARC* will transform proposed magnet schools into centers for rigorous and advanced learning that promote student success and create learning environments that celebrate diversity. Collaborative learning will encourage meaningful, positive interactions among diverse youth and diverse educators, including (1) Classroom Learning and (2) Enrichment Strategies.

- **Classroom Learning:** 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 (*Expeditionary Learning, Montessori, Career and Technical Education, Discovery Education, JASON Project*) 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, develop bonds with peers through shared education experiences and work together in learning teams consistent with multi-disciplinary, interactive instructional methodologies driving the teaching and learning experience at each *ARC* magnet school.
- **Enrichment Strategies:** Extracurricular / enrichment activities (Environmental Clubs, Robotics Clubs, Gardening Clubs, STEM Clubs, Arts Clubs, Field Study Excursions) 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 (Music Ensembles, Drama Clubs, Dance Teams, Visual Arts Clubs, Writing Clubs) will increase student self-confidence and help students find common ground despite differences and learn from each other during positive out-of-classroom and social interactions. STEM-based interscholastic clubs and teams (Environmental Clubs, Robotics Teams, Science Olympiad, Coding Clubs, Engineering Teams) will promote group problem-solving that engages multiple learners to foster productive / positive interactions among diverse students while challenging themselves and each other to learn through rigorous yet enjoyable out-of-classroom academic enrichment. Summer Environmental Residency programs at the Ebersole Environmental Education Center (see *Project Design*) will build camaraderie, increase resiliency, break down socio-economic and racial barriers and facilitate bonding among diverse learners through nature-based, outdoor education linking academic, social, emotional and physical education content to group summer learning experiences.

Through *ARC*, LSD will attract diverse students to racially and socio-economically unbalanced schools and then create learning environments that promote the interaction of students and educators from diverse social, economic, ethnic, and racial backgrounds in shared learning.

(e) Ensuring Equitable Access: Lansing School District has struggled with racial inequality and segregation for much of its history. In response, the district is prioritizing efforts to provide a high-quality education and highly effective educators to all students. Ensuring equity in education is critical to district sustainability and to serving the best interests of students and families. LSD will take all steps necessary to eliminate barriers that impede student, parent, educator or partner access to or participation in services based on actual or perceived gender, race, national

origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class. Steps ensuring equal access to all grant- and district-funded programs / services include but are not limited to:

- Students are accepted to district magnet schools through a purely random lottery process.
- The district will provide targeted recruitment activities, including *Magnet Showcase* Magnet Fairs, parent nights, booths at community events and gathering places and strategic marketing, to reach all facets of the Lansing, MI community and generate diverse interest in magnet schools.
- LSD communicates all school events, programs, and parent / family activities to a wide audience using local and regional media, social media and district web portal.
- Printed information is available in multiple languages (English, Spanish, French, Vietnamese, Chinese, Korean) to serve the needs of multi-cultural students and families.
- Through careful disaggregation of state assessment and academic performance data, student needs will be identified and unacceptable gaps in performance that distinguish race, gender and socio-economic subgroups will trigger appropriate intervention responses.

The district is seeking support through *MSAP* to enhance its efforts to eliminate / reduce Black student isolation – and meet district-approved **Mandatory, Court-Ordered Desegregation Plan** goals – by offering greater choice options for students and providing curricula that is challenging, culturally-appropriate and engaging for all students. Lansing School District is committed to helping all students meet and exceed high standards that promote growth and success. Strategies to ensure equity include:

Strategy	Equitable Access Approach
Advisory Board Equity Committee	<ul style="list-style-type: none"> • Equity Committee – comprised of district administrators, principals, counselors, teachers, support personnel, students, parents – will publish districtwide equity statement to ensure uniform enforcement of equal access expectations and will develop process to deal with grievances. • Committee will meet quarterly to review procedures, address equity grievances and identify opportunities to increase educator / student / family awareness of equity in education issues. • Committee 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	<ul style="list-style-type: none"> • Recruitment for participation in project services (student, educator, family) will provide equal access regardless of social, economic or demographic characteristics. • Targeted recruitment in select communities / neighborhoods with populations aligned to desegregation goals will increase participation of diverse students and families, increase applications for magnet school enrollment and reduce Black student isolation.
Project Marketing	<ul style="list-style-type: none"> • LSD will disseminate all materials in English, Vietnamese, Chinese, Spanish, etc. to eliminate language comprehension as a barrier to participation.

	<ul style="list-style-type: none"> • Targeted marketing will increase awareness of magnet school options in communities / neighborhoods with populations aligned to <u>Mandatory, Court-Ordered Desegregation</u> goals to ensure applicant pools for magnets will reduce Black student isolation in participating schools.
<p>Closing Gender Equity Gaps</p>	<ul style="list-style-type: none"> • Grant managers will ensure that <i>ARC</i> programming reflects equity in technology, literacy, STEM and other content, engaging all genders in all activities. • Professional development will provide intentional focus – through validated curricula (<i>Expeditionary Learning, Montessori, Career and Technical Education, Code.org</i>) – on the engagement of girls in the study of STEM concepts and the role women historically played and continue to play in emerging STEM / Computer Science / Environmental Science / Health Science fields and careers. • Partnerships will expose students to positive female role models engaged in STEM / Computer Science / Environmental Science / Health Science disciplines as researchers, professors and students to reduce perceived barriers to the success of girls and women in traditionally male-dominated study and careers. • LSD will encourage female educators, to the extent possible, to lead extra-curricular / enrichment programs related to STEM / Computer Science / Environmental Science / Health Science to demonstrate that women can and do lead in fields in which they are traditionally underrepresented.
<p>Closing Racial Equity Gaps</p>	<ul style="list-style-type: none"> • Grant managers will ensure that <i>ARC</i> programming reflects equity in technology, literacy, STEM and other content, engaging students from all races in all activities. • Professional development will provide intentional focus – through validated curricula (<i>Expeditionary Learning, Montessori, Career and Technical Education, Code.org</i>) – on the engagement of students of color in the study of STEM concepts and the role minorities historically played and continue to play in emerging STEM / Computer Science / Environmental Science / Health Science fields and careers. • Partnerships will expose students to positive minority role models engaged in STEM / Computer Science / Environmental Science / Health Science disciplines as researchers, professors and students to reduce perceived barriers to the success of minorities in study and careers in which minorities are traditionally underrepresented. • LSD will encourage minority educators, to the extent possible, to lead extra-curricular / enrichment programs related to STEM / Computer Science / Environmental Science / Health Science to confirm people of color can and do lead in fields in which they are traditionally underrepresented.
<p>Closing Special Education and English Language Learner Equity Gaps</p>	<ul style="list-style-type: none"> • <u><i>ARC magnet schools will include Special Education and ELL faculty trained to integrate theme-based teaching / learning into Special Education and ELL curricula so youth with social, emotional, physical, developmental and language acquisition needs can fully participate in magnet programs.</i></u> • Special Education and ELL teachers will be encouraged to participate in <i>ARC</i> professional development activities – including theme content, curriculum development and instructional pedagogy (professional learning will vary by school, see <i>Project Design</i>) – to ensure youth with special needs and language barriers benefit from innovative efforts.

	<ul style="list-style-type: none"> • Specialized equipment will be available in all classrooms to ensure full participation of students with physical, social, emotional and learning challenges in academic programs. • Schools will make all accommodations necessary to meet the needs of students based on Individual Education Programs (IEPs) and accommodations required by Section 504 plans. • Special Ed. and ELL teachers at magnets will attend <i>ARC Professional Learning Communities</i> (see <i>Project Design</i>) to strengthen linkages between Special Ed. / ELL programs and magnet programs. • Schools will recruit and retain bilingual educators for ELL positions, to the extent possible, to support the language acquisition needs of students and their families. • Learning materials will be available in multiple languages to increase access.
<p>Closing Socio-economic Equity Gaps</p>	<ul style="list-style-type: none"> • Targeted recruitment will increase the number of students from communities / neighborhoods with higher average family income who enroll in <i>ARC</i> magnets to diversify schools impacted by both racial group isolation and socio-economic isolation. • <i>ARC</i> will expand education services in six federal Qualified Opportunity Zones (Tracts: 26065006700; 26065006600; 26065003700; 26065003602; 26065005100; 26065005303 per U.S. Dept. of Treasury, 2021); bringing high poverty schools / students new chances for success (see <i>Competitive Priority #1</i>).

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 socio-economic status. The 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, gender and language barriers that impede participation. Because of high levels of limited English proficiency / illiteracy in impoverished Lansing, MI communities, all curricular and outreach programs will be available in multiple languages, including English, Spanish, French, Vietnamese, Chinese and Korean – curriculum specialists will select culturally-appropriate versions of published curricula to ensure materials reflect the social, racial and cultural composition of schools. Culturally appropriate activities will include:

- Magnet recruitment / marketing events will provide opportunities for families from all district communities to interact and communicate in a centralized setting that brings racially and socially diverse families together through a shared priority, the education of youth.
- Parent and family engagement strategies – magnet school learning excursions, magnet school extracurricular programs, magnet school student presentations / performances, etc. – will provide opportunities for parents from diverse racial and social backgrounds to participate in magnet school programs that break down cultural barriers that otherwise separate families.

- Magnet schools will infuse the study of science, technology, engineering and math with gender inclusive content / examples to increase accessibility for girls and women and encourage girls and women to pursue fields in which they are traditionally underrepresented.
- *ARC* magnet programs will make appropriate accommodations for participants with special physical, emotional and / or mental needs to promote equal access and full participation – events will take place in *Americans with Disabilities Act* compliant locations that ensure access to individuals with mobility challenges.
- *ARC* grant managers will conduct outreach with community groups to assess education barriers – with emphasis on outreach to Black / impoverished neighborhood churches / community centers – to engage traditionally underrepresented groups in education planning.
- *ARC* grant personnel and evaluators will implement parent / community surveys to assess the needs of critically underserved populations, with input from the participants, to determine relevant activities that will generate student and family interest.

ARC is designed to increase racial / socio-economic diversity in LSD schools. Ensuring equitable access reflects the intention of LSD to reduce Black student isolation in schools and desegregate racially identifiable Lansing School District schools. LSD will make every effort possible to ensure equitable access to all LSD schools and programs – promoting diversity and ensuring equity is critical to the success of *ARC* and the success of Lansing students.

(4) The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (34 CFR 75.210) (up to 6 points)

Lansing School District will implement *ARC* to expand academic choice in Lansing schools, improve academic achievement among low-performing students, raise educator effectiveness through professional learning and reduce Black student isolation in feeder schools to promote district compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. Lansing School District has successfully implemented *Magnet Schools Assistance Program* grants since early in the history of the USDOE *MSAP* program and has a demonstrated track record of launching and sustaining impactful magnet schools (LSD is recipient of noteworthy awards from *Magnet Schools of America*, including Magnet Schools of Excellence [Gardner International Magnet School 2020; Cavanaugh STEAM Magnet 2018; Sheridan Road STEM 2018] and Magnet Schools of Distinction [Lewton Global Studies and Spanish Immersion School 2020; Sexton STEM2 Early College High School 2020]). *ARC* represents a new approach to magnet schools for the district. Previous efforts were focused on placing magnet programs in Lansing schools with enrollment balances out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan** to reduce Black student isolation by attracting diverse students to magnet schools. These efforts were successful in halting a multi-year trend of declining district enrollment as predominantly white and higher income students left Lansing School District for charter / private / parochial / out-of-district alternatives. Thanks to *MSAP*, enrollment is currently stabilized in Lansing Schools but minority group isolation persists. Current magnet schools have halted the exodus of students, but racial balances in ten Lansing schools fall outside Desegregation Plan compliance standards (or are

within 1% of non-compliance). To address persistent Black student isolation in ten LSD schools (elementary schools, middle schools and high schools) the Magnet Design Team committed to a new approach to desegregation for Lansing School District – addressing Black student isolation in feeder schools by investing in magnet programs located in racially balanced district schools that could serve as attractive alternatives for students and families learning in segregated schools. Lansing School District is testing the “Feeder School” approach to reducing Black student isolation by supplementing magnet programs in racially isolated schools with choice options in racially balanced schools to launch a two-fold effort to meet **Mandatory, Court-Ordered Desegregation Plan** compliance standards. *ARC*, when successful, will demonstrate the significance of adopting multiple, simultaneous strategies to reduce minority group isolation in segregated schools and will celebrate the accelerated results that come with a multi-pronged approach to school desegregation. As is the case with all school reform / turnaround / transformation efforts, lasting change takes time. *ARC* magnitude of results will be evident in both short-term and long-term outcomes:

<i>ARC: Magnitude of Results</i>	
Short-Term Outcomes / Results	<ul style="list-style-type: none"> • <i>ARC</i> will improve diversity of academic choices for students and parents by establishing four new, whole school magnet programs. • <i>ARC</i> will expand / diversify Learning Pathways that provide vertically-aligned PreK – 12, theme-based, career- and postsecondary education ready programs of study. • <i>ARC</i> will reduce Black student isolation in three PreK – 3 LSD feeder elementary schools (Reo ES, Riddle ES, Willow ES) out of compliance with the LSD Desegregation Plan by 2% by Year 3 of grant. • <i>ARC</i> will reduce Black student isolation in one grade 4 – 8 LSD feeder middle school (Attwood MS) out of compliance with the LSD Desegregation Plan by 2% by Year 3 of grant. • <i>ARC</i> will reduce Black student isolation in two PreK – 8 LSD feeder schools (Dwight Rich, Gardner) out of compliance with the LSD Desegregation Plan by 2% by Year 3 of grant. • <i>ARC</i> will reduce Black student isolation in two 9 – 12 LSD feeder high schools (Everett HS, Sexton HS) out of compliance with the LSD Desegregation Plan by 2% by Year 3 of grant. • <i>ARC</i> will improve student proficiency rates on state ELA / Reading, Math, Science assessments and raise Graduation Rates a minimum of 2% by Year 3 of grant period. • <i>ARC</i> will expand educator access to high quality professional development that supports implementation of theme-based magnet teaching and learning.
Long-Term Outcomes/ Results	<ul style="list-style-type: none"> • <i>ARC</i> will sustain four whole school magnet programs that diversify learning for PreK – 12 students and provide sustained academic choices for greater Lansing area students / families. • <i>ARC</i> will increase Lansing School District enrollment by attracting out-of-district students to enroll in rigorous magnet programs offering career / postsecondary education ready learning. • <i>ARC</i> will reduce Black student isolation in three PreK – 3 LSD feeder elementary schools (Reo, Riddle, Willow) out of compliance with the LSD Desegregation Plan by 5% by Year 5 of grant and beyond.

	<ul style="list-style-type: none"> • <i>ARC</i> will reduce Black student isolation in one 4 – 8 LSD feeder middle school (Attwood MS) out of compliance with the LSD Desegregation Plan by 5% by Year 5 of grant and beyond. • <i>ARC</i> will reduce Black student isolation in two PreK – 8 LSD feeder schools (Dwight Rich, Gardner) out of compliance with LSD Desegregation Plan by 5% by Year 5 of grant and beyond. • <i>ARC</i> will reduce Black student isolation in two 9 – 12 LSD feeder high schools (Everett HS, Sexton HS) out of compliance with LSD Desegregation Plan by 5% by Year 5 of grant and beyond. • <i>ARC</i> will improve student proficiency rates on state ELA / Reading, Math, Science and raise Graduation Rates a minimum of 5% by end of grant period and beyond • <i>ARC</i> will raise educator quality through outstanding professional development for magnet teachers and administrators. • <i>ARC</i> will reduce the number of LSD schools that do not comply with <u>Mandatory, Court-Ordered Desegregation Plan</u> standards. • <i>ARC</i> will increase meaningful interaction among diverse students, families and educators in racially balanced schools.
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The cumulative impact of short- and long-term outcomes and results will be the testing of a “Feeder School” approach to reducing Black student isolation in racially segregated schools by launching and sustaining four, new, whole school magnet programs in balanced LSD schools. The magnitude of results will increase over time as *ARC* programs demonstrate success to Lansing students and families and become increasingly appealing options. As *ARC* magnet schools become institutionalized within the Lansing School District educational experience, they will cumulatively reduce Black student isolation in at least eight LSD schools and lead Lansing School District closer to full compliance with its **Mandatory, Court-Ordered Desegregation Plan**.

(5) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (34 CFR 75.210) (up to 6 points)

ARC was designed after extensive research and review of effective strategies and practices backed by Evidence of Effectiveness (see *Competitive Preference Priority # 2* and *Project Design*). The following chart summarizes Evidence of Effectiveness studies that support the conceptual framework of *ARC* and ensure the project is based on effective practices and relevant research that meets rigorous *What Works Clearinghouse* Evidence of Effectiveness:

Program	<i>ARC</i>: Evidence of Effectiveness (see <i>Appendix</i> for Full Studies)
Evidence of Support Study # 1	
Citation	Bloom, H. S. and Unterman, R. Sustained Progress: New Findings About the Effectiveness and Operation of Small Public High Schools of Choice in New York City. MDRC, August 2013.
Study Outcomes	<ul style="list-style-type: none"> • Results of the randomized control trial experimental study found that students who attended high school schools-of-choice demonstrated improved graduation rates compared to control group students enrolled in zoned, non-choice high schools.

Relevance to Project	<ul style="list-style-type: none"> LSD proposes four theme-based magnet schools (including one high school) to promote transfer of students – through choice – to rigorous magnets to meet <u>Mandatory, Court-Ordered Desegregation</u> standards, reduce Black student isolation in feeder schools and improve academic outcomes for low-performing students.
Evidence of Support Study # 2	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut’s interdistrict magnet school program. <i>Educational Evaluation and Policy Analysis</i> , 31(4), 323–345.
Study Outcomes	<ul style="list-style-type: none"> Results of the experimental study found that students who attended two inter-district magnet schools had higher test scores in reading and math than students who attended non-magnet schools.
Relevance to Project	<ul style="list-style-type: none"> LSD proposes four theme-based magnet schools to promote both intra-district and inter-district transfer of students – through choice – to rigorous magnets to meet <u>Mandatory, Court-Ordered Desegregation</u> standards, reduce Black student isolation in feeder schools and improve academic outcomes for low-performing students.

Evidence of Effectiveness supporting the *ARC* project design provides the foundation for a strong theory and conceptual framework demonstrating the rationale for *ARC* magnet school programs. The Magnet Design Team built the conceptual framework for *ARC* through the creation of an *ARC* Composite Logic Model (see below) and individual Magnet School Logic Models (see *Appendix*). The *ARC* Magnet Design Team 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. The Logic Model will guide process and outcome evaluation (Quasi-Experimental Design [QED] study – *What Works Clearinghouse* definition) that focuses on relationships between program elements and the goal, objectives and outcomes of *ARC*. During implementation, LSD will respond to education research, using validated strategies to break chronic cycles of student failure, achieve mandatory desegregation of schools and promote diversity among students and stakeholders.

<i>ARC</i> Composite Logic Model				
<u>GOAL:</u> To increase equity in education and academic achievement in racially identifiable schools.				
<u>Objective 1:</u> Reduce racial and socio-economic isolation in segregated schools.				
<u>Objective 2:</u> Improve academic performance in underserved schools.				
<u>Objective 3:</u> Create and sustain magnet schools that expand academic choices for students.				
<u>Objective 4:</u> Enhance diversity of perspectives that impact academic planning and decision-making.				
INPUTS >>	ACTIVITIES >>	OUTPUTS >>	SHORT TERM OUTCOMES (Years 1 – 2) >>	LONG TERM OUTCOMES (Years 3 – 5)

<ul style="list-style-type: none"> • MSAP Grant Resources <ul style="list-style-type: none"> ○ Funding to launch and sustain magnet schools. ○ MSAP Project Personnel Expertise ○ MSAP Partner Expertise / Resources ○ MSAP Vendor Expertise / Resources • LSD Resources <ul style="list-style-type: none"> ○ District expertise implementing mandatory desegregation strategies. ○ District success implementing previous MSAP grants. ○ District success sustaining magnet schools. 	<ul style="list-style-type: none"> • Design evidence-based magnet school curricula • Launch / sustain four Magnet Schools: <ul style="list-style-type: none"> ○ Forest View Environmental ES ○ North Environmental MS ○ Wexford Montessori ○ Lansing CTE HS • Implement annual Marketing / Recruitment Plan <ul style="list-style-type: none"> ○ Universal Marketing ○ Targeted Marketing ○ Magnet Fair ○ Lottery • Utilize instructional models supported by Evidence of Promise: <ul style="list-style-type: none"> ○ Expeditionary Learning ○ Montessori ○ CTE 	<ul style="list-style-type: none"> • Annual cohort of Magnet School Applicants • Annual offer of admissions to Magnet School Applicants via Student Placement / Lottery Process • Annual cohort of students enrolled at each Magnet School • PreK – 8 Environmental Learning Pathway • PreK – 8 Montessori Learning Pathway • Multiple CTE Concentration options for high school students • Elementary Environmental Magnet School for 375 Students • Middle Environmental Magnet School 	<ul style="list-style-type: none"> • Forest View Environmental will operate at minimum of 80% capacity Years 1 & 2. • North Environmental will operate at minimum of 80% capacity Years 1 & 2. • Wexford Montessori will operate at minimum of 80% capacity Years 1 & 2. • Lansing CTE will operate at minimum of 80% capacity Years 1 & 2. • Forest View will reduce % Black student enrollment in three feeder schools (Reo, Riddle, Willow) by 2% by end Year 2. • North will reduce % Black student enrollment in three feeder schools (Attwood, Rich, Gardner) by 2% by end Year 2. • Wexford will reduce % Black student enrollment in six feeder schools (Reo, Riddle, Willow, Attwood, Rich, Gardner) by 2% by end Year 2. 	<ul style="list-style-type: none"> • Forest View Environmental will operate at minimum of 95% capacity Years 3 - beyond. • North Environmental will operate at minimum of 95% capacity Years 3 - beyond. • Wexford Montessori will operate at minimum of 95% capacity Years 3 - beyond. • Lansing CTE will operate at minimum of 95% capacity Years 3 - beyond. • Forest View will reduce % Black student enrollment in three feeder schools (Reo, Riddle, Willow) by 5% by end Year 5. • North will reduce % Black student enrollment in three feeder schools (Attwood, Rich, Gardner) by 5% by end Year 5. • Wexford will reduce % Black student enrollment in six feeder schools (Reo, Riddle, Willow, Attwood, Rich, Gardner) by 5% by end Year 5. • Lansing CTE will reduce % Black student enrollment in two feeder schools (Everett, Sexton) by 5% by end Year 5. • Forest View will increase ELA, Math Science Proficiency 5% by end of Year 5.
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<ul style="list-style-type: none"> ○ District experience administering numerous USDOE grants. ○ Existing LSD Personnel Capacity ○ Experience providing professional learning. ○ Existing LSD Partner Expertise / Resources 	<ul style="list-style-type: none"> ○ Discovery Education ○ JASON Project ○ Read 180 ○ MAP Accelerator ○ Princeton Review ○ NWEA MAP ○ Positive Action ● Offer Theme-Based Enrichment at Magnet Schools ● Provide Professional Learning to improve Magnet Theme Instruction 	<p>for 375 Students</p> <ul style="list-style-type: none"> ● Montessori Magnet School for 625 Students ● CTE Learning High School for 300 Students ● Minimum of 3 theme-aligned Afterschool / Enrichment Clubs per school ● Annual Summer Learning Residency for 150 students ● Minimum 4 Field Learning Excursions per Magnet School 	<ul style="list-style-type: none"> ● Lansing CTE will reduce % Black student enrollment in two feeder schools (Everett, Sexton) by 2% by end Year 2. ● Forest View will increase ELA, Math Science Proficiency 2% by end of Year 2. ● North will increase ELA, Math Science Proficiency 2% by end of Year 2. ● Wexford will increase ELA, Math Science Proficiency 2% by end of Year 2. ● Lansing CTE will increase ELA, Math Science Proficiency, Graduation Rate 2% by end of Year 2. ● ARC will increase educator ability to teach magnet content 10% by end of Year 2. 	<ul style="list-style-type: none"> ● North will increase ELA, Math Science Proficiency 5% by end of Year 5. ● Wexford will increase ELA, Math Science Proficiency 5% by end of Year 5. ● Lansing CTE will increase ELA, Math Science Proficiency, Graduation Rate 5% by end of Year 5. ● ARC will increase educator ability to teach magnet content 20% by end of Year 5. ● Forest View will sustain Environmental magnet programming Year 5 – beyond. ● North will sustain Environmental magnet programming Year 5 – beyond. ● Wexford will sustain Montessori magnet programming Year 5 – beyond. ● Lansing CTE will sustain CTE Learning magnet programming Year 5 – beyond.
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Project Design Summary: Implementation of *ARC* will require the coordinated effort of the entire school community to fully realize anticipated outcomes of the project:

- Four, new, whole-school magnet programs will promote desegregation and socio-economic diversity through academic choice and reduce Black student isolation in feeder schools.
- Marketing, recruitment (targeted and non-targeted) and innovative learning experiences will increase interaction of students from diverse backgrounds.
- Learning Pathways will coordinate academic study across grade levels and schools.
- Theme-based instruction will invigorate learning in chronically low-performing schools.

- Strategies backed by Evidence of Effectiveness will increase rigor and quality of education.
- Curriculum alignment will ensure relevance of content and achievement of standards.
- Technology integration will develop 21st Century skills in Lansing, Michigan youth.
- Academic interventions will help students performing below grade close achievement gaps.
- Professional learning will increase teacher effectiveness and lead to enhanced learning.
- Parent and family engagement will increase support for high-need youth striving for success.
- Vertical alignment of efforts will increase graduation rates and improve postsecondary education enrollment rates, career readiness and student engagement in learning.
- Increased equity in education and learning access will improve education outcomes for all students, particularly students of color and students impacted by poverty.

The collaborative efforts of district administrators, grant personnel, teachers, partners, parents and students will yield positive results, facilitate achievement of **Mandatory, Court-Ordered Desegregation Plan** goals and improve the quality of education in schools. *ARC* will commence upon receipt of federal funds - implementation will occur from October 1, 2022 to September 30, 2027 with sustained magnet schools serving students beyond the Federal funding.

(B) QUALITY OF THE PROJECT DESIGN (UP TO 30 POINTS).

(1) The manner and extent to which the magnet school program will increase student academic achievement in the instructional areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description. (ESEA section 4405(b)(1)(B)) (up to 6 points)

Lansing School District proposes *ARC: Academically Rigorous Choices* to create four new, whole-school elementary, middle and high school magnets (total of four magnet programs) serving high-needs students in Lansing, Michigan. Implementation of the project will promote socio-economic and racial diversity in LSD by expanding choice options for youth enrolled in all district schools (LSD is an open enrollment district – all students are eligible to apply for and enroll in any district school). Implementation of *ARC* will meet the statutory requirements of the *Magnet Schools Assistance Program* as amended in the *Every Student Succeeds Act (ESSA)*. Lansing School District – utilizing magnet schools serving Grades PreK through 12 – will promote desegregation of racially identifiable feeder 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 [4405(b)(1)(E)(i) and 4405(b)(1)(B) of ESSA]; 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 [34 CFR 75.210].

<i>ARC Magnet Schools and Themes 2022 –2027</i>				
School	Magnet Theme	Grades	Enrollment Capacity	Status

Forest View Elementary	Environmental	PreK – 3	375 Students	Whole School
North Middle	Environmental	4 – 8	375 Students	Whole School
Wexford Academy	Montessori	PreK – 8	625 Students	Whole School
Lansing CTE High	Career & Technical Education	9 – 12	300 Students	Whole School

ARC will provide Lansing School District with the opportunity to improve academic achievement for students enrolled in proposed magnet schools and students from feeder schools seeking alternatives to schools impacted by Black student isolation. ARC strategies to expand educational choice, facilitate attainment of **Mandatory, Court-Ordered Desegregation Plan** goals and increase academic achievement include: (a) Measurable Project Goal, Objectives and Outcomes; (b) Design Reflects Needs; (c) Design Reflects Purpose of MSAP Program; (d) Design Supported by Evidence of Effectiveness and Research; and (e) Design Promotes Academic Achievement

(a) Measurable Project Goal, Objectives and Outcomes: Implementation of ARC during the five-year grant period (October 2022 to September 2027) will help the district and individual schools meet and exceed one programmatic goal aligned to broader LSD School Improvement Plans, the LSD **Mandatory, Court-Ordered Desegregation Plan** and teaching and learning priorities.

- **ARC Goal and Objectives:** The Design Team identified one project goal and corresponding objectives that 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:

ARC: Goal, Objectives, Outcomes	
<u>GOAL:</u> To increase equity in education and academic achievement in racially identifiable schools.	
<u>Objective 1:</u> Reduce racial and socio-economic isolation in segregated schools.	
<u>Outcome 1:</u> Compliance with Mandatory, Court-Ordered Desegregation standards.	
Outcome 1.1	Reduce Black student isolation in three feeder elementary schools by 5% (Willow ES, Riddle ES and Reo ES).
Outcome 1.2	Reduce Black student isolation in one feeder middle school by 5% (Attwood MS).
Outcome 1.3	Reduce Black student isolation in two feeder PK – 8 schools by 5% (Dwight Rich PK – 8, Gardner PK - 8).
Outcome 1.4	Reduce Black student isolation in two feeder high schools by 5% (Sexton HS, Everett HS).
<u>Objective 2:</u> Improve academic performance in underserved schools.	
<u>Outcome 2:</u> Elevated student proficiency on state standards.	
Outcome 2.1	Increase % of magnet students achieving proficiency on ELA state assessments by 10%.
Outcome 2.2	Increase % of magnet students achieving proficiency on Math state assessments by 10%.
Outcome 2.3	Increase % of magnet students achieving proficiency on Science state assessments by 10%.
Outcome 2.4	Increase graduation rate of magnet students by 5%.
<u>Objective 3:</u> Create and sustain magnet schools that expand academic choices for students.	

Outcome 3: Expanded diversity of learning options in Lansing, Michigan.	
Outcome 3.1	Increase number of students applying to enroll in magnet schools.
Outcome 3.2	Each magnet will operate at full enrollment capacity.
Outcome 3.3	All magnets will offer theme-based instruction across all grade levels served by schools.
Outcome 3.4	Improve educator ability to teach theme-based magnet curriculum / content a minimum of 20%.
Objective 4: Enhance diversity of perspectives that impact academic planning and decision-making.	
Outcome 4: Increased parent and community engagement in PreK – 12 education.	
Outcome 4.1	Increase # of families who attend annual magnet school outreach events.
Outcome 4.2	All magnets will engage community partners to enrich teaching and learning.

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

- **Performance Measures:** The USDOE has identified six Required Performance Measures all grantees are required to assess. Lansing School District will collect annual data for the following required measures (see *Evaluation* for project-specific indicators) and report annual progress per *MSAP* mandates:

Required Performance Measure 1: The number and percentage of magnet schools receiving assistance whose student enrollment eliminates, reduces or prevents minority group isolation (MGI).
Required Performance 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.
Required Performance 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.
Required Performance Measure 4: The percentage of MSAP-funded magnet schools still operating magnet school programs three years after Federal funding ends.
Required Performance Measure 5: The percentage increase of students from major racial and ethnic groups in MSAP-funded magnet schools still operating magnet school programs who score proficient or above on State assessments in reading / language arts three years after Federal funding ends as compared to the final project year.
Required Performance Measure 6: The percentage increase of students from major racial and ethnic groups in MSAP-funded magnet schools still operating magnet school programs who score proficient or above on State assessments in mathematics three years after Federal funding ends as compared to the final project year.

- **Measurable and Quantifiable** – *ARC* schools will implement themes, improve curriculum and expand supplementary enrichment to meet the above goal, objectives, outcomes and Competitive Preference Priorities 1 – 6 (see *Project Design*, below, for magnet School Profiles). *ARC* is designed to produce outcomes that will improve the overall quality and diversity of academic experiences available in LSD while implementing strategies

aligned to the LSD **Mandatory, Court-Ordered Desegregation Plan** (see *Desegregation* section for Logic Model). To determine progress toward achieving outcomes, LSD, in collaboration with an experienced external evaluation team, will assess performance indicators (see *Evaluation Section* for measures and methodology) that are both measurable and quantifiable.

<i>ARC</i> Outcomes: Measurable and Quantifiable
<u>Outcome 1: Compliance with Mandatory, Court-Ordered Desegregation standards.</u>
<ul style="list-style-type: none"> • Measurable: LSD administrators and evaluators will track student enrollment across racial subgroups at <i>ARC</i> magnets and feeder schools to measure change in Black student isolation. • Quantifiable: LSD will compare annual subgroup enrollment to 2022-23 baseline to determine magnitude of change – difference between baseline and annual enrollment will equal % change.
<u>Outcome 2: Elevated student proficiency on state standards.</u>
<ul style="list-style-type: none"> • Measurable: LSD administrators and evaluators will collect academic performance data on state assessments (ELA, Math, Science, Graduation Rate) to determine impact of <i>ARC</i> on student achievement. • Quantifiable: LSD will compare annual ELA / Math / Science / Graduation Rate performance to 2021-22 baseline to determine magnitude of change across school-wide and subgroup scores – annual difference from baseline will equal growth indicators (subgroup comparisons will be used to quantify achievement gaps across racial groups, socio-economic groups and gender to assess equity in learning).
<u>Outcome 3: Expanded diversity of learning options in Lansing, Michigan.</u>
<ul style="list-style-type: none"> • Measurable: LSD administrators and evaluators will monitor capacity of four magnet schools to maximize number of students who can apply for and enroll in <i>ARC</i> magnet programs and utilize surveys to assess changes in educator ability to teach rigorous magnet school theme-based content and curricula. • Quantifiable: LSD will track applications and student placements per magnet school to determine growth of enrollment across subgroups and school-wide aggregates for each magnet – enrollment rates will be compared to magnet capacity to drive marketing / recruitment strategies; survey responses compared to baseline will be used to quantify the magnitude of change in educator efficacy / content knowledge.
<u>Outcome 4: Increased parent and community engagement in PreK – 12 education.</u>
<ul style="list-style-type: none"> • Measurable: LSD administrators and evaluators will track parent / family / community partner participation in magnet outreach events, Advisory Boards and education services / enrichment to measure parent and community engagement in magnet school programs. • Quantifiable: LSD will track annual cumulative parent and community partner participation rates (aggregated across all categories and disaggregated to family and community groups) to determine change in engagement in magnet school programs during grant period and beyond.

Evaluation of *ARC* 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 *ARC* Magnet Design Team (see *Personnel* section) collaborated with administrators, teachers, counselors, curriculum specialists, Special Education / ELL educators, parents, community partners and students to assess capacity and quality of district programs and identify unmet needs impacting schools (see *Competitive Priority #1*). After analysis of programs and review of the **Mandatory, Court-Ordered Desegregation Plan** guiding LSD school choice initiatives, the Design Team identified the following needs – aligned to the *ARC* goal (see *Evaluation* section for objectives / measures) – and proposed solutions that will improve racial balance in schools, increase academic achievement and strengthen community / parent support for education. The following table summarizes needs and proposed solutions:

District Need / Objective	Proposed Solution / Aligned Project Components
<p>Need 1: LSD schools impacted by racial group isolation and segregation (Black student isolation).</p>	<ul style="list-style-type: none"> • LSD proposes four magnet schools to reduce Black student isolation in LSD feeder schools – 10 feeder schools are out of compliance with Desegregation Plan enrollment thresholds by deviating + or – 15% or more from district-wide racial group enrollment averages. • Proposed magnets comply with district-approved desegregation plan. • Proposed magnets will recruit students from all areas of the district and outside the district to increase interaction among students of different backgrounds and reduce minority group (Black student) isolation.
<p>Need 2: LSD does not offer sufficient multi-grade level Learning Pathway programs that increase coherence in learning.</p>	<ul style="list-style-type: none"> • <i>MSAP</i> funds will enable LSD to offer new magnets that serve all grade levels, PreK – 12, and build or expand career- and postsecondary-aligned, vertically-coherent Learning Pathways to diversify academic choices for students. • Funding will provide resources to address desegregation, curricular improvement, expanded interventions, professional development and parent / community outreach and services to improve academic options.
<p>Need 3: LSD does not provide sufficient access to evidence-based programs to meet demand.</p>	<ul style="list-style-type: none"> • Magnet themes (Environmental Expeditionary Learning, Montessori and Career and Technical Education) are linked to career / postsecondary education outcomes and readiness standards. • Proposed magnets initiate or expand Learning Pathways that increase continuity of learning and real-world relevance through validated curricula / instructional methods (<i>Expeditionary Learning, Montessori, CTE</i>).
<p>Need 4: LSD students require expanded access to supports designed to raise achievement.</p>	<ul style="list-style-type: none"> • LSD will utilize formative assessments to promote early detection of student failure and link assessment data to use of research-based academic interventions in elementary / middle / high school grade levels (<i>NWEA MAP</i>).

	<ul style="list-style-type: none"> • LSD will expand access to technology-based, adaptive learning interventions proven to help students performing below grade level achieve Michigan content standards in academic subjects (<i>Read 180, NWEA MAP Accelerator</i>).
<p>Need 5: LSD students impacted by learning access gaps that reduce equity in education.</p>	<ul style="list-style-type: none"> • <i>ARC</i> magnets will provide professional development opportunities designed to increase educator effectiveness, integration of themes across core subjects, and mastery of proven instructional strategies (<i>Expeditionary Learning, Montessori, Discovery Education, JASON Project, VR Expeditions, MakerEd, North American Association for Environmental Education, etc.</i>). • Professional development, provided by experts in instructional models and practices, will improve teacher and administrator quality in magnet schools (<i>Expeditionary Learning, Montessori, Code.org, National Consortium for Health Science Education, Greater Michigan Construction Academy</i>).
<p>Need 6: LSD schools impacted by low parent and community engagement in education.</p>	<ul style="list-style-type: none"> • School Advisory Boards will include parents / partners to ensure diverse stakeholder involvement in magnet planning, design and implementation. • <i>ARC</i> 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 Magnet Design Team was deliberate in its planning to ensure that *ARC* reflects the broad needs of all stakeholders while facilitating the achievement of desegregation goals. By aligning project activities to the needs of students and project participants, the Design Team hopes to improve 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 *ARC* 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 feeder schools; (2) increasing academic rigor and curricular diversity through theme choice; (3) providing exciting choices for families in high-need schools, including reading and math interventions for students and parents; (4) creating / enhancing Learning Pathways to postsecondary education and careers; and (5) improving district marketability to stem the flow of students leaving the district for private / charter / parochial / out-of-district school alternatives.

- **Reducing Black Student Isolation (Objective 1; Outcomes 1.1, 1.2, 1.3, 1.4,1.5):** In the last forty years, racial balances have shifted toward higher minority (Black and Latinx) enrollment rates as White, affluent families leave LSD schools for alternative options. Currently, district racial balance is approximately: 23% White; 38% Black compared to Lansing, MI community-at-large-rates of 51% White, 23% Black. To curb White flight, innovative programming is needed to entice families to return to Lansing School District. Proposed magnets offer the rigor, excitement and choice to appeal to diverse families while providing a mechanism to restore racial

balances that better reflect the demographic profile of Lansing, MI. The following table provides current % Black enrollment for each proposed magnet and the reduction of Black student isolation in feeder schools during the five-year grant (2022-2027). All four proposed magnet schools are racially balanced and provide more diverse education options for students currently enrolled in feeder schools impacted by Black student isolation and in non-compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan** racial balance indicator (+ or – 15% or more of district-wide racial group enrollment rates).

Five Year Reduction in Black Student Isolation								
LSD District % White Enrollment: 23.19% (October 2021)								
LSD District % Black Enrollment: 38.07% (October 2021)								
LSD District % Latinx Enrollment: 20.61% (October 2021)								
ARC Magnet Schools: % Black Enrollment								
School	Grades	Baseline (2021-22)	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)	Year 5 (2026-27)	% Change
Forest View	PreK – 3	31%	30%	29%	28%	28%	27%	- 4%
North	4 – 8	43%	43%	41%	39%	38%	37%	- 6%
Wexford	PreK – 8	33%	33%	30%	28%	26%	24%	- 9%
Lansing CTE	9 – 12	0%	60%	57%	53%	51%	48%	- 12%
ARC Feeder Schools % Black + % Two or More Races Identify as Black*								
School	Grades	Baseline (2021-22)	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)	Year 5 (2026-27)	% Change
Reo ES	PreK – 3	64%	64%	63%	62%	60%	59%	- 5%
Riddle ES	PreK – 3	53%	53%	51%	50%	49%	48%	- 5%
Willow ES	PreK – 3	55%	54%	53%	52%	51%	50%	- 5%
Attwood MS	4 – 8	59%	58%	57%	56%	55%	54%	- 5%
D. Rich	PreK – 8	59%	60%	59%	58%	57%	56%	- 3%
Gardner	PreK – 8	50%	51%	50%	49%	47%	47%	- 3%
Everett HS	9 – 12	49%	50%	49%	48%	47%	46%	- 3%
Sexton HS	9 – 12	62%	62%	61%	60%	59%	58%	- 4%

*** Students who select Two or More Races required to select a primary race – 87% of Lansing students who select Two or More Races identify as Black for primary race and identity.**

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

- **Increasing Rigor and Curricular Diversity (Objective 2; Outcomes 2.1, 2.2, 2.3, 2.4):** The addition of the *Environmental, Montessori* and *CTE* magnets gives Lansing, MI students four rigorous, research-based academic choices at four new, whole-school magnet school locations. Combined with existing schools of choice that offer STEM, Arts, New Tech, World Languages and Engineering, the district provides appealing options for diverse learners. Four new magnet themes will bring excitement and rigor to chronically low-performing schools. Targeted professional development by experts in Expeditionary Learning, Montessori and Career and Technical Education instruction, validated curriculum models, project-based learning, object-based learning and technology will infuse fresh ideas into Lansing, MI classrooms and catalyze learning for both students and educators.
- **Expanding Academic Choices for Families in High-Need Schools (Objective 3; Outcomes 3.1, 3.1, 3.3):** *ARC* will establish new academic options to diversify choice for students and families. By offering improved programming, the *ARC* Magnet Design Team aims to provide compelling options for parents that will entice students from across the greater Lansing, MI region to enroll in magnets, reduce Black student isolation, increase socio-economic diversity and improve schoolwide achievement rates while providing students enrolled in underserved schools with new educational strategies proven to generate positive outcomes. In addition to themed-academic choices, *ARC* programming will include reading, math and social and emotional learning (SEL) interventions for students performing below grade level standards. Differentiated, technology-based reading / language arts (*Read 180*) and mathematics (*NWEA MAP Accelerator*) 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. *ARC* will also provide learning opportunities for parents by offering a General Education Diploma (GED) program, technology skills training, financial literacy classes, college readiness and planning workshops, access to *Read 180* / *MAP Accelerator* literacy / math interventions and English as a Second Language (ESL) program through the LSD Parent University initiative (available to all magnet student parents). 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, *ARC* offers genuine options for highest need students and their families.
- **Creating / Enhancing Learning Pathways (Objectives 2 and 3; Outcomes 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3):** LSD will reinvigorate district schools by creating Learning Pathways aligned to high-demand careers and diverse postsecondary education fields of study. Learning Pathways will offer students coordinated, coherent, vertically-aligned academic programs that promote student development of critical skills and knowledge through integrated PreK – 12 theme-based learning. Multiple Pathway options – linked to Michigan grade level standards and district-approved educator effectiveness evaluation systems – will increase diversity of academic opportunities of study that prepare youth to enroll in postsecondary education or pursue rewarding careers. *ARC* will enhance and / or expand Learning Pathways that offer youth multi-grade level education experiences connecting multiple schools through common themes to promote deep learning in relevant, rigorous, exciting fields of study:

- Environmental Pathway – Launch of Forest View Environmental Elementary School to North Environmental Middle School to multiple STEM and Biosciences High School magnet options will create a Grades PreK – 12 Environmental Pathway that explores diverse Environmental and STEM / Biosciences disciplines, including implementation of the *Expeditionary Learning* instructional model, biological sciences, earth sciences, physics, mathematics and engineering. The Environmental Learning Pathway option allows students to gain expertise and develop knowledge / skills connected to diverse postsecondary education fields of study (local partner Michigan State University offers diverse fields of study and degree programs connected to Environmental Science / Environmental Studies) and careers from renewable energy technologies, ecosystem and wildlife sciences, climate science, agriculture, environmental engineering and research. Implementation of the *Expeditionary Learning* platform at Pathway schools will facilitate student acquisition of technology competencies, engage youth in inquiry-based learning strategies, enhance classroom learning through nature-based outdoor education and expose students to enhanced curricular content and enrichment experiences that will shape future education and career choices. The Environmental Pathway will prepare students for diverse study and careers available in the greater Lansing, MI metropolitan area as well as equip students with the skills and confidence to succeed beyond local communities in an increasingly competitive world facing numerous environmental challenges and priorities.
- Montessori Pathway – Launch of Wexford Montessori Magnet Academy will create a Grades PreK – 8 Montessori Pathway that prepares students to thrive in diverse high school, theme-based magnet school options (CTE, New Tech, Arts, Engineering, Biomedical, etc.) that align to postsecondary learning and career options available to youth in Lansing, MI and the larger global society. The Montessori Pathway will be grounded in the research-validated Montessori instructional model and will be enriched with multi-media, technology-driven *Discovery Education* STEAM learning resources. The Montessori Pathway will diversify learning and engage students who thrive in creative environments while increasing rigor by utilizing evidence-based instructional strategies and rich *Discovery Education* learning media and aligning Montessori-based learning to careers grounded in creation, inquiry, innovation and technology. Students enrolled in Wexford Academy may also choose to enroll in Lansing CTE Magnet High School to create an inquiry- and project-based learning pathway culminating in a career-aligned and postsecondary-aligned learning experience grounded in innovative teaching and learning instructional models.

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

- **Increasing District Marketability (Objectives 1, 2, 3; All Outcomes):** By creating high quality, academically rigorous magnets in low performing schools, LSD hopes that parents will reevaluate the quality of available academic choices in Lansing School District and commit to Learning Pathways linked to positive career and postsecondary education outcomes. Cutting-edge programming that emphasizes science, technology, engineering, mathematics, computer science, environmental science, outdoor education, arts and multiple STEM-related disciplines at the primary and secondary level will entice families who have left LSD schools for private / charter / parochial / out-of-district 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 *ARC*, 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 charter / private / parochial /out-of-district schools to enroll in magnets, LSD will increase inter-district, regional recruitment and therefore increase the socio-economic and racial diversity of its schools.

(d) Design Supported by Evidence of Promise and Research: Throughout the planning, development and design process, the *ARC* Magnet Design Team conducted a thorough literature review, investigated successful magnet schools across the country and researched effective practices in school choice / magnet programs / desegregation strategies and academic improvement programs. *ARC* reflects research and evidence of promise across the following design and content layers: (1) Project Design and (2) Evidence-based Programs.

- **Project Design:** After review of proven strategies that promote school desegregation, reduce racial / socio-economic group isolation and improve achievement for low-performing youth, the Design Team adopted a research-validated approach – supported by *What Works Clearinghouse* Strong Evidence of Support ([Bloom and Unterman, 2013]; [Bifulco, Cobb and Bell, 2009]); see *Competitive Preference Priority # 2* – to initiating new magnet schools described in the U.S. Department of Education Report *Creating Successful Magnet Schools Programs* (USDOE, 2004) and *Blueprint for Understanding and Operating Successful Magnet and Theme-based Schools* (Brooks et al., 2004). These documents, augmented by supplementary research aligned to the needs of LSD, guided development of *ARC*: (1) Magnet Planning; (2) Theme Selection and (3) Plan of Operation.
 - **Magnet Planning:** LSD 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: (1) assess the purpose / intent of desegregation plan and specified racial / socio-economic balance goals; (2) evaluate school and community needs across diverse stakeholder groups; (3) convene advisory committee to collaboratively plan project; (4) identify faculty committed to magnet school instructional strategies; (5) link magnet initiative to complementary school improvement efforts / plans; and (6) empower site-based oversight committee. Multiple studies that meet *What Works Clearinghouse* Strong Evidence of Effectiveness and *ESSA* Tier 1 Evidence of Effectiveness standards

validate the magnet schools concept, programming strategies and professional development selected by the Magnet Design Team. Evidence of Effectiveness supporting the *ARC* project design includes:

Program	<i>ARC: Evidence of Effectiveness (see Appendix for Full Studies)</i>
Evidence of Support Study # 1	
Citation	Bloom, H. S. and Unterman, R. Sustained Progress: New Findings About the Effectiveness and Operation of Small Public High Schools of Choice in New York City. MDRC, August 2013.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations .
Evidence	Strong Evidence of Support.
Study Outcomes	<ul style="list-style-type: none"> Results of the randomized control trial experimental study found that large numbers of students across every student subgroup – including disadvantaged students of color, special education students and English language learners – who attended small high school schools-of-choice in New York City demonstrated improved graduation rates compared to control group students enrolled in non-choice high schools.
Relevance to Project	<ul style="list-style-type: none"> LSD proposes four theme-based magnet schools to promote transfer of students – through choice – to rigorous magnets to meet Mandatory, Court-Ordered Desegregation standards, reduce Black student isolation in feeder schools and improve academic outcomes for low-performing students (<i>Competitive Priority # 1</i>). Proposed magnet schools include one high school.
Evidence of Support Study # 2	
Citation	Bifulco, R., Cobb, C. D., & Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut’s interdistrict magnet school program. <i>Educational Evaluation and Policy Analysis</i> , 31(4), 323–345.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations .
Evidence	Strong Evidence of Support.
Study Outcomes	<ul style="list-style-type: none"> Results of the experimental study found that students who attended two inter-district 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 and statistically significant for eighth grade students.
Relevance to Project	<ul style="list-style-type: none"> LSD proposes four theme-based magnet schools to promote intra-district and inter-district transfer of students – through choice – to rigorous magnets to meet Mandatory, Court-Ordered Desegregation standards, reduce Black student isolation in feeder schools and improve academic outcomes for low-performing students (<i>Competitive Priority # 1</i>).

- **Theme Selection:** Selection of magnet themes is a critical step in building and promoting successful options; magnet themes must appeal to targeted audience in order to generate positive outcomes (Cullen et al., 2003; Ballou, Goldring and Liu, 2006). The LSD Magnet Design Team implemented a research-based process for

theme identification and selection, including: (1) identify target enrollment populations based on desegregation plan (racial groups, socio-economic groups, ethnic subgroups); (2) assess student and family interest across targeted enrollment subgroups to prioritize culturally-relevant themes; (3) evaluate potential partnerships to gauge availability of community support (*Giving Parents Options* - USDOE, 2007); (4) convene committee to solicit feedback from stakeholders and build consensus for appropriate academic themes (USDOE, 2004; Brooks, et al, 2004) and (5) inform school community of themes and specialized learning to generate prior support.

- **Plan of Operation:** Upon determining the location of magnet schools, selection of themes and identification of enrollment balances based on desegregation goals, the Design Team organized a strong plan of operation that includes the following key elements (Hoxby and Rockoff, 2005; Howell and Peterson, 2002): (1) magnet schools will be staffed by committed faculty and school leaders who believe in the thematic approach of the school (Massucci, 2004, Poppell and Hague, 2001); (2) magnet 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 / socio-economic balances needed to ensure equity in education (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 *ARC* during an open and inclusive planning process. By grounding project elements in a strong research base and supplementing the magnet design with validated school improvement models (*Expeditionary Learning, Montessori, Career and Technical Education, Discovery Education*), formative academic assessments (*NWEA MAP*), proven learning interventions (*Read 180, NWEA MAP Accelerator, Princeton Review ACT/ SAT Prep, Positive Action*) and extensive outreach to improve parent and community support for and involvement in school programming, LSD plans to launch and sustain high-quality magnets that will yield positive academic and social results.

- **Evidence-based Programs:** After extensive review of curricular programs, instructional methodologies, interventions and content resources, the Magnet Design Team selected research-based instructional models backed by Evidence of Effectiveness studies that meet USDOE *What Works Clearinghouse* standards to improve the quality of teaching and learning in *ARC* magnet schools. Evidence-based programs will include:

Program	Evidence of Promise and Evidence of Effectiveness
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<p><i>Expeditionary Learning</i></p>	<ul style="list-style-type: none"> • <u>Evidence of Effectiveness:</u> Results of a quasi-experimental design study demonstrate EL middle school students perform better in reading and math than their counterparts in traditional public schools (Nichols-Barrer & Haimson, 2013). <ul style="list-style-type: none"> ○ <u>Meets WWC Standards With Reservations; At Least One Statistically Significant Positive Finding.</u>
<p><i>Montessori</i></p>	<ul style="list-style-type: none"> • <u>Evidence of Promise:</u> Multiple studies, including studies where children were randomly assigned to Montessori schools, suggest that attending Montessori as a child may lead to higher adult wellbeing (Lillard, et al. 2021). • <u>Evidence of Promise:</u> Results of quasi-experimental design study show students engaged in Montessori education out-perform control group students in traditional classrooms on standardized science assessments (Alburaidi & Ambusaidi, 2019).
<p><i>Career and Technical Education</i></p>	<ul style="list-style-type: none"> • <u>Evidence of Effectiveness:</u> Quasi-experimental design study found that CTE students were 7% more likely than non-CTE students to graduate from high school on time and 10% were more likely to enroll in any type of postsecondary education within two years of high school graduation (Brodersen, et al. 2021). <ul style="list-style-type: none"> ○ <u>Meets WWC Standards With Reservations; At Least One Finding shows Moderate Evidence of Effectiveness.</u>

The Magnet Design Team designed *ARC* to reflect research in education practice and theory while addressing the significant needs of LSD students. After assessment of academic needs, the Design Team selected research-based, validated, effective curricula / interventions to increase the likelihood of positive academic outcomes for all students. 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 *ARC* promises to yield multiple positive outcomes for elementary, middle and high school students. While promoting diversity and reducing racial group isolation is critical to ensuring compliance with desegregation goals, the district is equally committed to improving the quality of education options for high-need, underserved students. LSD proposes Tiers of Service for each *ARC* magnet school that will expand options for families, improve teacher effectiveness, enhance learning resources and increase academic achievement for all students. Tiers of service include: (1) Learning Pathways; (2) Theme-Based Instruction; (3) School Profiles; (4) Curriculum Alignment; (5) Technology Integration; (6) Assessments & Interventions (7) Parent/Family Involvement.

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

<i>ARC School</i>	LSD Learning Pathway Options
Forest View Elementary School	• Environmental Pathway
North Middle School	• Environmental Pathway
Wexford Academy	• Montessori / STEAM * Pathway
Lansing CTE High School	• CTE / STEM * Pathway
* Includes connections to existing LSD Learning Pathways via theme alignment.	

(2) Theme-Based Instruction: Magnet school sites were selected based on the needs described in Competitive Preference Priority #1 and the terms of the LSD modified (and approved by all parties) **Mandatory, Court-Ordered Desegregation Plan**. The Magnet Design Team selected magnet themes – after seeking input from diverse stakeholders – to expand / initiate / revise PreK – 12 Learning Pathways that increase continuity and coherence of academic programs across grade levels and schools. *ARC* themes align with career projections from numerous sources (CollegeExpress, 2020; US News and World Report, 2020; thebestschools.org, 2020) indicating Engineering, Technology, Computer Science, Health Sciences and STEM are career fields with a high demand for future expertise, ranking #1 (Computer Science and Technology) and #2 (Healthcare and Health Services). All *ARC* magnet schools offer a rigorous and innovative approach to teaching and learning – validated by evidence of effectiveness – utilizing proven instructional models to prepare students to succeed in future study, high-demand careers and life.

- **Environmental Theme:** Lansing School District serves urban, high-need students largely disconnected from the natural world and environment surrounding the capital city of Michigan. Despite access to parks and natural areas – the Great Lakes, rivers, forests – and a major research university with a respected environmental science and environmental studies program – Michigan State University – Lansing students live a largely urban experience with limited access to nature. Implementation of an Environmental Pathway grounded in the *Expeditionary Learning* model, augmented by outdoor education and summer environmental learning camps, will introduce urban, high-need youth to nature through academic study and promote the proven benefits of living closer to nature. The positive impacts of environmental education (EE) are well documented. Students who participate in environmental education programs demonstrate higher achievement on state standardized tests and Science Inquiry Tasks, higher GPA and better attitudes toward school and the environment than students in non-EE programs. They also experience more diverse learning and report gaining social skills, better understanding of themselves and others, and developing a sense of community and elevated respect for the environment (Bartosh, 2009). Environmental education improves academic performance, enhances critical thinking skills and develops personal growth and life-building skills including confidence, autonomy, and leadership. In addition, a number of studies show that environmental education increases civic engagement and positive environmental behaviors (Androin, Bowers, Roth & Holthuis, 2018; Bartosh, Ferguson, Tudor & Taylor, 2009). Investment in

an Environmental Pathway will provide urban, high-need youth and families with an experiential learning opportunity connected to diverse and emerging careers – ecology, wildlife sciences, renewable energy technologies, climate science, sustainable agriculture – vital to the long-term viability of human society and aligned to the critical “green economy” that will move our nation forward.

- **Montessori Theme:** Montessori education provides a proven alternative to more traditional classroom environments, nurtures the growth of the “whole child” and promotes learning through inquiry, self-discovery, self-motivation and curiosity. Research demonstrates that high school graduates who attended Montessori preschool and elementary programs significantly outperformed a peer control group on math/science scores (Dohrmann, 2003). Further, Montessori education led to significantly greater school year gains on outcome measures of executive function, reading, math, vocabulary, and social problem-solving compared to children in conventional classrooms (Lillard, 2012). The Wexford Montessori Magnet Academy will provide a rigorous education faithful to the Montessori Model infused with 21st Century STEAM content to provide an innovative, multi-disciplinary, engaging learning experience for elementary and middle school students connected to multiple STEAM-focused high school magnet program options.
- **Career and Technical Education Theme:** Career and Technical Education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs. The term “Career and Technical Education” is defined in the *Strengthening Career and Technical Education for the 21st Century Act of 2018, Sec. 3(5)*:
“organized educational activities that – (A) offer a sequence of courses that – (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; (B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing;

and (D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).”

CTE is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement academic studies (Burrowes, et al, 2014). Lansing CTE Magnet High School will connect with and lead to postsecondary programs of study, additional training and / or specialized technical instruction. Postsecondary connections will culminate in degree attainment, technical certificates, apprenticeships and / or employment in high-demand careers (USDOE, 2019). Lansing CTE Magnet High School will offer students access to multiple Concentrations aligned to student interest, postsecondary education fields and workforce needs: (1) Computer Science and Coding; (2) Construction Sciences and (3) EMS and Health Sciences.

ARC will respond to peer reviewed research and community needs by creating one STEAM-aligned Montessori magnet, one STEM-aligned Career and Technical Education magnet and two Environmental magnets that focus study across multiple disciplines to appeal to the broadest range of students and families. ARC will provide increased access to enhanced coursework that reflects the growing need for well-educated youth prepared to succeed in highly competitive, creative, rigorous, technology-driven postsecondary education environments and careers.

Theme Focus	Research Summary: Magnet Themes and Academic Outcomes
<p><u>Environmental Theme</u> – ARC will launch and sustain two Environmental Magnet Schools: Forest View Elementary and North Middle</p>	<ul style="list-style-type: none"> • Environmental education can catalyze a positive change regarding purpose of education, bring about greater concern for others in times of crisis and develop greater social awareness of crisis and resilience (Servant, Miklos, 2022). • Results of randomized control study demonstrate students who participate in outdoor education are more enthusiastic about learning than students who learn only in traditional classroom setting (Aflalo, Revital Montin & Raviv, 2020). • Students engaged in culturally-relevant environmental education develop stronger interest in learning and develop stronger sense of personal identity and community connections than students who do not engage in environmental content (Blanchet-Cohen & Reilly, 2017). • Environmental education generates powerful benefits in the development of cognitive, social and emotional and physical development of youth compared to peers who lack access to environmental education programs (Ardoin & Bowers, 2020).
<p><u>Montessori Theme</u> – ARC will launch and sustain one PreK – 8 Montessori Magnet School:</p>	<ul style="list-style-type: none"> • Results of a quasi-experimental design study demonstrate Montessori instruction leads to greater gains in science achievement among adolescent learners from diverse backgrounds compared to non-Montessori classroom instruction (Alburaidi, A. & Ambusaidi A, 2019). • Montessori middle school practices foster the intellectual and emotional growth of students so that they can successfully transition to high school and are buffered from many of the detrimental academic and emotional impacts of ninth grade (Lapon, 2020).

<p>Wexford Academy</p>	<ul style="list-style-type: none"> • Students enrolled in Montessori school programs perform better on standardized <i>Evaluation of Potential Creativity</i> assessment compared to non-Montessori control group students; male Montessori students demonstrated elevated gains (Fleming, Culclasure & Zhang, 2019). • Quasi-experimental study of Black elementary students in urban Montessori magnet schools demonstrates Montessori students statistically outperform non-Montessori control group students in Reading proficiency assessments (Brown & Lewis, 2017).
<p><u>Career and Technical Education Theme</u> – ARC will launch and sustain one CTE Magnet School: Lansing CTE High School</p>	<ul style="list-style-type: none"> • Results of randomized control study indicate CTE completers had statistically higher ACT scores, higher math assessment scores and higher science achievement than high school graduates who did not complete CTE courses (Michaels & Barone, 2020). • Results of a longitudinal study show male CTE completers are 7 percentage points more likely to graduate from high school and 10 percentage points more likely to enroll in postsecondary education than male non-CTE students (Brodersen, Gagnon, Liu & Tedeschi, 2021). • Results of a randomized control study indicate that statistically, CTE completers had higher mathematics and Grade 11 English reading passing rates as well as higher cohort graduation rates than those of non-CTE control students (Blowe & Price, 2012).

ARC themes were chosen to enhance instruction across core subjects, improve academic achievement among urban, low-performing youth and bring new life to academic subjects that do not resonate with high-risk, underserved students from targeted communities and schools.

(3) School Profiles: The following site descriptions summarize school-specific activities, curricular programs, professional learning, partner support and enrollment projections for each proposed ARC magnet school: (1) Forest View Environmental Magnet Elementary School; (2) North Environmental Magnet Middle School; (3) Wexford Montessori Magnet Academy and (4) Lansing CTE Magnet High School.

SCHOOL PROFILE: FOREST VIEW ELEMENTARY SCHOOL

Forest View Environmental Magnet Elementary School			
Configuration:	Whole School - Capacity: 375 students	Grade Levels:	Grades PreK – 3
Theme:	Environmental – <i>Expeditionary Learning</i> Framework		
Year1	Enrollment	% Black	
Current (Baseline)	245	31%	
Projected 2022-2023	254	30%	
Projected 2023-2024	279	29%	
Projected 2024-2025	304	28%	
Projected 2025-2026	329	28%	
Projected 2026-2027	354	27%	

Racial Subgroup Enrollment Balance (October 2021)							
District / ARC Schools	% American Indian/ Alaskan	% Asian	% Black	% Latinx	% Native Hawaiian / Pacific Islander	% White	% Two or More Races
LSD	1%	5%	38%	21%	0%	23%	12%
Forest View	0%	4%	31%	19%	0%	30%	16%

Academic Performance Indicators: Forest View Environmental Magnet Elementary School is a new, whole school magnet proposed to link with North Environmental Magnet Middle School and multiple STEM Magnet High School Academies in Lansing School District (existing magnets) to form a Grades PreK – 12 Environmental and STEM Pathway. Forest View Elementary School is a racially balanced alternative for students enrolled in feeder schools impacted by Black student isolation and schools out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. Forest View Elementary School is impacted by significant academic failure; improved teaching and learning programs will help raise student achievement and prepare students to meet rigorous career and postsecondary education standards. Forest View is located in a diverse Lansing, MI neighborhood. Improved programs are needed to increase minority student access to high-quality academic options and increase equity in learning. The following chart summarizes key performance statistics:

School Grade Rating	% Free and Reduced Lunch	ELA % Proficient	Math % Proficient
C	77.16%	29%	29%

M-STEP 2019 test results (most recent state testing due to COVID); Lansing School District, 2022.

Programming / Curriculum: Forest View Environmental Magnet Elementary School will provide unique learning experiences for students that build linkages across district schools to establish an Environmental / STEM Learning Pathway (PreK – 12) culminating at multiple, current STEM-Centric LSD Magnet High School Academies. Students will enroll in the magnet school based on student and family choice. Forest View Environmental Magnet Elementary School will offer a rigorous environmental education curriculum based on the evidence-based *Expeditionary Learning (EL)* model developed collaboratively by Harvard Graduate School and Outward Bound, USA. A strong curriculum base in environmental education linked to core curriculum content – aligned to Michigan state standards – and enriched with a focus on project-based learning (using *MakerEd* strategies) and STEM content (using *Discovery Education Experience, JASON Project*) – will provide a curricular foundation supported by Evidence of Effectiveness that meets USDOE *What Works Clearinghouse* standards. The *Expeditionary Learning* framework stimulates and deepens academic learning through outdoor education, project-based learning, exploratory learning and self-directed inquiry. The *Expeditionary Learning* instructional framework includes:

EL Principles	Impact on Instruction
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The Primacy of Self-Discovery	Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
The Having of Wonderful Ideas	Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
The Responsibility for Learning	Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL school encourages both children and adults to become increasingly responsible for directing personal and collective learning.
Empathy and Caring	Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
Success and Failure	All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
Collaboration and Competition	Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.
Diversity and Inclusion	Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
The Natural World	A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
Solitude and Reflection	Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

Service and Compassion	We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school’s primary functions is to prepare students with the attitudes and skills to learn from and be of service.
Evidence of Effectiveness: Nichols-Barrer, I., & Haimson, J. (2013). Impacts of five expeditionary learning middle schools on academic achievement. Cambridge, MA: Mathematica Policy Research.	

The *Expeditionary Learning* framework will be enhanced through Environmental Education integration strategies provided by community partners (see below) and enrichment learning resources. Instructional strategies will include multiple supplemental learning opportunities that expand upon *Expeditionary Learning* and integrate rich environmental content, including:

- **Discovery Education:** *Discovery Education Experience* content will supplement *Expeditionary Learning* with rigorous, multi-media, digitized Environmental Education resources that promote elementary, middle, high school and college readiness through rigorous Environmental Education integrated across all subjects. *Discovery Education* digital Techbooks provide unrivaled content that helps teachers transition from print textbooks to interactive, media-driven digital learning, including extensive environmental and nature-based resources representing diverse environmental science / studies content – energy, climate, wildlife science, ecology, ecosystem studies, earth science, water resources, people and environment interactions, etc. – connected to all components of broader STEM instructional focus (Science, Technology, Engineering, Mathematics). *Discovery Education Experience* will ensure teachers can access culturally diverse, age-appropriate environmental education content that connects classrooms to nature and engages youth in the study of environmental issues impacting Lansing communities, Michigan, the United States and the world.
- **JASON Project:** Forest View Environmental Magnet Elementary School will implement *JASON Project* School Model to provide students and educators with cutting-edge, digital science instruction led by field researchers and focused on real-life phenomena around the world. *JASON* brings the world of nature, environment and scientific research into classrooms to engage youth in ongoing, inquiry-based science that reflects *Expeditionary Learning* principles and cutting-edge environmental content.

Transformation of Forest View into a reinvigorated, rigorous and exciting Environmental Magnet School will help LSD reduce Black student isolation in racially identifiable feeder schools, increase equity in education and improve academic achievement for all students.

Enrichment: Forest View Environmental Magnet Elementary School will provide an immersive learning experience, augmenting a rigorous *Expeditionary Learning* instructional model and technology-based learning platform with exceptional Environmental, Nature and STEM enrichment opportunities:

Forest View Environmental Magnet Elementary School: Enrichment Activities

<p>Outdoor Classroom</p>	<ul style="list-style-type: none"> • Lansing School District will create an Outdoor Classroom on the school campus to engage youth in open air learning aligned to environmental content and the outdoor focus of the <i>Expeditionary Learning</i> model. The Outdoor Classroom will utilize sustainable, reclaimed materials and include solar panels that power a battery to provide electricity for media, a small-scale wind turbine, water catchment for garden irrigation and greenhouse to engage students in the science of energy, agriculture and life cycles via the Garden Project (see below). Teachers will have the opportunity to reserve the outdoor classroom for instruction and classroom experiments.
<p>Ebersole Environmental Education Center</p>	<ul style="list-style-type: none"> • Environmental Education Natural Resources Camps: Magnet students will attend Saturday Day Camps at the Lansing School District Ebersole Environmental Education Center. Each program will focus on a different aspect of the natural world through study of the resources of the 158-acre outdoor classroom – Forests; Lakes; Streams; Wildlife; Air and Land – linked to core content and social and emotional learning. (all magnet students will attend at least two Camps per year). • Environmental Education Summer Explorers Camps: Magnet students will attend multi-day Summer Explorers Camps (with overnight stay options based on parent permission) that provide in-depth exploration of diverse natural resources found within the Ebersole forest, lake, streams and open meadows. Explorers will immerse themselves in experiential programs close to nature and far from the urban neighborhoods in which they live (all magnet students will have option to attend Explorers Camp – four multi-day camps per summer).
<p>National Oceanic and Atmospheric Administration <i>Ship to Shore Exploration</i></p>	<ul style="list-style-type: none"> • <i>Ship to Shore Exploration</i> will connect magnet students to NOAA research scientists on research vessels around the world – conducting studies of ecosystems, wildlife, oceans, water quality, fisheries, climate – to provide live-streaming interaction with experts in the field conducting vital environmental research. Students will have opportunity to learn from world-leading experts, ask questions and explore new environments from LSD classrooms (see https://nautiluslive.org/education/ship-to-shore-interactions).
<p>National Energy Education Development</p>	<ul style="list-style-type: none"> • Educators / students will engage in energy learning using resources developed by the United States Department of Energy NEED initiative to study renewable energy – solar, wind, hydropower, geothermal – and the connection between nature, climate and energy. NEED teaching and learning resources will support classroom experiments that integrate photovoltaics and wind energy generators installed as part of the outdoor classroom.
<p>Michigan Green Schools Project</p>	<ul style="list-style-type: none"> • Forest View will participate in the Michigan Green Schools initiative to reduce school impact on the environment while promoting the teaching and learning of Michigan-centric environmental / ecological practices that protect the air, land, water and animals of Michigan. Program includes Green School activities across four categories (<i>Reduce / Reuse / Recycle; Energy; Environmental</i>

	<p><i>Protection and Miscellaneous</i>) leading to achievement of <i>Green School, Emerald School</i> or <i>Evergreen School</i> status based on number of completed activities per year (see www.michiangreenschools.us)</p>
<p>RobotLab Virtual Reality</p>	<ul style="list-style-type: none"> • VR Expeditions 2.0: Magnet students will travel the world and explore art museums, natural areas, cultural sites, cultural celebrations, national parks and historical sites via Virtual Reality. VR Expeditions harnesses the power of Virtual Reality, the knowledge of Encyclopedia Britannica and the groundbreaking education work of Google Expeditions to connect students to the world via immersive Virtual Reality field trips (see https://www.robotlab.com/vr-expeditions-2.0).
<p><i>Roots and Shoots</i> Service Learning</p>	<ul style="list-style-type: none"> • Under the guidance of a supervising educator, students will form a chapter of the Jane Goodall Institute <i>Roots and Shoots</i> service learning for the planet group. One, or more, educator(s) will complete the six-week, online <i>Roots and Shoots</i> Compassionate Educator course that provides guidance on the launch and continuation of a <i>Roots and Shoots</i> service-learning group that engages students in projects benefitting nature, the environment and communities (see www.rootsandshoots.org for details).
<p>Learning Excursions</p>	<ul style="list-style-type: none"> • Families and youth will participate in quarterly shared learning experiences to field study locations aligned to Environmental and STEM content. Learning excursions will increase parent engagement in education and introduce high-need students to the rich natural resources and learning resources in the greater Lansing, Michigan region. Learning excursions will include but not be limited to: Potter Park Zoo, Henry Ford Museum, University of Michigan Botanical Gardens, Sleeping Bear Dunes National Lakeshore and Broad Art Museum (quarterly excursions).
<p>Extra-curricular Activities</p>	<ul style="list-style-type: none"> • <i>ARC</i> will expand extracurricular programs to include Environmental focused options. The school and partners will collaborate to launch a Garden Club, Robotics Club, Roots and Shoots Club and Green Schools Club to promote theme-based extra-curricular learning aligned to environmental / STEM content and academic curriculum. Extracurricular experiences will promote interaction among diverse students to reduce racial group isolation.

- **Assessment:** All *ARC* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design Assessments and Interventions* below).
- **Intervention:** All *ARC* magnet schools will utilize the validated *Read 180* and *NWEA MAP Accelerator* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design Assessments and Interventions* below). All *ARC* magnet schools will integrate social and emotional learning (SEL) supports through implementation of the Evidence of Effectiveness based *Positive Action* curriculum, a *SAMHSA* (Substance Abuse and Mental Health Services Administration) Model Program.

Magnet Personnel: Implementation of magnet programs will enhance Forest View Environmental Magnet Elementary School faculty with the following grant-funded personnel:

- **Environmental Focus Teacher:** An Environmental Focus Teacher will integrate environmental and nature-based content and *Expeditionary Learning* strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. The Focus Teacher will lead a Forest View environmental curriculum team, model effective lessons across subjects and help teachers implement *Expeditionary Learning*, *Discovery Education*, *JASON Project* and project-based learning strategies in core and non-core subjects. The Focus Teacher will also oversee components of the *ARC* marketing and recruitment plan (see *Desegregation* section) to ensure enrollment attains proposed levels.

Magnet Partners: Forest View Environmental Magnet will connect elementary school magnet students and faculty with key content, pedagogy and community partners (see *Appendix* for Letters of Support). *ARC* partners will enrich instruction with research-based teaching strategies, provide content-rich professional learning, facilitate use of validated curricular models / interventions and provide supplementary learning experiences, including:

Partner	Implementation Role
Michigan State University Extension	<ul style="list-style-type: none"> • 4 – H Cloverbuds: In collaboration with MSU Extension, Forest View will launch a 4 – H Cloverbuds program that engages students in nature-based learning through 4 – H initiatives that focus on science, environment, watershed, agriculture and animal / wildlife content. • Garden Project: Experts from the Michigan State University Extension will collaborate with LSD to launch and support both an organic vegetable garden project and a native plants garden on the Forest View campus to engage students in the study of agriculture, soil, plant sciences, biodiversity, nutrition and support service learning (edible garden products will be donated to local Food Bank to build student awareness of equity and civic engagement).
Potter Park Zoo	<ul style="list-style-type: none"> • Zoo Tours: Educators from Potter Park Zoo will collaborate with teachers to provide students with behind-the-scenes tours of zoo facilities and engage students in the endangered species conservation and animal sciences program at the zoo. Educators will use teaching materials from the Potter Park Zoo outreach program in pre-visit classroom activities to align classroom learning to zoo tours. • BIG Zoo Lesson: Students, parents, and teachers will use Potter Park Zoo as a classroom for a week-long, in-depth study of biological sciences. The BIG Zoo Lesson is an interdisciplinary, problem-based approach to teaching and learning that offers students the opportunity to learn about animals, biodiversity, careers, and conserving nature.
Impression 5 Science Center	<ul style="list-style-type: none"> • Science Camps: Magnet students will have the opportunity to attend Science Day Camps at Impression 5 Science Center to engage in STEAM-focused learning during school breaks and during

	<p>the summer. Magnet students will meet at Forest View and travel together to ensure transportation is not an access barrier to attend enrichment camps.</p> <ul style="list-style-type: none"> • Adopt-A-River: Forest View will partner with Impression 5 during its annual Adopt-A-River service-learning program that engages youth in ecological restoration, STEM learning and outdoor education guided by river ecology experts / scientists.
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Professional Learning: Proposed instructional / curricular programs require substantial professional development to help educators fully utilize, with fidelity, *Expeditionary Learning*, *Discovery Education* and *JASON Project* teaching / learning resources:

Provider	Professional Learning Content
Magnet Schools of America	<ul style="list-style-type: none"> • Year 1: National Institute for Magnet School Leadership: five-day, customized Leadership Institute focused on building a strong leadership team and effective magnet schools. Leadership Institute will include foundational strategies: <ul style="list-style-type: none"> ○ Growing and Operating Diverse Schools; ○ Developing Innovative Curriculum and Professional Development; ○ Supporting Academic Excellence; ○ Implementing High-Quality Instructional Systems; ○ Growing Family and Community Partnerships. • Year 2 – 5: Professional Learning Modules and MSA Conferences: MSA offers extensive professional learning that connects educator growth to effective magnet school administration, operation, instruction and sustainability. Magnet School Leadership Team members will self-select follow-up, content-focused online learning modules / conferences.
EL: Expeditionary Learning	<p>Expeditionary Learning (EL): The EL national network of school partners implements 38 core, research-based practices that comprise the <i>EL Education</i> model. The comprehensive <i>EL Education</i> model fosters cohesion, consistency and common vision for teaching and learning across grade levels and subjects. School transformation via the <i>EL Education</i> model is a multi-year investment to permanently shift instruction, assessment and school culture. Professional development in <i>Expeditionary Learning</i> methodology will include:</p> <ul style="list-style-type: none"> • Year 1: Site Seminar: Completion of site visit to exemplary <i>EL</i> Partnership School. • Year 1: School Design Institute: Core leadership / instructional team will complete multi-day <i>EL</i> School Design Institute to promote schoolwide adoption of the <i>EL Education</i> model. • Year 1: Regional Leadership Cohort: School principals and assistant principals will initiate <i>EL Education</i> leadership cohort training to support school redesign and adoption of rigorous, immersive, transformative <i>EL Education</i> model.

	<ul style="list-style-type: none"> • Year 1: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. • Year 2: School Design Institute: Instructional leaders will continue to complete multi-day institutes to ensure schoolwide adoption of <i>EL Education</i> with fidelity to the model. • Year 2: Regional Leadership Cohort: School principals and assistant principals will complete <i>EL Education</i> leadership cohort training to support school redesign and adoption of rigorous, immersive, transformative <i>EL Education</i> model. • Year 2: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 2: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. • Year 3: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 3: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. • Year 4: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 4: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. • Year 5: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 5: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model.
<p>Discovery Education</p>	<ul style="list-style-type: none"> • Year 1: Creating and teaching high-quality digital Environmental / STEM lessons. • Year 2: Developing trans-disciplinary digital Environmental units linking all core subjects. • Year 3: Expanding focus through vertical alignment of trans-disciplinary units. • Year 4 and 5: Online, self-paced professional learning to expand content knowledge.
<p>JASON Project</p>	<ul style="list-style-type: none"> • Year 1: Core Curriculum Training: Multi-day workshops focused on inquiry-based learning, technology integration, differentiated instruction, blended learning and assessment. • Year 2: Expectations for NGSS Classrooms: 2-day workshop that explores Next Generation Science Standards and integrates JASON / NGSS standards into instruction. • Year 3 -5: JASON Webinars: diverse content-driven, self-selecting webinars to increase educator knowledge and competency utilizing JASON instructional methodologies.
<p>North American Association for Environmental Education</p>	<ul style="list-style-type: none"> • Year 1 – 5: Environmental Education Modules: Educators will complete a minimum of two Environmental Education teaching and learning modules per year to fully integrate environmental and nature-based content into daily teaching and learning. NAAEE (affiliated with Stanford University) offers an ever-changing and rigorous catalog of both online and in-person professional

	development that explores content, pedagogy, foundation environmental education principles and cross-curricular integration of methods / content.
RobotLab	<ul style="list-style-type: none"> • Year 1 – 5: VR Expeditions – Educators will complete professional learning to effectively utilize Virtual Reality hardware and software in support of the integration of Virtual Reality Expeditions Field Trips into daily classroom teaching / learning and enrichment activities.

Specialized Facilities: ARC 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 postsecondary education. Specialized learning facilities for magnet programming will include:

- Technology Lab with *Read 180 / NWEA MAP Accelerator* licensures;
- Outdoor Classroom with resources to facilitate study of energy, agriculture and life sciences;
- Wireless Mobile Learning Lab to facilitate classroom implementation of *Discovery Education Experience, JASON Project, VR Expeditions 2.0* and technology interventions;
- SmartBoard technology in all magnet classrooms.

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

SCHOOL PROFILE: NORTH MIDDLE SCHOOL

North Environmental Magnet Middle School			
Configuration:	Whole School - Capacity: 375 students	Grade Levels:	Grades 4 – 8
Theme:	Environmental – <i>Expeditionary Learning</i> Framework		
Year1	Enrollment	% Black	
Current (Baseline)	129	43%	
Projected 2022-2023	129	43%	
Projected 2023-2024	143	41%	
Projected 2024-2025	157	39%	
Projected 2025-2026	171	38%	
Projected 2026-2027	185	37%	

Racial Subgroup Enrollment Balance (October 2021)							
District / ARC Schools	% American Indian/ Alaskan	% Asian	% Black	% Latinx	% Native Hawaiian / Pacific Islander	% White	% Two or More Races

LSD	1%	5%	38%	21%	0%	23%	12%
North	0%	2%	43%	11%	0%	29%	15%

Academic Performance Indicators: North Environmental Magnet Middle School is a new, whole school magnet proposed to link with Forest View Environmental Magnet Elementary School and multiple STEM Magnet High School Academies in Lansing School District (existing magnets) to form a Grades PreK – 12 Environmental and STEM Pathway. North Middle School is a racially balanced alternative for students enrolled in feeder schools impacted by Black student isolation and schools out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. North Middle School is impacted by significant academic failure; improved teaching and learning programs will help raise student achievement and prepare students to meet rigorous career and postsecondary education standards. North is located in a diverse Lansing, MI neighborhood. Improved programs are needed to increase minority student access to high-quality academic options and increase equity in learning. The following chart summarizes key performance statistics:

School Grade Rating	% Economically Disadvantaged	ELA % Proficient	Math % Proficient
D	85.54%	16%	9%

M-STEP 2019 test results (most recent state testing due to COVID); Lansing School District, 2022.

Programming / Curriculum: North Environmental Magnet Middle School will provide unique learning experiences for students that build linkages across district schools to establish an Environmental / STEM Learning Pathway (PreK – 12) culminating at multiple, current STEM-Centric LSD Magnet High School Academies. Students will enroll in the magnet school based on student and family choice. North Environmental Magnet Middle School will offer a rigorous environmental education curriculum based on the evidence-based *Expeditionary Learning (EL)* model developed collaboratively by Harvard Graduate School and Outward Bound, USA. A strong curriculum base in environmental education linked to core curriculum content – aligned to Michigan state standards – and enriched with a focus on project-based learning (using *MakerEd* strategies) and STEM content (using *Discovery Education Experience, JASON Project*) will provide a curricular foundation supported by Evidence of Effectiveness that meets USDOE *What Works Clearinghouse* standards. The *Expeditionary Learning* framework stimulates and deepens academic learning through outdoor education, project-based learning, exploratory learning and self-directed inquiry. The *Expeditionary Learning* instructional framework includes:

<i>EL</i> Principles	Impact on Instruction
The Primacy of Self-Discovery	Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher’s

	primary task is to help students overcome their fears and discover they can do more than they think they can.
The Having of Wonderful Ideas	Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
The Responsibility for Learning	Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
Empathy and Caring	Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
Success and Failure	All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
Collaboration and Competition	Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.
Diversity and Inclusion	Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
The Natural World	A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
Solitude and Reflection	Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.
Service and Compassion	We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.
Evidence of Effectiveness: Nichols-Barrer, I., & Haimson, J. (2013). Impacts of five expeditionary	

learning middle schools on academic achievement. Cambridge, MA: Mathematica Policy Research.

The *Expeditionary Learning* framework will be enhanced through Environmental Education integration strategies provided by community partners (see below) and enrichment learning resources. Instructional strategies will include multiple supplemental learning opportunities that expand upon *Expeditionary Learning* and integrate rich environmental content, including:

- **Discovery Education:** *Discovery Education Experience* content will supplement *Expeditionary Learning* with rigorous, multi-media, digitized Environmental Education resources that promote middle school, high school and college readiness through rigorous Environmental Education integrated across all subjects. *Discovery Education* digital Techbooks provide unrivaled content that helps teachers transition from print textbooks to interactive, media-driven digital learning, including extensive environmental and nature-based resources representing diverse environmental science / studies content – energy, climate, wildlife science, ecology, ecosystem studies, earth science, water resources, people and environment interactions, etc. – connected to all components of broader STEM instructional focus (Science, Technology, Engineering, Mathematics). *Discovery Education Experience* will ensure teachers can access culturally diverse, age-appropriate environmental education content that connects classrooms to nature and engages youth in the study of environmental issues impacting Lansing communities, Michigan, the United States and the world.
- **JASON Project:** North Environmental Magnet Middle School will implement *JASON Project* School Model to provide students and educators with cutting-edge, digital science instruction led by field researchers and focused on real-life phenomena around the world. *JASON* brings the world of nature, environment and scientific research into classrooms to engage youth in ongoing, inquiry-based science that reflects *Expeditionary Learning* principles and cutting-edge environmental content.

Transformation of North Middle into a reinvigorated, rigorous and exciting Environmental Magnet School will help LSD reduce Black student isolation in racially identifiable feeder schools, increase equity in education and improve academic achievement for all students.

Enrichment: North Environmental Magnet Middle School will provide an immersive learning experience, augmenting a rigorous *Expeditionary Learning* instructional model and technology-based learning platform with exceptional Environmental, Nature, STEM and outdoor education enrichment opportunities:

North Environmental Magnet Middle School: Enrichment Activities	
Outdoor Classroom	<ul style="list-style-type: none"> • Lansing School District will create an Outdoor Classroom on the school campus to engage youth in open air learning aligned to environmental content and the outdoor focus of the <i>Expeditionary Learning</i> model. The Outdoor Classroom will utilize sustainable, reclaimed materials and include solar panels that power a battery to provide electricity for media, a small-scale wind turbine, water

	<p>catchment for garden irrigation and greenhouse to engage students in the science of energy, agriculture and life cycles via the Garden Project (see below). Teachers will have the opportunity to reserve the outdoor classroom for instruction and classroom experiments.</p>
<p>Ebersole Environmental Education Center</p>	<ul style="list-style-type: none"> • Environmental Education Natural Resources Camps: Magnet students will attend Saturday Day Camps at the Lansing School District Ebersole Environmental Education Center. Each program will focus on a different aspect of the natural world through study of the resources of the 158-acre outdoor classroom – Forests; Lakes; Streams; Wildlife; Air and Land – linked to core content and social and emotional learning. (all magnet students will attend at least two Camps per year). • Environmental Education Summer Explorers Camps: Magnet students will attend multi-day Summer Explorers Camps (with overnight stay options based on parent permission) that provide in-depth exploration of diverse natural resources found within the Ebersole forest, lake, streams and open meadows. Explorers will immerse themselves in experiential programs close to nature and far from the urban neighborhoods in which they live (all magnet students will have option to attend Explorers Camp – four multi-day camps per summer).
<p>National Oceanic and Atmospheric Administration <i>Ship to Shore Exploration</i></p>	<ul style="list-style-type: none"> • <i>Ship to Shore Exploration</i> will connect magnet students to NOAA research scientists on research vessels around the world – conducting studies of ecosystems, wildlife, oceans, water quality, fisheries, climate – to provide live-streaming interaction with experts in the field conducting vital environmental research. Students will have opportunity to learn from world-leading experts, ask questions and explore new environments from LSD classrooms (see https://nautiluslive.org/education/ship-to-shore-interactions).
<p>National Energy Education Development</p>	<ul style="list-style-type: none"> • Educators / students will engage in energy learning using resources developed by the United States Department of Energy NEED initiative to study renewable energy – solar, wind, hydropower, geothermal – and the connection between nature, climate and energy. NEED teaching and learning resources will support classroom experiments that integrate photovoltaics and wind energy generators installed as part of the outdoor classroom.
<p>Michigan Green Schools Project</p>	<ul style="list-style-type: none"> • North will participate in the Michigan Green Schools initiative to reduce school impact on the environment while promoting the teaching and learning of Michigan-centric environmental / ecological practices that protect the air, land, water and animals of Michigan. Program includes Green School activities across four categories (<i>Reduce / Reuse / Recycle; Energy; Environmental Protection and Miscellaneous</i>) leading to achievement of <i>Green School, Emerald School or Evergreen School</i> status based on number of completed activities per year (see www.michigangreenschools.us)

<p>RobotLab Virtual Reality</p>	<ul style="list-style-type: none"> • VR Expeditions 2.0: Magnet students will travel the world and explore art museums, natural areas, cultural sites, cultural celebrations, national parks and historical sites via Virtual Reality. VR Expeditions harnesses the power of Virtual Reality, the knowledge of Encyclopedia Britannica and the groundbreaking education work of Google Expeditions to connect students to the world via immersive Virtual Reality field trips (see https://www.robotlab.com/vr-expeditions-2.0).
<p>Roots and Shoots Service Learning</p>	<ul style="list-style-type: none"> • Under the guidance of a supervising educator, students will form a chapter of the Jane Goodall Institute <i>Roots and Shoots</i> service learning for the planet group. One, or more, educator(s) will complete the six-week, online <i>Roots and Shoots</i> Compassionate Educator course that provides guidance on the launch and continuation of a <i>Roots and Shoots</i> service-learning group that engages students in projects benefitting nature, the environment and communities (see www.rootsandshoots.org for details).
<p>Learning Excursions</p>	<ul style="list-style-type: none"> • Families and youth will participate in quarterly shared learning experiences to field study locations aligned to Environmental and STEM content. Learning excursions will increase parent engagement in education and introduce high-need students to the rich natural resources and learning resources in the greater Lansing, Michigan region. Learning excursions will include but not be limited to: Potter Park Zoo, Henry Ford Museum, University of Michigan Botanical Gardens, Sleeping Bear Dunes National Lakeshore and Broad Art Museum (quarterly excursions).
<p>Extra-curricular Activities</p>	<ul style="list-style-type: none"> • <i>ARC</i> will expand extracurricular programs to include Environmental focused options. The school and partners will collaborate to launch a Garden Club, Robotics Club, Roots and Shoots Club and Green Schools Club to promote theme-based extra-curricular learning aligned to environmental / STEM content and academic curriculum. Extracurricular experiences will promote interaction among diverse students to reduce racial group isolation.

- **Assessment:** All *ARC* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).
- **Intervention:** All *ARC* magnet schools will utilize the validated *Read 180* and *NWEA MAP Accelerator* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below). All *ARC* magnet schools will integrate social and emotional learning (SEL) supports through implementation of the Evidence of Effectiveness based *Positive Action* curriculum, a *SAMHSA* (Substance Abuse and Mental Health Services Administration) Model Program.

Magnet Personnel: Implementation of magnet programs will enhance North Environmental Magnet Middle School faculty with the following grant-funded personnel:

- **Environmental Focus Teacher:** An Environmental Focus Teacher will integrate environmental and nature-based content and *Expeditionary Learning* strategies across core subjects, non-core subjects, enrichment,

extracurricular and family learning experiences. The Focus Teacher will lead a North Middle environmental curriculum team, model effective lessons across subjects and help teachers implement *Expeditionary Learning*, *Discovery Education*, *JASON Project* and project-based learning strategies in core and non-core subjects. The Focus Teacher will also oversee components of the *ARC* marketing and recruitment plan (see *Desegregation* section) to ensure enrollment attains proposed levels.

Magnet Partners: North Environmental Magnet will connect middle school magnet students and faculty with key content, pedagogy and community partners (see *Appendix* for Letters of Support). *ARC* partners will enrich instruction with research-based teaching strategies, provide content-rich professional learning, facilitate use of validated curricular models / interventions and provide supplementary learning experiences, including:

Partner	Implementation Role
Michigan State University	<ul style="list-style-type: none"> • Spartan Youth Programs: In collaboration with Michigan State University (located within 10 miles of <i>ARC</i> magnet schools), magnet students will have opportunities to participate in educational programs on the MSU Campus aligned to Environmental and STEM content: <ul style="list-style-type: none"> ○ Great Lakes Natural Resources Camp – overnight camp to introduce students to the globally-significant Great Lakes watershed (overnight stay at MSU field station). ○ Exploration Days Camp – camp for middle school youth to introduce students to college learning environments and diverse fields of study (overnight stay in MSU dorm). ○ Campus Tours – all magnet students will complete at least one MSU campus trip / year.
Michigan State University Extension	<ul style="list-style-type: none"> • 4 – H: In collaboration with MSU Extension, North will launch a 4 – H program that engages students in nature-based learning through 4 – H initiatives that focus on science, environment, watershed, agriculture and animal / wildlife content. • Garden Project: Experts from Michigan State University Extension will collaborate with LSD to launch and support both an organic vegetable garden project and a native plants garden on the North Middle campus to engage students in the study of agriculture, soil, plant sciences, biodiversity, nutrition and support service learning (edible garden products will be donated to local Food Bank to build student awareness of equity and civic engagement).
Potter Park Zoo	<ul style="list-style-type: none"> • Zoo Tours: Educators from Potter Park Zoo will collaborate with teachers to provide students with behind-the-scenes tours of zoo facilities and engage students in the endangered species conservation and animal sciences program at the zoo. Educators will use teaching materials from the Potter Park Zoo outreach program in pre-visit classroom activities to align classroom learning to zoo tours. • BIG Zoo Lesson: Students, parents, and teachers will use Potter Park Zoo as a classroom for a week-long, in-depth study of biological sciences. The BIG Zoo Lesson is an interdisciplinary, problem-

	based approach to teaching and learning that offers students the opportunity to learn about animals, biodiversity, careers, and conserving nature.
Impression 5 Science Center	<ul style="list-style-type: none"> • Science Camps: Magnet students will have the opportunity to attend Science Day Camps at Impression 5 Science Center to engage in STEAM-focused learning during school breaks and during the summer. Magnet students will meet at North Middle and travel together to ensure transportation is not an access barrier to attend enrichment camps. • Adopt-A-River: North Middle will partner with Impression 5 during its annual Adopt-A-River service-learning program that engages youth in ecological restoration, STEM learning and outdoor education guided by river ecology experts / scientists.
Broad Art Museum at MSU	<ul style="list-style-type: none"> • Sustainable Arts: Students will visit the Broad Art Museum on the Michigan State University campus to learn about nature-inspired art and tour collections; students will work with a Broad Art Museum educator to create an original work of art using reclaimed / recycled materials to link art to sustainability and environmental awareness.

Professional Learning: Proposed instructional / curricular programs require substantial professional development to help educators fully utilize, with fidelity, *Expeditionary Learning*, *Discovery Education* and *JASON Project* teaching / learning resources:

Provider	Professional Learning Content
Magnet Schools of America	<ul style="list-style-type: none"> • Year 1: National Institute for Magnet School Leadership: five-day, customized Leadership Institute focused on building a strong leadership team and effective magnet schools. Leadership Institute will include foundational strategies: <ul style="list-style-type: none"> ○ Growing and Operating Diverse Schools; ○ Developing Innovative Curriculum and Professional Development; ○ Supporting Academic Excellence; ○ Implementing High-Quality Instructional Systems; ○ Growing Family and Community Partnerships. • Year 2 – 5: Professional Learning Modules and MSA Conferences: MSA offers extensive professional learning that connects educator growth to effective magnet school administration, operation, instruction and sustainability. Magnet School Leadership Team members will self-select follow-up, content-focused online learning modules / conferences.
EL: Expeditionary Learning	<p>Expeditionary Learning (EL): The EL national network of school partners implements 38 core, research-based practices that comprise the <i>EL Education</i> model. The comprehensive <i>EL Education</i> model fosters cohesion, consistency and common vision for teaching and learning across grade levels and subjects. School transformation via the <i>EL Education</i> model is a multi-year investment to</p>

	<p>permanently shift instruction, assessment and school culture. Professional development in <i>Expeditionary Learning</i> methodology will include:</p> <ul style="list-style-type: none"> • Year 1: Site Seminar: Completion of site visit to exemplary <i>EL</i> Partnership School. • Year 1: School Design Institute: Core leadership / instructional team will complete multi-day <i>EL</i> School Design Institute to promote schoolwide adoption of the <i>EL Education</i> model. • Year 1: Regional Leadership Cohort: School principals and assistant principals will initiate <i>EL Education</i> leadership cohort training to support school redesign and adoption of rigorous, immersive, transformative <i>EL Education</i> model. • Year 1: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. <hr/> <ul style="list-style-type: none"> • Year 2: School Design Institute: Instructional leaders will continue to complete multi-day institutes to ensure schoolwide adoption of <i>EL Education</i> with fidelity to the model. • Year 2: Regional Leadership Cohort: School principals and assistant principals will complete <i>EL Education</i> leadership cohort training to support school redesign and adoption of rigorous, immersive, transformative <i>EL Education</i> model. • Year 2: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 2: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. <hr/> <ul style="list-style-type: none"> • Year 3: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 3: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. <hr/> <ul style="list-style-type: none"> • Year 4: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 4: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model. <hr/> <ul style="list-style-type: none"> • Year 5: Professional Learning Modules: <i>EL</i> offers extensive professional learning that connects educator growth to the diverse principles of the <i>EL Education</i> and <i>EL ELA</i> instructional approach. • Year 5: Coaching: School-embedded coaching to facilitate adoption of <i>EL</i> model.
<p>Discovery Education</p>	<ul style="list-style-type: none"> • Year 1: Creating and teaching high-quality digital Environmental / STEM lessons. • Year 2: Developing trans-disciplinary digital Environmental units linking all core subjects. • Year 3: Expanding focus through vertical alignment of trans-disciplinary units. • Year 4 and 5: Online, self-paced professional learning to expand content knowledge.

JASON Project	<ul style="list-style-type: none"> • Year 1: Core Curriculum Training: Multi-day workshops focused on inquiry-based learning, technology integration, differentiated instruction, blended learning and assessment. • Year 2: Expectations for NGSS Classrooms: 2-day workshop that explores Next Generation Science Standards and integrates JASON / NGSS standards into instruction. • Year 3 -5: JASON Webinars: diverse content-driven, self-selecting webinars to increase educator knowledge and competency utilizing JASON instructional methodologies.
North American Association for Environmental Education	<ul style="list-style-type: none"> • Year 1 – 5: Environmental Education Modules: Educators will complete a minimum of two Environmental Education teaching and learning modules per year to fully integrate environmental and nature-based content into daily teaching and learning. NAAEE (affiliated with Stanford University) offers an ever-changing and rigorous catalog of both online and in-person professional development that explores content, pedagogy, foundation environmental education principles and cross-curricular integration of methods / content.
RobotLab	<ul style="list-style-type: none"> • Year 1 – 5: VR Expeditions – Educators will complete professional learning to effectively utilize Virtual Reality hardware and software in support of the integration of Virtual Reality Expeditions Field Trips into daily classroom teaching / learning and enrichment activities.

Specialized Facilities: ARC 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 postsecondary education. Specialized learning facilities for magnet programming will include:

- Technology Learning Lab with *Read 180 / NWEA MAP Accelerator* licenses;
- Outdoor Classroom with resources to facilitate study of energy, agriculture and life sciences;
- Wireless Mobile Learning Lab to facilitate classroom implementation of *Discovery Education Experience, JASON Project* and technology interventions;
- SmartBoard technology in all magnet classrooms.

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

SCHOOL PROFILE: WEXFORD ACADEMY

Wexford Montessori Magnet Academy			
Configuration:	Whole School - Capacity: 625 students	Grade Levels:	Grades PreK – 8
Theme:	Montessori		
Year1	Enrollment	% Black	
Current (Baseline)	339	33%	
Projected 2022-2023	339	33%	

Projected 2023-2024	371	30%
Projected 2024-2025	403	28%
Projected 2025-2026	435	26%
Projected 2026-2027	467	24%

Racial Subgroup Enrollment Balance (October 2021)							
District / ARC Schools	% American Indian/ Alaskan	% Asian	% Black	% Latinx	% Native Hawaiian / Pacific Islander	% White	% Two or More Races
LSD	1%	5%	38%	21%	0%	23%	12%
Wexford	0%	3%	33%	14%	0%	32%	18%

Academic Performance Indicators: Wexford Montessori Magnet Academy (grades PreK – 8) is a new, whole school magnet proposed to link with multiple STEAM Magnet High School Academies in Lansing School District (existing magnets) to form a Grades PreK – 12 Montessori and STEAM Pathway. Wexford Academy is a racially balanced alternative for students enrolled in feeder schools impacted by Black student isolation and schools out of compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**. Wexford Academy is impacted by significant academic failure; improved teaching and learning programs will help raise student achievement and prepare students to meet rigorous career and postsecondary education standards. Wexford is located in a majority Black Lansing, MI neighborhood. Improved programs are needed to increase minority student access to high-quality academic options and increase equity in learning. The following chart summarizes key performance statistics:

School Grade Rating	% Economically Disadvantaged	ELA % Proficient	Math % Proficient
D	77.43%	26%	13%

M-STEP 2019 test results (most recent state testing due to COVID); Lansing School District, 2022.

Programming / Curriculum: Wexford Montessori Magnet Academy will provide unique learning experiences for students that build linkages across district schools to establish a Montessori / STEAM Learning Pathway (PreK – 12) culminating at multiple, current STEAM-Centric LSD Magnet High School Academies. Students will enroll in the magnet school based on student and family choice. Wexford Montessori Magnet Academy will offer a rigorous Montessori education infused with STEAM content to engage students in 21st Century learning. A strong Montessori instructional base linked to core curriculum – aligned to Michigan state standards – and enriched with a focus on project-based learning (using *MakerEd* strategies) and STEAM content (via *Discovery Education Experience*) will provide a curricular foundation supported by Evidence of Effectiveness that meets USDOE *What Works Clearinghouse* standards. The Montessori framework stimulates and deepens academic learning through discovery, creativity, project-based learning and self-directed inquiry. The Montessori Model includes:

Montessori Components	Impact on Teaching and Learning
Trained Montessori Teachers	A properly credentialed Montessori teacher understands the importance of enabling children to develop naturally. The teacher observes children within a specific age range and introduces challenging and developmentally appropriate lessons and materials based on observations of each child’s unique interests, abilities, and social, emotional, cognitive, physical development.
The Multi-Age Classroom	In Montessori schools, multi-age groupings enable younger children to learn from older children and experience new challenges through observation. Older children reinforce their own learning by teaching concepts they have already mastered, while developing leadership skills and serving as role models. Because each student’s work is individual, children progress at their own pace; there is cooperation rather than competition between the ages. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.
Montessori Materials	A hallmark of Montessori education is the hands-on approach to learning and the use of specially designed learning materials. Montessori learning materials each teach a single skill or concept. The materials follow a logical, developmentally appropriate progression that allows the child to develop an abstract understanding of a concept.
Child-Directed Work	Montessori education supports children in choosing meaningful and challenging work that captures their interest, leading to engagement, intrinsic motivation, sustained attention, and a sense of responsibility to oneself and others. Child-directed work is supported by the design and flow of the Montessori classroom, which is created to ignite each child’s curiosity and to provide the opportunity to work in calm, uncluttered spaces either individually or with peers.
Uninterrupted Work Periods	In Montessori classrooms, an extended period of “free choice” time called the “uninterrupted work period” recognizes and respects individual variations in the learning process. During the work period, students have time to select and work through various tasks and responsibilities at their own pace, without interruption.
Evidence of Effectiveness: Lillard AS, Meyer MJ, Vasc D, Fukuda E. An Association Between Montessori Education in Childhood and Adult Wellbeing. <i>Front Psychol.</i> 2021 Nov 25;12:721943. doi: 10.3389/fpsyg.2021.721943. PMID: 34899465; PMCID: PMC8656358.	

The Montessori Model will be enhanced through STEAM integration strategies provided by community partners (see below) and enrichment learning resources. Instructional strategies will include multiple supplemental learning opportunities that expand upon Montessori and integrate rich STEAM content, including:

- **Discovery Education:** *Discovery Education Experience* will supplement the Montessori Method with rigorous, multi-media, digitized STEAM resources that promote elementary, middle, high school and college readiness

through rigorous STEAM learning integrated across all subjects. *Discovery Education* digital Techbooks provide unrivaled content that helps teachers transition from print textbooks to interactive, media-driven digital learning, including extensive STEM and Arts resources representing diverse content – arts, nature, history, world cultures, science, literature, technology, etc. – connected to all components of broader STEAM instructional focus (Science, Technology, Engineering, Arts, Mathematics). *Discovery Education Experience* will ensure teachers can access culturally diverse, age-appropriate STEAM content that connects classrooms to the world.

Transformation of Wexford Academy into a reinvigorated, rigorous and exciting Montessori Magnet School will help LSD reduce Black student isolation in racially identifiable feeder schools, increase equity in education and improve academic achievement for all students.

Enrichment: Wexford Montessori Magnet Academy will provide an immersive learning experience, augmenting a rigorous Montessori instructional model and technology-based learning platform with exceptional STEAM enrichment opportunities:

Wexford Montessori Magnet Academy: Enrichment Activities	
Outdoor Classroom	<ul style="list-style-type: none"> Lansing School District will create an Outdoor Classroom on the school campus to engage youth in open air learning aligned to Montessori content that builds student connections to nature and the outdoors. The Outdoor Classroom will utilize sustainable, reclaimed materials and include solar panels that power a battery to provide electricity for media, a small-scale wind turbine, water catchment for garden irrigation and greenhouse to engage students in the science of energy, agriculture and life cycles via the Garden Project (see below). Teachers will have the opportunity to reserve the outdoor classroom for instruction and classroom experiments.
RobotLab Virtual Reality	<ul style="list-style-type: none"> VR Expeditions 2.0: Magnet students will travel the world and explore art museums, natural areas, cultural sites, cultural celebrations, national parks and historical sites via Virtual Reality. VR Expeditions harnesses the power of Virtual Reality, the knowledge of Encyclopedia Britannica and the groundbreaking education work of Google Expeditions to connect students to the world via immersive Virtual Reality field trips (see https://www.robotlab.com/vr-expeditions-2.0).
Art Immersion Weeks	<ul style="list-style-type: none"> 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 Montessori 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).
MakerSpace Innovation	<ul style="list-style-type: none"> ARC will create a Makerspace Innovation Learning Lab to facilitate inquiry-driven, creative, project-based learning experiences for students. Students will solve real world problems that

<p>Learning Project</p>	<p>demand learners draw from multi-disciplinary knowledge and skills to innovate and create – labs will include 3-D printing technology, robotics components, arts materials, computer technology, eco-friendly reclaimed / salvaged materials, common construction and modeling tools to facilitate innovative making / creation. Students will utilize guided <i>MakerEd</i> projects linked to core content and STEAM strategies.</p>
<p><i>Roots and Shoots</i> Service Learning</p>	<ul style="list-style-type: none"> • Under the guidance of a supervising educator, students will form a chapter of the Jane Goodall Institute <i>Roots and Shoots</i> service learning for the planet group. One, or more, educator(s) will complete the six-week, online <i>Roots and Shoots</i> Compassionate Educator course that provides guidance on the launch and continuation of a <i>Roots and Shoots</i> service-learning group that engages students in projects benefitting nature, the environment and communities (see www.rootsandshoots.org for details).
<p>Learning Excursions</p>	<ul style="list-style-type: none"> • Families and youth will participate in quarterly shared learning experiences to field study locations aligned to STEAM content. Learning excursions will increase parent engagement in education and introduce high-need students to the rich natural resources and learning resources in the greater Lansing, Michigan region. Learning excursions will include but not be limited to: Potter Park Zoo, Henry Ford Museum, University of Michigan Botanical Gardens, Motown Museum, Wharton Center for Performing Arts and Broad Art Museum (quarterly excursions).
<p>Extra-curricular Activities</p>	<ul style="list-style-type: none"> • <i>ARC</i> will expand extracurricular programs to include STEAM focused options. The school and partners will collaborate to launch a Garden Club, Maker Club, Robotics Club, Roots and Shoots Club and Arts Club to promote theme-based extra-curricular learning aligned to STEAM content and academic curriculum. Extracurricular experiences will promote interaction among diverse students to reduce racial group isolation.

- **Assessment:** All *ARC* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design* Assessments and Interventions below).
- **Intervention:** All *ARC* magnet schools will utilize the validated *Read 180* and *NWEA MAP Accelerator* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design* Assessments and Interventions below). All *ARC* magnet schools will integrate social and emotional learning (SEL) supports through implementation of the Evidence of Effectiveness based *Positive Action* curriculum, a *SAMHSA* (Substance Abuse and Mental Health Services Administration) Model Program.

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

- **Montessori STEAM Focus Teacher:** A Montessori STEAM Focus Teacher will integrate STEAM content and Montessori instructional strategies across core subjects, non-core subjects, enrichment, extracurricular and family

learning experiences. The Focus Teacher will lead a Wexford Academy Montessori curriculum team, model effective lessons across subjects and help teachers implement Montessori, *Discovery Education*, *VR Expeditions* and project-based learning strategies in core and non-core subjects. The Focus Teacher will also oversee components of the *ARC* marketing and recruitment plan (see *Desegregation* section) to ensure enrollment attains proposed levels.

Magnet Partners: Wexford Montessori Magnet will connect PreK – 8 magnet students and faculty with key content, pedagogy and community partners (see *Appendix* for Letters of Support). *ARC* partners will enrich instruction with research-based teaching strategies, provide content-rich professional learning, facilitate use of validated curricular models / interventions and provide supplementary learning experiences, including:

Partner	Implementation Role
Michigan State University (MSU)	<ul style="list-style-type: none"> • Spartan Youth Programs: In collaboration with Michigan State University (located within 10 miles of <i>ARC</i> magnet schools), magnet students will have opportunities to participate in educational programs on the MSU Campus aligned to academic and STEAM content. <ul style="list-style-type: none"> ○ Enrichment Days: MSU Spartan Youth Programs offer diverse learning enrichment for K – 12 learners that engage students in content-rich experiences while connecting students to college learning environments. Focus Teacher will curate a menu of SYP options to engage students in academic programs and build a college-going culture among Lansing students and families (up to 4 SYP courses per quarter for up to 20 students per course). ○ Exploration Days Camp – camp for middle school youth to introduce students to college learning environments and diverse fields of study (overnight stay in MSU dorm). ○ Campus Tours – all magnet students will complete at least one MSU campus trip / year.
Michigan State University Extension	<ul style="list-style-type: none"> • Garden Project: Experts from Michigan State University Extension will collaborate with LSD to launch and support both an organic vegetable garden project and a native plants garden on the Wexford campus to engage students in the study of agriculture, soil, plant sciences, biodiversity, nutrition and support service learning (edible garden products will be donated to local Food Bank to build student awareness of equity and civic engagement).
Broad Art Museum at Michigan State University	<ul style="list-style-type: none"> • Gesso Explorations: Wexford will partner with the Broad Art Museum Gesso Program to connect classrooms with museum collections through a visiting docent initiative. Broad Museum educators will offer multiple classroom programs 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 / STEAM content.

<p>Impression 5 Science Center</p>	<ul style="list-style-type: none"> • Science Camps: Magnet students will have the opportunity to attend Science Day Camps at Impression 5 Science Center to engage in STEAM-focused learning during school breaks and during the summer. Magnet students will meet at Wexford and travel together to ensure transportation is not an access barrier to attend enrichment camps. • Adopt-A-River: Wexford will partner with Impression 5 during its annual Adopt-A-River service-learning program that engages youth in ecological restoration, STEM learning and outdoor education guided by river ecology experts / scientists.
<p>Wharton Center for Performing Arts at MSU</p>	<ul style="list-style-type: none"> • Artist-in-Residence Program: Wexford 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 arts into classroom learning and nurture growth of non-cognitive skills in at-risk youth (self-confidence, respect, teamwork, tolerance).

Professional Learning: Proposed instructional / curricular programs require substantial professional development to help educators fully utilize, with fidelity, Montessori and *Discovery Education* teaching / learning resources:

Provider	Professional Learning Content
<p>Magnet Schools of America</p>	<ul style="list-style-type: none"> • Year 1: National Institute for Magnet School Leadership: five-day, customized Leadership Institute focused on building a strong leadership team and effective magnet schools. Leadership Institute will include foundational strategies: <ul style="list-style-type: none"> ○ Growing and Operating Diverse Schools; ○ Developing Innovative Curriculum and Professional Development; ○ Supporting Academic Excellence; ○ Implementing High-Quality Instructional Systems; ○ Growing Family and Community Partnerships. • Year 2 – 5: Professional Learning Modules and MSA Conferences: MSA offers extensive professional learning that connects educator growth to effective magnet school administration, operation, instruction and sustainability. Magnet School Leadership Team members will self-select follow-up, content-focused online learning modules / conferences.
<p>Montessori Foundation</p>	<ul style="list-style-type: none"> • Year 1: Building a World-Class Montessori School – 12-week course for educators instrumental in the development of a Montessori school (core team of school administrators, Focus Teacher and grade level leaders will complete course). • Year 2: Leadership Institute – 6-week course for school principals and assistant principals to support implementation of Montessori model with fidelity in schools.

	<ul style="list-style-type: none"> • Year 3: Recruiting and Retaining Your Ideal Enrollment – online course designed to help schools market Montessori learning and recruit students and families to enroll. • Years 1 through 5: Online Learning – all Wexford educators will be required to complete a minimum of 20 hours of Montessori learning modules per year from a menu of diverse online professional learning courses / workshops offered through Montessori Foundation and / or American Montessori Society to ensure alignment with Montessori model (or complete one or more of the above courses per year).
<p>American Montessori Society</p>	<ul style="list-style-type: none"> • Years 1 – 5: Montessori Micro-Credential Programs – Educators will be given opportunities to self-select attainment of American Montessori Society Micro-Credentials in numerous content areas (Anti-Bias, Antiracist Micro-Credential; Elementary Reading Micro-Credential; Online Learning Micro-Credential; Emerging Leader Micro-Credential). • Years 1 – 5: Online Learning – all Wexford educators will be required to complete a minimum of 20 hours of Montessori learning per year from a menu of diverse online professional learning courses / workshops offered through Montessori Foundation and / or American Montessori Society to ensure alignment with Montessori model (or complete one or more of the above courses per year).
<p>Discovery Education</p>	<ul style="list-style-type: none"> • Year 1: Creating and teaching high-quality digital STEAM lessons. • Year 2: Developing trans-disciplinary digital STEAM units linking all core subjects. • Year 3: Expanding focus through vertical alignment of trans-disciplinary units. • Year 4 and 5: Online, self-paced professional learning to expand content knowledge.
<p>Wharton Center for Performing Arts</p>	<ul style="list-style-type: none"> • Year 1 – 5: Art Immersion Weeks – Educators will complete professional learning seminars and workshops led by Kennedy Center Partners In Education Teaching Artists (working in Wexford classrooms during core-subject aligned Art Immersion weeks [see above]) to harness the power of diverse arts media in Montessori instruction and STEAM content; afterschool workshops will reflect the core subject focus of each Immersion Week.
<p>RobotLab</p>	<ul style="list-style-type: none"> • Year 1 – 5: VR Expeditions – Educators will complete professional learning to effectively utilize Virtual Reality hardware and software in support of the integration of Virtual Reality Expeditions Field Trips into daily classroom teaching / learning and enrichment activities.
<p>MakerEd</p>	<ul style="list-style-type: none"> • Year 1: MakerEd Micro-Credential – Educators will complete six courses leading to attainment of a Micro-Credential: (1) Creating Learner Driven Curriculum; (2) Choosing Materials that Matter; (3) Designing a Space for Making; (4) Documenting and Reflecting; (5) Planning a Student Showcase and (6) Makerspace Safety. • Year 2 – 5: Online Modules – Educators will complete courses designed to help schools launch and sustain innovative learning spaces that value creativity and support self-paced, project-based

	learning, topics reflect the diversity of skills needed to create makerspace learning environments that motivate youth to tackle intellectual / creative challenges.
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Specialized Facilities: ARC 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 postsecondary education. Specialized learning facilities for magnet programming will include:

- Technology Learning Lab with *Read 180 / NWEA MAP Accelerator* licenses;
- Maker Lab with 3-D Printing and learning tools to facilitate visual, media and creative arts;
- Outdoor Classroom with resources to facilitate study of energy, agriculture and life sciences;
- Wireless Mobile Learning Lab to facilitate classroom implementation of *Discovery Education Experience, VR Expeditions* and technology interventions;
- SmartBoard technology in all magnet classrooms.

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

SCHOOL PROFILE: LANSING CTE HIGH SCHOOL

Lansing CTE Magnet High School			
Configuration:	Whole School - Capacity: 300 students	Grade Levels:	Grades 9 – 12
Theme:	Career and Technical Education		
Year1	Enrollment	% Black	
Current (Baseline)	NA*	NA	
Projected 2022-2023	150	60%	
Projected 2023-2024	166	57%	
Projected 2024-2025	182	53%	
Projected 2025-2026	198	51%	
Projected 2026-2027	210	48%	

*Lansing CTE High is a new school – first cohort of students will enroll in Fall 2023.

Racial Subgroup Enrollment Balance (October 2021)							
District / ARC Schools	% American Indian/Alaskan	% Asian	% Black	% Latinx	% Native Hawaiian / Pacific Islander	% White	% Two or More Races
LSD	1%	5%	38%	21%	0%	23%	12%
Lansing CTE	NA*	NA	NA	NA	NA	NA	NA

*Lansing CTE High is a new school – first cohort of students will enroll in Fall 2023.

Academic Performance Indicators: Lansing CTE Magnet High School (grades 9 – 12) is a new, whole school magnet proposed to connect with multiple elementary and middle school STEAM / STEM magnet schools (both existing magnets and proposed *ARC* magnets) in Lansing School District to form a Grades PreK – 12 career-aligned STEM Pathway. Lansing CTE Magnet High School is a new school and will be located in a racially and socio-economically diverse Lansing community offering new opportunities for Lansing students to attend a balanced school that aligns with the LSD **Mandatory, Court-Ordered Desegregation Plan** and serves as an alternative for students enrolled in feeder schools impacted by Black student isolation. As a new school, Lansing CTE Magnet High School does not have a track record of academic performance or enrollment.

Lansing CTE Magnet High School Enrollment Plan: During Year 1, recruitment of students will focus on enrollment of the first cohort of students filling seats in Grades 9 and 10 for the commencement of the 2023-24 school year. The first recruited cohort of students will be the first students to attend Lansing CTE Magnet High School. During Year 2 of the grant, as the first cohort of students moves forward into Grades 10 and 11, recruitment will fill available Grade 9 seats. During Year 3 of the grant, as Year 2 students move forward to Grades 10, 11 and 12, recruitment will fill Grade 9 seats and the school will reach maximum enrollment capacity of 300 students, grades 9 – 12.

Programming / Curriculum: Lansing CTE Magnet High School will launch a Career and Technical Education high school focused on three career-aligned, postsecondary education-aligned Concentrations: (1) Computer Science and Coding; (2) Construction Sciences and (3) EMS and Health Sciences. Each CTE Concentration will provide students with the opportunity to gain real-world experience in high-demand career fields while completing rigorous academic study that fully prepares students to succeed in postsecondary education and careers. Launch of the Lansing CTE Magnet High School will focus curriculum / programming development on three locally important Concentrations; Lansing School District will commit district funds to expanding Lansing CTE Magnet High School to include future, additional Concentrations to maximize diversity of the academic experience. Lansing CTE Magnet High School will follow the Michigan Department of Education CTE framework and offer students opportunities to engage in the four components of CTE education:

CTE Components	Impact on Teaching and Learning
Classroom Instruction	Integration of academic and technical skills to support core knowledge needs. Focused instruction, reinforcement, and additional depth on academic concepts that support technical skills.
Laboratory Learning	Hands-on learning to develop technical skills. Simulation labs, project- based learning and student skill demonstration.

Work-Based Learning	Work-based learning opportunities to further develop and apply skills. Sustained interactions with employers in real workplace settings that foster first-hand engagement with tasks required of specific careers.
Student Leadership	Student leadership opportunities to support employability and Career Ready Practices. Intra-curricular activities that prepare students to become effective leaders; for example, participation in a Career and Technical Student Organization (CTSO).

Launch of the Lansing CTE Magnet High School will provide enrollment options aligned to four Career Clusters (National Career Clusters Framework, 2022): (1) STEM Career Cluster – LSD Computer Science and Coding Concentration; (2) Construction and Architecture Career Cluster – LSD Construction Sciences Concentration; (3) Law, Public Safety, Corrections & Security Career Cluster – EMS and Health Sciences Concentration and (4) Health Science Career Cluster – EMS and Health Sciences Concentration. CTE career- and postsecondary education-ready teaching and learning connected to Michigan CTE standards will be enhanced through multi-disciplinary, technology-based streaming content and cutting-edge education curricula to engage CTE students in a rigorous, diverse, compelling, relevant education experience, including:

- Computer Science and Coding Concentration:** The Lansing CTE Magnet High School Computer Science and Coding Concentration will follow the research-based and effective **Code.org** Computer Science Curriculum Framework. The Framework is built upon a foundation of four scaffolded courses that augment core subjects: (1) CS Fundamentals; (2) CS Discoveries; (3) CS Principles and (4) CSA. Computer Science courses are enhanced with online electives, App development challenges, Advanced Placement courses and interscholastic competitions / team exercises.
- Construction Sciences Concentration:** The Lansing CTE Magnet High School Construction Sciences Concentration will follow the state-validated Greater Michigan Construction Academy Curriculum Framework. The Framework is built upon a semester-long foundation course (Introductory Craft Skills) that augments core subjects and includes the following modules: (1) Basic Safety; (2) Introduction to Construction Math; (3) Introduction to Hand Tools; (4) Introduction to Power Tools; (5) Introduction to Construction Drawings; (6) Basic Rigging; (7) Basic Communication Skills; (8) Basic Employability Skills; (9) Introduction to Material Handling. The foundation course will serve as a launch pad for specialization across skilled trades and postsecondary-ready fields of study (architecture, engineering, design, etc.).
- EMS and Health Sciences Concentration:** The Lansing CTE Magnet High School EMS and Health Sciences Concentration will follow the nationally-validated National Consortium of Health Science Education Curriculum Framework. The Framework is built upon a foundation of four required courses that augment core subjects: (1) Foundation of Healthcare Professions; (2) Essentials of Healthcare Practices; (3) Human Structure, Function and Disease A and (4) Human Structure, Function and Disease B. The four-course foundation will be supplemented

with work-based / dual enrollment courses supporting student attainment of Paramedic, Certified Nursing Assistant, Registered Nurse and Firefighting certifications.

- Discovery Education:** *Discovery Education Experience* will supplement CTE Concentrations with rigorous, multi-media, digitized resources that promote career and college readiness through content-rich learning integrated across all subjects. *Discovery Education* digital Techbooks provide unrivaled content that helps teachers transition from print textbooks to interactive, media-driven digital learning, including extensive resources representing diverse content reflective of CTE Career Clusters and LSD CTE Concentrations – arts, nature, history, world cultures, health, energy, science, literature, technology, etc. *Discovery Education Experience* will ensure teachers can access culturally diverse, age-appropriate content that connects classrooms to the world beyond Lansing, Michigan.

Lansing CTE Magnet High School will provide a career-focused high school option for students seeking a relevant learning experience that truly prepares them for diverse work and postsecondary education opportunities. Lansing CTE Magnet High will help LSD reduce Black student isolation in racially identifiable feeder schools, increase equity in education and improve academic achievement for all students by sustaining a racially balanced high school.

Enrichment: Lansing CTE Magnet High School will provide an immersive learning experience, augmenting a rigorous CTE instructional model and technology-based learning platform with exceptional career-focused enrichment opportunities:

Lansing CTE Magnet High School: Enrichment Activities	
College Ready Lansing	<ul style="list-style-type: none"> SAT/ACT Prep: ARC will provide online <i>Princeton Review</i> SAT / ACT test preparation (grades 10 – 12) to help students increase performance on college admissions exam.
	<ul style="list-style-type: none"> Financial Literacy: ARC and partner college Financial Aid Officers will lead workshops to facilitate family completion of FAFSA and institutional financial aid applications.
	<ul style="list-style-type: none"> Campus Visits: ARC students / families will attend annual postsecondary campus visits to increase exposure to college environments and nurture a college going culture. Campus visits will include Michigan State University, Lansing Community College, Central Michigan University, Grand Valley State University, Eastern Michigan University, University of Michigan and Wayne State University.
	<ul style="list-style-type: none"> College Application Week: ARC will participate in annual national College Application Week to engage students in the college application process and increase student / family commitment to college enrollment. Focus Teachers will help students / families complete applications and organize workshops with local / regional colleges.

	<ul style="list-style-type: none"> • Parent Connections: <i>ARC</i> will connect parents of students with Parent Mentors (parents of former LSD students who are currently enrolled in postsecondary education) to help <i>ARC</i> parents successfully complete the college-going process.
<p>Career Ready Lansing</p>	<ul style="list-style-type: none"> • Workforce Seminars: <i>ARC</i> will partner with the Lansing Chamber of Commerce and diverse community partners to present seminars that outline trends in industry and economic development impacting future career and employment landscape for students and families considering postsecondary education / career options.
	<ul style="list-style-type: none"> • ARC Internship Initiative: <i>ARC</i> will partner with the Lansing Chamber of Commerce, Ingham County Workforce Development Board and / or diverse businesses and organizations to connect students with career development internships and work-learning opportunities (see <i>Appendix</i> for Letters of Support).
	<ul style="list-style-type: none"> • Career-Ready Workshops: <i>ARC</i> will partner with workforce development professionals from the Lansing Chamber of Commerce, Ingham County Workforce Development Board and / or community businesses and organizations to offer career ready skills training to students and parents vital for future employment opportunities (communication, time management, presentation, resume building, responsibility, interview skills).
	<ul style="list-style-type: none"> • Career / Postsecondary Education Interest Surveys: <i>ARC</i> students will complete the CTE Career Cluster Survey to evaluate student career and education interests.
<p>RobotLab Virtual Reality</p>	<ul style="list-style-type: none"> • VR Expeditions 2.0: Magnet students will travel the world and explore art museums, natural areas, cultural sites, cultural celebrations, national parks and historical sites via Virtual Reality. VR Expeditions harnesses the power of Virtual Reality, the knowledge of Encyclopedia Britannica and the groundbreaking education work of Google Expeditions to connect students to the world via immersive Virtual Reality field trips (see https://www.robotlab.com/vr-expeditions-2.0).
<p>MakerSpace Innovation Learning Project</p>	<ul style="list-style-type: none"> • <i>ARC</i> will create a Makerspace Innovation Lab to facilitate inquiry-driven, creative, project-based learning experiences for students. Students will solve real world problems that demand learners draw from multi-disciplinary knowledge / skills to innovate and create – labs will include 3-D printing technology, robotics components, arts materials, technology, eco-friendly reclaimed / salvaged materials, common construction and modeling tools to facilitate innovative making / creation. Students will utilize guided <i>MakerEd</i> projects linked to core content and CTE strategies.
<p>Dual Enrollment</p>	<ul style="list-style-type: none"> • Lansing Community College and Michigan State University will offer dual enrollment opportunities for high school students to complete college courses and earn college credits (transferrable to any local / regional / national public institution of higher education) across numerous fields, including college-level learning in Computer Science, Foreign Languages, Health

	Science, Writing, Public Speaking, Mathematics, Biological Sciences, Chemistry, Communication, Literature and career-ready certification programs.
Extra-curricular Activities	<ul style="list-style-type: none"> • <i>ARC</i> will expand extracurricular programs to include CTE focused options. The school and partners will collaborate to launch a Garden Club, Engineering Club, Maker Club, Robotics Club, App Club and Arts Club to promote theme-based extra-curricular learning aligned to CTE content and academic curriculum. Extracurricular experiences will promote interaction among diverse students to reduce racial group isolation.

- **Assessment:** All *ARC* magnet schools will utilize the validated Northwest Evaluation Association *Measures of Academic Progress* (NWEA *MAP*) to monitor student achievement (see *Project Design Assessments and Interventions* below).
- **Intervention:** All *ARC* magnet schools will utilize the validated *Read 180* and *NWEA MAP Accelerator* technology-based academic interventions to elevate performance and close achievement gaps (see *Project Design Assessments and Interventions* below). All *ARC* magnet schools will integrate social and emotional learning (SEL) supports through implementation of the Evidence of Effectiveness based *Positive Action* curriculum, a *SAMHSA* (Substance Abuse and Mental Health Services Administration) Model Program.

Magnet Personnel: Implementation of magnet programs will enhance Lansing CTE Magnet High School faculty with the following grant-funded personnel:

- **CTE Focus Teachers:** *ARC* will hire three Focus Teachers to provide specialized instruction in each CTE Concentration: (1) Computer Science Focus Teacher (1.0 FTE); (2) Construction Science Focus Teacher (1.0 FTE) and (3) EMS and Health Sciences Focus Teacher (1.0 FTE). Focus Teachers will integrate CTE content and instructional strategies across core subjects, non-core subjects, enrichment, extracurricular and family learning experiences. Focus Teachers will lead a Lansing CTE curriculum team, model effective lessons across subjects and help teachers implement each CTE Concentration, *Discovery Education*, *VR Expeditions* and project-based learning strategies. The Focus Teachers will also oversee components of the *ARC* marketing and recruitment plan (see *Desegregation* section) to ensure enrollment attains proposed levels.

Magnet Partners: Lansing CTE Magnet will connect magnet students, grades 9 – 12, and faculty with key content, pedagogy and community partners (see *Appendix* for Letters of Support). *ARC* partners will enrich instruction with research-based teaching strategies, provide content-rich professional learning, facilitate use of validated curricular models / interventions and provide supplementary learning experiences, including:

Partner	Implementation Role
Michigan State	<ul style="list-style-type: none"> • College Ready Lansing: MSU admissions and financial aid officers will offer FAFSA Workshops; Application Workshops; Fields of Study Workshops and diverse supports for students and families to grow a college going culture in Lansing CTE (see above for College Ready details).

<p>University (MSU)</p>	<ul style="list-style-type: none"> • Dual Enrollment: LSD maintains an ongoing agreement with MSU to provide students with access to diverse Dual Enrollment courses allowing students to attain undergraduate college credits while simultaneously enrolled in LSD high schools. • Spartan Youth Programs: In collaboration with Michigan State University (located within 10 miles of <i>ARC</i> magnet schools), magnet students will have opportunities to participate in educational programs on the MSU Campus aligned to academic and CTE Concentrations. <ul style="list-style-type: none"> ○ Enrichment Days: MSU Spartan Youth Programs offer diverse learning enrichment for K – 12 learners that engage students in content-rich experiences while connecting students to college learning environments. Focus Teachers will curate a menu of SYP options to engage students in academic programs and build a college-going culture among Lansing students and families (up to 4 SYP courses per quarter for up to 20 students per course). ○ Exploration Days Camp – camp for high school youth to introduce students to college learning environments and diverse fields of study (overnight stay in MSU dorm). ○ Campus Tours – all magnet students will complete at least one MSU campus trip / year.
<p>Lansing Community College (LCC)</p>	<ul style="list-style-type: none"> • College Ready Lansing: LCC admissions and financial aid officers will offer FAFSA Workshops; Application Workshops; Fields of Study Workshops and diverse supports for students and families to grow a college going culture in Lansing CTE (see above for College Ready details). • Dual Enrollment: LSD maintains an ongoing agreement with LCC to provide students with access to diverse Dual Enrollment courses allowing students to attain undergraduate college credits while simultaneously enrolled in LSD high schools. • CTE Certifications: LSD will collaborate with LCC to provide students access to career-ready certification programs aligned to CTE Concentrations, including Certified Nursing Assistant, Registered Nurse, Paramedic, multiple Computer Science certifications and multiple Construction Science Skilled Trades certifications. • Campus Tours – all magnet students will complete at least one LCC campus trip / year.
<p>Michigan State University Extension</p>	<ul style="list-style-type: none"> • Garden Project: Experts from Michigan State University Extension will collaborate with LSD to launch and support both an organic vegetable garden project and a native plants garden on the Lansing CTE campus to engage students in the study of agriculture, soil, plant sciences, biodiversity, nutrition and support service learning (edible garden products will be donated to local Food Bank to build student awareness of equity and civic engagement).
<p>Lansing Fire Department</p>	<ul style="list-style-type: none"> • Career-Ready Fire Response: Lansing CTE will partner with the City of Lansing Fire Department to engage interested students in a firefighting training course led by Lansing Fire Department with the

	ultimate goal of preparing students to successfully pass the firefighting exam / physical test in preparation for a career in firefighting.
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Professional Learning: Proposed instructional / curricular programs require substantial professional development to help educators fully utilize, with fidelity, CTE instructional models and *Discovery Education* teaching / learning resources:

Provider	Professional Learning Content
Magnet Schools of America	<ul style="list-style-type: none"> • Year 1: National Institute for Magnet School Leadership: five-day, customized Leadership Institute focused on building a strong leadership team and effective magnet schools. Leadership Institute will include foundational strategies: <ul style="list-style-type: none"> ○ Growing and Operating Diverse Schools; ○ Developing Innovative Curriculum and Professional Development; ○ Supporting Academic Excellence; ○ Implementing High-Quality Instructional Systems; ○ Growing Family and Community Partnerships. • Year 2 – 5: Professional Learning Modules and MSA Conferences: MSA offers extensive professional learning that connects educator growth to effective magnet school administration, operation, instruction and sustainability. Magnet School Leadership Team members will self-select follow-up, content-focused online learning modules / conferences.
Code.org	<ul style="list-style-type: none"> • Year 1 – 5: CS Discoveries Workshop – 5-day course for educators instrumental in the development of a computer science program of study for middle / high school youth – prepares educators to teach beginner Computer Science principles and content. • Year 1 – 5: CS Principles Workshop – 5-day course for educators instrumental in the development of a vertically aligned computer science program of study for high school youth – prepares educators to teach mid-level Computer Science principles and content that builds upon CS Discoveries course. • Year 1 – 5: CS A Workshop – 5-day course for educators instrumental in the development of a vertically aligned computer science program of study for high school youth – prepares educators to teach upper-level Computer Science principles aligned to College Board Advanced Placement courses and content that builds upon CS Principles course. • Years 1 through 5: Online Learning – CTE educators will be offered ongoing opportunities to complete online (or in-person) CS training modules through Code.org and / or complementary workshops offered by Code.org partners.
Greater Michigan	<ul style="list-style-type: none"> • Years 1 – 5: Skilled Trades Workshops – all Lansing CTE Construction Sciences educators will be required to complete a minimum of 15 hours of CTE learning modules per year from a menu of

Construction Academy	diverse online professional learning courses / workshops – reflecting numerous Skilled Trades embedded in the Construction and Architecture Career Cluster – offered through Greater Michigan Construction Academy (and validated by Michigan Department of Education CTE Program) to ensure alignment with CTE framework.
National Consortium for Health Science Education	<ul style="list-style-type: none"> • Years 1 – 5: Health Sciences Workshops – all Lansing CTE EMS and Health Sciences educators will be required to complete a minimum of 15 hours of CTE learning per year from a menu of online professional learning courses / workshops – reflecting numerous Health Sciences topics and specializations embedded in the Law, Public Safety, Corrections & Security Career Cluster and the Health Science Career Cluster. NCHSE offers a menu of online workshops and certifications that educators may complete to adhere to Michigan CTE professional learning standards.
Discovery Education	<ul style="list-style-type: none"> • Year 1: Creating and teaching high-quality digital CTE lessons. • Year 2: Developing trans-disciplinary digital CTE units linking all core subjects. • Year 3: Expanding focus through vertical alignment of trans-disciplinary units. • Year 4 and 5: Online, self-paced professional learning to expand content knowledge.
RobotLab	<ul style="list-style-type: none"> • Year 1 – 5: VR Expeditions – Educators will complete professional learning to effectively utilize Virtual Reality hardware and software in support of the integration of Virtual Reality Expeditions Field Trips into daily classroom teaching / learning and enrichment activities.
MakerEd	<ul style="list-style-type: none"> • Year 1: MakerEd Micro-Credential – Educators will complete six courses leading to attainment of a Micro-Credential: (1) Creating Learner Driven Curriculum; (2) Choosing Materials that Matter; (3) Designing a Space for Making; (4) Documenting and Reflecting; (5) Planning a Student Showcase and (6) Makerspace Safety. • Year 2 – 5: Online Modules – Educators will complete courses designed to help schools launch and sustain innovative learning spaces that value creativity and support self-paced, project-based learning, topics reflect the diversity of skills needed to create makerspace learning environments that motivate youth to tackle intellectual / creative challenges.

Specialized Facilities: ARC 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 postsecondary education. Specialized learning facilities for magnet programming will include:

- Technology Learning Lab with *Read 180 / NWEA MAP Accelerator* licenses;
- Maker Lab with 3-D Printing and learning tools to facilitate visual, media and creative arts;
- Construction Lab to engage students in CTE Concentration Skilled Trades learning;
- Science lab to facilitate CTE learning in Health Sciences;

- Wireless Mobile Learning Lab to facilitate classroom implementation of *Discovery Education Experience, VR Expeditions* and technology interventions;
- SmartBoard technology in all magnet classrooms.

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

(4) Curriculum Alignment: *ARC* 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 Michigan and district ELA, math, science and social studies standards and non-core subject grade level expectations, as well as College and Career Expectations. LSD will convene a Pathway Alignment Team (PAT) – led by the *ARC* Project Director and *ARC* Focus Teachers (see *Personnel*) – to conduct annual assessment and alignment of magnet school curricula by completing the following steps:

- Review weekly, monthly, quarterly and annual classroom plans, pacing guides and theme integration to determine the breadth of instruction and content in magnet classrooms;
- Utilize technology-based curricular tools to compare digital content to LSD standards 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 and multi-grade level coherence in 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 oversight to ensure integrity of learning experiences for students. Professional learning will prepare teachers to integrate magnet content across all subjects aligned to standards and grade level expectations.

(5) Technology Integration: *ARC* will provide LSD 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 Environmental, Montessori, CTE and STEAM strategies and facilitate technology integration through updated hardware / software learning tools and professional learning 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 support advanced mastery of technology skills:

- Update technology labs and library media centers to include new hardware and media that diversifies possible applications – smart devices, digital recording devices, *Discovery Education Techbooks*, SmartBoards, *RobotLab* Virtual Reality Devices, 3-D printing, video conferencing equipment, computer-integrated microscopy, Computer-Aided Design (CAD) software etc.
- *ARC* MakerSpace Innovation Learning Labs will provide students with a venue to explore Environmental, Montessori, CTE and STEAM concepts through inquiry, problem-solving and creation of innovative solutions to learning challenges using arts, technology, design, modeling, digital printing, digital graphics and coding; Makerspace Innovation Learning Labs will engage students in the creation and making process to provide hands-on, multidisciplinary learning through solutions-driven projects.
- Extracurricular activities and partner enrichment will expand learning in magnet content through technology-driven clubs (robotics, engineering, coding, gaming, environmental, Virtual Reality, digital arts), interscholastic teams and field learning excursions to technology-rich venues (MSU, Impressions 5 Center, Ebersole Center).
- 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: *ARC* will serve students attending low-performing schools and students transferring from racially isolated 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 socio-economic subgroups of students (see *Competitive Priority # 1*). *ARC* will provide teacher, student and family access to technology-based interventions in classrooms and computer learning labs to connect students with self-paced learning that is age appropriate and culturally-relevant.

- **Assessment:** *ARC* will enhance school assessment capabilities through use 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 learning levels – precisely measuring progress and growth in reading and math. *MAP* utilizes a diagnostic test / re-test format to identify performance levels and monitor growth and is predictive of performance on state assessment exams and college readiness (**Evidence of Effectiveness:** Thum, & Matta, 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 them to academic interventions. *NWEA MAP* data will inform educator effectiveness evaluations using the district-approved *Framework for Professional Practice Evaluation* to monitor teacher quality and drive teacher professional learning plans (see below).

- **Reading Intervention:** Struggling readers will benefit from the acquisition of *Read 180* reading intervention solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on assessments across elementary, middle and high school. *Read 180* 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. *Read 180* is matched to individual student reading levels and provides teachers with data that can be used to influence individual and classroom instruction. Libraries and technology learning labs will be equipped with age and grade level appropriate versions of the software (**Evidence of Effectiveness:** *What Works Clearinghouse* Intervention Report: *Read 180*, 2016).
- **Mathematics Intervention:** LSD schools fail to achieve minimum grade-level standards across all core subjects. Interventions are needed to help low-performing students meet minimum math standards and develop the skills / competencies to succeed in rigorous study. Magnet schools will invest in *NWEA MAP Accelerator* instructional technology that builds math competencies and skills for students of all ages and abilities. *NWEA MAP Accelerator* utilizes adaptive technology that responds to student performance to adjust content and intervention level to match student learning needs. *NWEA MAP Accelerator* – an ESSA Tier 1 strategy with Evidence of Effectiveness – offers individual support for students and provides performance data to classroom teachers to help educators deliver math instruction at an appropriate pace and complexity level to facilitate student comprehension and growth (**Research Base:** see <https://www.nwea.org/map-accelerator/> for research base).
- **Princeton Review ACT / SAT Prep:** ARC will provide access to a proven online ACT / SAT test preparation program for Lansing School District magnet students. *Princeton Review* provides self-paced ACT / SAT preparation for students proven to increase scores across all socio-economic and demographic subgroups. Mean SAT score at LSD High Schools falls short of statewide Mean SAT score (Lansing School District: 903.3 Mean SAT Score; Michigan: 996.0 Mean SAT Score, 2021); poor scores limit postsecondary education options for students. *Princeton Review* ACT / SAT prep will help low-performing Lansing, MI youth improve critical ACT / SAT scores and increase postsecondary education choices.
- **Positive Action:** *Positive Action* is a SAMHSA model program and an ESSA Tier 1 strategy with Evidence of Effectiveness for effectively developing social and emotional skills in youth, grades K – 12. *Positive Action* facilitates the development of self-control, self-esteem, emotional awareness, resistance to substance abuse and conflict resolution techniques – all skills that reduce classroom disruptions caused by violence, bullying, hostile behavior and inconsistent parenting support in unstable homes. The practical strategies embedded in the curriculum teach children violence prevention lessons, citizenship development strategies, positive character and leadership traits and coping skills – including effective bullying prevention techniques – and fill gaps in current programming identified by the Magnet Design Team. (**Evidence of Effectiveness:** Flay, B., Acock, A., Vuchinich, S., & Beets, M. (2006). Progress report of the randomized trial of Positive Action in Hawaii: End of third year of intervention. Available from Positive Action, Inc. 264 4th Avenue South, Twin Falls, ID 83301).

Combined, *NWEA MAP*, *Read 180*, *NWEA MAP Accelerator*, *Princeton Review* and *Positive Action* instructional technology / curricula will provide schools with literacy, mathematics, ACT / SAT support and social and emotional learning (SEL) that promotes 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: LSD will engage parents in meaningful activities that prepare them to make informed choices regarding the education of their children. District and school leaders also seek ongoing parent feedback and involvement in the planning and implementation of magnet schools programs and complementary district instructional, enrichment and school climate initiatives. Despite district consensus recognizing the need for increased parent participation in all facets of both *ARC* and broader education initiatives, the Magnet Design Team understands that promoting significant parent involvement will remain challenging in high poverty, racially and socio-economically isolated neighborhoods. In response to the barriers that limit participation of Lansing parents in education programs, LSD proposes the following innovations to promote parent engagement in education programs:

- **Parent Education:** 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. *ARC* will offer a parent General Education Diploma (GED) program, computer skills training, financial literacy and reading / math learning initiatives through its Parent University center that will be open to all parents of students enrolled in proposed magnet schools. Magnet schools will support acquisition of GEDs by providing expanded literacy and math support using *Read 180* and *NWEA MAP Accelerator* learning interventions during expanded school day, afterschool, weekend and summer library / technology learning lab hours of operation.
- **Family Readiness:** Family Readiness will increase student and family exposure to postsecondary education learning environments and prepare students and families to successfully complete admissions and financial aid applications – significant barriers to enrollment for low-income students (Oreopoulos & Dunn, 2013). 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). In collaboration with postsecondary education partners (Michigan State University; Lansing Community College; etc. – see *Appendix* for Letters of Support), LSD will help magnet school families gain access to postsecondary education resources needed to promote student and family commitment to college enrollment. Family Readiness will include:

***ARC* Family Readiness Strategies**

- College Entrance Exam Prep – *ARC* magnets will offer access to *Princeton Review* test preparation software to increase student performance on key college enrollment indicator.

- Campus Tours – *ARC* students and their families will visit regional institutions of higher education to nurture development of a college-going culture among magnet students and their families.
 - College Fair – LSD will host annual, district-wide college fair to expand student and family exposure to postsecondary education options.
 - Application Workshops – Michigan State University and Lansing Community College Admissions / Financial Aid Counselors will lead workshops to increase knowledge of application requirements, admissions standards and financial aid / scholarship opportunities and prepare families to complete FAFSA and application forms.
- **Accessible Language Format:** To promote diverse enrollment in schools, all marketing and recruitment materials will be available in several languages (as needed) and distributed at multiple community locations. The Marketing and Recruitment Specialist (see *Personnel*) will provide translation of magnet materials from English into Spanish, French, Chinese, Vietnamese, Korean and other languages to increase parent access to information that describes the breadth of academic choices available to youth. Lansing School District operates a Refugee Center connected to a breadth of translators that will help families impacted by language barriers access magnet information, magnet applications and magnet learning resources.
 - **Parent Volunteer Opportunities:** Parent involvement in LSD magnet schools will not be limited to helping students make appropriate choices and supporting them during enrollment. Parents served as members of the Magnet Design Team and their input was instrumental in the selection of schools and proposed themes. Parents will continue to provide input and implementation guidance as members of magnet school Advisory Boards, will offer evaluation feedback through survey tools, participate in college readiness activities, attend school events and serve as volunteers at existing and / or expanded homework assistance centers, tutoring programs and special school events (open houses, academic / college fairs, theatrical productions, sporting events, etc.).

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

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (34 CFR 75.210) (up to 6 points)

The success of *ARC* magnet schools will hinge upon the quality of instruction and ability of educators to infuse theme-based content across subjects, grade levels and schools. **History of Magnet Success:** Lansing School District has a long history of implementing effective magnet schools (multiple LSD magnets have earned national recognition from *Magnet School of America*). LSD has experience coordinating professional learning strategies that fully prepare educators to launch effective theme-based instruction. Further, educators serving proposed *ARC* magnet schools have had administrator and instructional leadership roles in other Lansing magnets and bring that experience and success

with them to initiative new and exciting magnet options supported by a track record of success (see *Personnel* section). During initial implementation, educators serving proposed magnets will complete universal professional learning – through *Magnet Schools of America* – to launch new instructional models and fully integrate specialized content and technologies into classrooms. **Professional Learning:** *ARC* will align with LSD school improvement plans and educator effectiveness evaluation protocols. As administrators conduct annual evaluations of principals and as principals conduct annual evaluations of classroom educators using the district-approved *Framework for Professional Practice*, effectiveness evaluation results / ratings will trigger the development of individual growth plans. Individual Growth Plans will identify the annual professional learning needs of educators based on targeted strengths and weaknesses linked to student assessment performance data. Following initial, universal professional learning 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 tools (based on *Marzano Model*) to target individual educator needs reflective of magnet school academic models. Professional learning will be of sufficient quality / intensity / capacity / duration to promote lasting improvement and support positive academic gains (see School Profiles for details of professional learning aligned to each *ARC* magnet school):

Provider	Professional Learning Format / Duration	Capacity
Magnet Schools of America	<ul style="list-style-type: none"> • <u>Year 1 - 3</u>: National Institute for Magnet School Leadership (NIMSL) – a five-day magnet design, leadership and operation training institute for administrators, school leaders and teachers to launch new magnet schools. 	<ul style="list-style-type: none"> • 20 Educators from all <i>ARC</i> magnet schools will complete Institute to launch <i>ARC</i>.
Expeditionary Learning	<ul style="list-style-type: none"> • <u>Year 1</u>: 1-Day Site Seminar: <i>EL</i> School Tour • <u>Year 1 – 2</u>: School Design Institute: 5-day school design event • <u>Year 1 – 2</u>: Regional Leadership Cohort: year-long <i>EL</i> leadership support / coaching model for new <i>EL</i> school leaders. • <u>Year 2 – 5</u>: Professional Learning Modules: self-paced, online, content-specific <i>EL</i> instruction / strategies workshops. • <u>Year 1 – 5</u>: Coaching: Ongoing, monthly coaching. 	<ul style="list-style-type: none"> • 40 Educators and Administrators per will complete <i>EL</i> professional learning supports – Forest View ES and North MS
Montessori Foundation	<ul style="list-style-type: none"> • <u>Year 1</u>: Building World-Class Montessori School – 12-weeks. • <u>Year 2</u>: Leadership Institute – 6-week course. • <u>Year 3</u>: Recruiting and Retaining Your Ideal Enrollment – online, self-paced course. • <u>Years 1 through 5</u>: Online Learning – minimum of 20 hours of online, self-paced Montessori learning modules per year. 	<ul style="list-style-type: none"> • 15 Educators per Workshop – Wexford Academy

American Montessori Society	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: Montessori Micro-Credential Programs: self-paced, online, 12-week Micro-Credential courses. • <u>Year 1 – 5</u>: Online Learning: self-paced, online learning modules. 	<ul style="list-style-type: none"> • 15 Educators per Workshop – Wexford Academy
Code.org	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: CS Discoveries: 5-day curriculum workshop. • <u>Year 1 – 5</u>: CS Principles: 5-day curriculum workshop. • <u>Year 1 – 5</u>: CS A: 5-day curriculum workshop • <u>Year 1 – 5</u>: Online Learning: online, self-paced Computer Science modules (90 min / module). 	<ul style="list-style-type: none"> • 5 Educators per year – Lansing CTE High School
Greater Michigan Construction Academy	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: Skilled Trades Workshops: all Lansing CTE Construction Sciences educators will be required to complete a minimum of 15 hours of CTE learning modules per year from a menu of diverse online professional learning courses. 	<ul style="list-style-type: none"> • 5 Educators per year – Lansing CTE High School
National Consortium for Health Science Ed.	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: Skilled Trades Workshops: all Lansing CTE EMS and Health Sciences educators will be required to complete a minimum of 15 hours of CTE learning modules per year from a menu of diverse online professional learning courses 	<ul style="list-style-type: none"> • 5 Educators per year – Lansing CTE High School
Discovery Education	<ul style="list-style-type: none"> • <u>Year 1</u>: High-quality digital lessons (40 hours). • <u>Year 2</u>: Trans-disciplinary STEM/Environment Units (20 hrs). • <u>Year 3</u>: Vertical alignment of STEM units (20 hrs). • <u>Year 4 and 5</u>: Online, self-paced modules. 	<ul style="list-style-type: none"> • 40 Educators per year – All ARC schools
Jason Project	<ul style="list-style-type: none"> • <u>Year 1</u>: Core Curriculum Training: Multi-day workshops. • <u>Year 2</u>: Expectations for NGSS Classrooms: 2-day workshop. • <u>Year 3 -5</u>: JASON Webinars: self-paced, online modules. 	<ul style="list-style-type: none"> • 20 Educators per year – Forest View ES and North MS
N. American Assoc. for Environmental Education	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: Environmental Education Modules: Minimum two online, self-paced modules per year per educator to build environmental education content knowledge. 	<ul style="list-style-type: none"> • 20 Educators per year – Forest View ES and North MS
Wharton Center	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: Art Immersion Weeks: Daily afterschool seminars during 4 week-long Arts Immersion Week (1.5 hrs / session). 	<ul style="list-style-type: none"> • 10 Educators per session – Wexford
RoboLab	<ul style="list-style-type: none"> • Annual <i>VR Expeditions 2.0</i> vendor training (1-day workshop + ongoing virtual support). 	<ul style="list-style-type: none"> • 40 Educators (All ARC Schools)

Read 180 / NWEA / Positive Action	<ul style="list-style-type: none"> • Annual <i>Read 180</i>, <i>MAP Accelerator</i>, <i>NWEA MAP</i> and <i>Positive Action</i> in-service training to support implementation with fidelity to interventions / assessments (0.5-day training + district support). 	<ul style="list-style-type: none"> • 40 Educators (All <i>ARC</i> Schools)
<i>ARC</i> PLCs	<ul style="list-style-type: none"> • <u>Year 1 – 5</u>: PLCs will meet bi-monthly during afterschool <i>ARC Forums</i> to share best practices, promote team teaching and review data to monitor achievement (1.5 hrs / session). 	<ul style="list-style-type: none"> • Individual PLC at each magnet school for up to 20 educators / school

Professional Learning Communities (PLCs): Magnet schools will enrich the LSD Instructional Coaching Model professional development initiative with *ARC* PLCs to promote teacher and instructional improvement. PLCs at each school will link teachers across grade levels and content areas to nurture 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 *ARC Forums* that provide a venue for sharing best practices, promoting team teaching and reviewing data to monitor achievement. *ARC* will fund diverse professional learning – both shared across magnet schools and specialized to meet the needs of educators at each site. Professional learning 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. **Professional Learning Evaluation:** All magnet educators will complete an annual self-assessment survey to provide feedback regarding the quality and impact of *ARC* professional learning. Survey results will be used to continually monitor the quality of professional learning and the impact the investment in professional learning has on educator effectiveness. Evaluation activities will provide feedback needed to ensure annual professional learning meets educator growth needs and generates the educator quality improvements necessary to raise student achievement. If survey results demonstrate a less than positive or minimally impactful outcome, the Advisory Board, grant administrators and Focus Teachers will research alternative options better aligned to educator needs.

(3) The extent to which each magnet school for which funding is sought will encourage greater parental decisionmaking and involvement. (34 CFR 280.31) (up to 6 points)

Lansing School District encourages open communication with parents and encourages high levels of parent participation and engagement. The district celebrates the fact that parents, families and caregivers are dedicated to the education and growth of their learners and value opportunities to shape the educational experiences of their students. *ARC* – designed by a Magnet Design Team that included parent representation and input during the planning process – will continue the LSD policy and tradition of encouraging parent engagement in learning by seeking parent influence in education decision-making that directly impacts Lansing students / families. *ARC*, as a whole, and each *ARC* magnet school will nurture sustained parent participation in programs and meaningful parent engagement in education decision-making across all aspects of the project. Parent involvement strategies will include:

- **ARC Advisory Board:** An *ARC* Advisory Board will provide a venue for diverse stakeholders to oversee grant operations and provide LSD with input regarding policies, procedures, content, activities and services funded through the *MSAP* and beyond Federal support. Parents will be invited / recruited to serve on the project-wide *ARC* Advisory Board – LSD will recruit parents of students enrolled in *ARC* magnets or *ARC* feeder schools from all grade level configurations (grades PreK – 3; grades 4 – 8; grades PreK – 8; grades 9 – 12) and seek parents from diverse racial and socio-economic backgrounds to ensure Advisory Board representation reflects the backgrounds of students served by *ARC* programs. Parent / caregiver *ARC* Advisory Board representatives will also sit on Advisory Board Equity, Sustainability and Budget Committees to ensure parent perspectives shape all facets of decision-making. The *ARC* Advisory Board will meet quarterly to provide consistent oversight of the *MSAP* project (see *Personnel* section for description of Advisory Board responsibilities).
- **ARC Magnet School Advisory Board:** Each *ARC* magnet school will establish a school-specific Magnet School Advisory Board dedicated to supporting implementation at each individual *ARC* magnet. Parents will be invited / recruited to serve on individual Magnet School Advisory Boards – magnet school principals and educators will recruit parents of students enrolled in the school representing all grade levels and seek parents from diverse racial and socio-economic backgrounds to ensure Magnet School Advisory Board representation reflects the backgrounds of students enrolled in individual *ARC* schools. Parent / caregiver Magnet School Advisory Board representatives will also sit on school-specific committees as formed by individual Magnet School Advisory Boards to ensure parent perspectives shape all facets of school-based decision-making. Magnet School Advisory Boards will meet quarterly to provide consistent oversight of the *MSAP* project at each proposed *ARC* school (see *Personnel* section for description of Advisory Board responsibilities).
- **Parent Recruitment Team:** The *ARC* Project Director, LSD Marketing and Recruitment Specialists and magnet school Focus Teachers (see *Personnel* section) will recruit parents of *ARC* students from each proposed magnet school to serve on *ARC* Recruitment Teams. *ARC* Recruitment Teams will collaborate with grant personnel to host / complete *ARC* marketing and recruitment events designed to increase student applications for *ARC* magnet schools. Parents of *ARC* magnet school students will serve as ambassadors to the Lansing school community to answer questions from parents / students considering enrollment in *ARC* schools and will provide students / parents considering enrollment in *ARC* schools with a first-hand source of knowledge, experience and insight regarding the programming and learning environments in *ARC* magnet options. Parents will fill vital roles in the magnet student recruitment process and provide valuable guidance to grant managers regarding the effectiveness / impact of recruitment strategies, locations, outlets and content best able to grab the attention of potential enrollees and motivate student and family commitment to attending an *ARC* magnet school.
- **Magnet School Parent Ambassadors:** Lansing School District will offer parents of magnet students opportunities to elevate their knowledge of the district and its investment in magnet programming through parent ambassador programs. The Magnet School Parent Ambassador strategy will nurture the growth of a team of

parent champions that spread the word of magnet throughout the community during informal interactions with other LSD parents, community members and friends to increase community-wide interest (and increase student application for enrollment) in *ARC* magnet schools. Monthly Parent Ambassador information sessions (in person and virtual) will cover topics such as: the history of LSD desegregation efforts; magnet schools as a solution to minority group isolation; serving as an effective Magnet School Parent Ambassador; magnet school pathways to success; and sustaining magnet schools for the future. Beyond serving as Ambassadors, parents will be encouraged to attend *ARC* events, campus tours, learning excursions and service projects with their children to increase parent involvement in day-to-day learning activities. They will share magnet news, including themes and marketing materials, on social media accounts and person-to-person with friends and family to generate school and community excitement. (see *Project Design* above for description of parent opportunities).

Combined, these strategies and additional efforts during the five-year grant project and beyond Federal *MSAP* funding will provide parents meaningful opportunities to participate in all aspects of *ARC* planning, decision-making, implementation, learning and support activities / efforts. Parent involvement will ensure *ARC* reflects the perspectives of the families it aims to serve and will ensure diverse perspectives shape the programs, services, academic content, enrichment and learning delivered in Lansing schools. Furthermore, parents will have ultimate choice and input in the project by partnering with their children to make education decisions to attend an *ARC* magnet school or alternative Lansing School District option based upon individual preference, learning needs and academic / career / postsecondary education interests. As the consumers of Lansing School District services, parent choice and decision-making will ultimately impact all *ARC* initiatives.

(4) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (34 CFR 75.210) (up to 6 points)

ARC will connect Lansing School District with new and existing partnerships that enrich teaching and learning with outstanding, world-class resources. *ARC* will engage students, families and educators in partner programs that expand the breadth of academic, social, emotional, health and family supports beyond the capacity of school-based programs. Collaboration includes: (1) Project Partners and (2) Diverse Perspectives. **Project Partners:** Partnerships are vital to the success of *ARC* and will provide students with experiences designed to close learning access / achievement gaps, increase equity for all students and engage youth in learning experiences that high-need LSD schools are unable to provide given limited resources. *ARC* partnership programs will include (see *Appendix* for Letters of Support):

Partner	Schools Served	Implementation Role
Michigan State University	<ul style="list-style-type: none"> • North • Wexford • Lansing CTE 	<ul style="list-style-type: none"> • Dual Enrollment for High School students • College Ready Lansing events for High School students • Spartan Youth Programs for all schools: <ul style="list-style-type: none"> ○ Enrichment Days – content specific learning days

		<ul style="list-style-type: none"> ○ Exploration Days Camp – overnight camp on campus ○ Campus Tours
Lansing Community College	<ul style="list-style-type: none"> ● Lansing CTE 	<ul style="list-style-type: none"> ● Dual Enrollment for High School students ● College Ready Lansing events for High School students ● CTE Certifications ● Campus Tours
Michigan State University Extension	<ul style="list-style-type: none"> ● Forest View ● North ● Wexford ● Lansing CTE 	<ul style="list-style-type: none"> ● Garden Project for all schools ● 4-H Cloverbuds club for Elementary School students ● 4-H club for Middle School students
Potter Park Zoo	<ul style="list-style-type: none"> ● Forest View ● North 	<ul style="list-style-type: none"> ● Zoo Tours for Elementary and Middle School students ● BIG Zoo Lesson for Elementary and Middle School students
Impression 5 Science Center	<ul style="list-style-type: none"> ● Forest View ● North ● Wexford 	<ul style="list-style-type: none"> ● Science Camps for Elementary and Middle School students ● Adopt-A-River service-learning for Elementary and Middle School students
Broad Art Museum	<ul style="list-style-type: none"> ● North ● Wexford 	<ul style="list-style-type: none"> ● Sustainable Arts program for Middle School students ● Gesso Explorations for Elementary and Middle School students
Wharton Center	<ul style="list-style-type: none"> ● Wexford 	<ul style="list-style-type: none"> ● Artist-In-Residence programs for Elementary and Middle students ● Arts Immersion Weeks for Elementary and Middle School students
Lansing Fire Dept.	<ul style="list-style-type: none"> ● Lansing CTE 	<ul style="list-style-type: none"> ● Career-Ready Fire Response programs for High School students

Diverse Perspectives: *ARC* represents an exceptional approach to meeting LSD needs and meeting the statutory requirements of *MSAP* because of sustained collaboration and diverse stakeholder input / support. Implementation of *ARC* 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 and beyond as magnet schools become integrated into the LSD plan of operation. Diverse perspectives and strategies to ensure stakeholder involvement will include:

- **Engaging Diverse Stakeholders** – LSD will engage as many stakeholders as possible in the implementation and decision-making process impacting *ARC* and participating schools to broaden support for reform efforts and increase engagement in education. LSD will recruit stakeholders from traditionally-underrepresented groups to serve on Advisory Boards, planning teams and committees – persons of color; persons from non-English speaking households; persons of poverty – to learn firsthand about the changing needs of under-represented communities and groups. LSD seeks to hire and retain a diverse workforce and is uniquely positioned to amplify initiatives

through teacher recruitment that connects LSD with partner colleges / universities with diverse student enrollment and respected teacher certification programs serving the greater Mid-Michigan area (Michigan State University, Central Michigan University, Grand Valley State University). Targeted recruitment at partner institutions of higher education with diverse student enrollment and respected educator preparatory colleges / programs will ensure LSD students learn from the best trained faculty and learn in schools whose educators reflect the rich diversity of Lansing, MI communities and LSD schools. Meaningful engagement of members from traditionally under-represented groups served by LSD schools will ensure grant management and grant implementation aligns to the priorities and needs of the diverse communities impacted by *ARC* reform / magnet / desegregation efforts.

- **Parent Input** – LSD leaders believe parents have a right - a mandate - to engage in meaningful discussions impacting school and district policies / procedures / programs. Parents serve on numerous committees across the district and will be instrumental in shaping implementation of *ARC* as members of both the district-wide Advisory Board and individual School Advisory Boards. Parents will also 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 *ARC* 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. Annual surveys – distributed in multiple languages to ensure diverse perspectives – will provide opportunities for parents to provide feedback to evaluators and grant managers to shape the project and promote continuous improvement.
- **Student Input** – Student input will be invaluable during implementation of *ARC*. Students, ultimately, are the consumers of *ARC* 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 a 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 – distributed in multiple languages to ensure diverse perspectives – 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 *ARC* and will continue to offer insight 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, technical fields, private industry, social support organizations, media and education will serve on both the district *ARC* Advisory Board and School 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 *ARC* and help schools increase positive outcomes.

(5) How it will improve the capacity of the LEAs to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated. (ESEA section 4401(b)(5)) (up to 6 points)

The *ARC* 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 as a programmatic priority, LSD will eliminate surprises (or disappointments) that surface during the final year of funding, when most institutions initiate sustainability plans. The following factors will increase long-term sustainability of *ARC* and improve LSD capacity to continue magnet school operation beyond Federal *MSAP* funding:

- Upon completion of grant, magnets will become institutionalized within the LSD Magnet Schools program, thereby eliminating project-specific personnel needed to launch the program – individual schools will budget to sustain Focus Teachers to continue theme-based instruction.
- LSD Magnet Schools administrative infrastructure has capacity to maintain district-wide marketing, recruitment, application and student selection procedures for magnets beyond grant period in compliance with the LSD **Mandatory, Court-Ordered Desegregation Plan**.
- Design Team selected curricular models whose long-term costs are manageable despite significant initial startup 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 / conferences.
- Evaluation results will be scrutinized by district and school administrators to identify grant components linked to positive outcomes; administrators will use data to drive decisions regarding the continuation of professional development, learning experiences, teaching strategies, academic supports and student / family initiatives that yield positive student outcomes and reduce minority group isolation as federal support transitions to district funding of magnet school efforts.
- Reallocation of district funds supporting professional learning, facilities, curriculum development / supplies, technology and transportation (Title I, II, IV) will fund magnet continuation expenses as *ARC* schools become institutionalized as components of the Lansing School District Magnet Schools effort – LSD will aggressively pursue additional grant funds but will not rely on new grant resources to sustain *ARC* 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. Embracing this more comprehensive view will help Lansing School District sustain program elements and outcomes that best meet the changing needs of Lansing, MI students, families, schools and communities.

(C) QUALITY OF MANAGEMENT PLAN.**(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.****(34 CFR 75.210) (up to 5 points)**

A strong grant management plan will enable Lansing School District (applicant and fiscal agent) to successfully implement *ARC* and promote the achievement of the identified project goal, 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) *ARC* Timeline and (f) Sustainability Planning. **(a) Coordination of Services:** While Lansing School District – applicant and fiscal agent – is ultimately responsible for administering *ARC*, the project is designed to foster a collective decision-making process across the district, four targeted magnet 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 *ARC* responds, over the life of the grant and beyond, to the unique conditions impacting participating Lansing, MI students. Quarterly *ARC* Advisory Board meetings and quarterly individual magnet school Advisory Board meetings will ensure coordination of activities across layers of district administration and *ARC* stakeholders (see *Personnel* for details of Advisory Board). Monthly District Leadership Team meetings will facilitate ongoing progress monitoring and coordination of services across *ARC* schools and complementary district initiatives (see *Personnel*). **(b) Timely Implementation:** LSD administrators and grant personnel will initiate *ARC* immediately upon funding and will manage all grant activities – to the maximum extent possible – in accordance with the *ARC* 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 *ARC* 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 learning, 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 Magnet Design Team designed the budget to meet the program goal and objectives, emphasizing inclusive education strategies that provide equal access for all youth and families while meeting Michigan 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 the Michigan and U.S. Departments 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 *ARC* and sustain systemic changes initiated during the grant. LSD has managed numerous federal discretionary grants with fiscal efficiency and accountability, including multiple MSAP grants. **(d) Management Plan Procedures:** Effective grant management will include well-defined procedures that facilitate achievement of the *ARC* goal and objectives:

1. **Convene Planning Team** – a Magnet Design Team of administrators, teachers, counselors, parents, students and community partners conducted a needs assessment, identified gaps and weaknesses in programming and recommended strategies to strengthen education programs;
2. **Initiate Grant** – LSD will hire staff and brief project partners to launch *ARC*;
3. **Convene Advisory Board** – the Magnet Design Team will transition into the *ARC* Advisory Board (new members will be recruited to diversify perspectives); Advisory Board will create a Budget Committee, Equity Committee and Sustainability Committee to provide critical implementation oversight during the grant period (each magnet school will form a school Advisory Board to provide school-specific support);
4. **Ensure Equal Access** – LSD / partners will provide equal access / treatment for participants without regard to actual / perceived race, color, national origin, gender, religion, veteran status, sexual orientation, gender identity, age, disability or other protected status for all services;
5. **Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
6. **Implement Fiscal Management Protocol** – LSD Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;
7. **Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop and revise an Action Model to identify project components and services linked to *ARC* Timeline to ensure completion of all project elements;
8. **Implement Goods / Services Management Protocol** – LSD will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
9. **Monitor Standards Alignment** – Convene Pathway Alignment Team to align individual magnet school curricula to Michigan state learning standards / benchmarks;
10. **Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.

11. 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.

12. Sustain Programs – LSD, grant administrators and Advisory Board members will initiate a sustainability plan – from award through end of grant– to sustain *ARC* magnet schools and efforts to reduce minority (Black) student isolation beyond the end of federal funding.

(e) Timeline: The Design Team developed a detailed timeline with defined responsibilities and milestones to guide implementation of *ARC*. The Project Director and Evaluation Team will use the timeline to monitor progress during the grant period – October 2022 through September 2027. The Timeline will serve as a key implementation guide and evaluation tool promoting achievement of *ARC* outcomes.

<i>ARC</i>: Administrative & Implementation Timeline and Responsible Parties
October 1, 2022 - September 30, 2027
KEY: Superintendent (S); Advisory Board (AB); Project Director (PD); Marketing/Recruitment Specialist (M/RS); Magnet Focus Teacher (FT); Administrators (AD); Teachers (T); Evaluation Team (ET); Partners (P)
ONGOING: Quarterly district 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); Professional Learning (PD,AD,T); Quarterly <i>ARC</i> Coaching (FT,T,AD); Monthly <i>ARC Forum</i> PLCs (FT,T,AD); Theme-based Instruction (T,FT); Theme-Based Enrichment (FT,T,P); Recruitment and Marketing (PD,M/RS); Curriculum Design and Alignment (FT,T); Annual Performance Reporting (ET); Quarterly Budget / Sustainability / Equity Committee meetings (PD,AB).
YEAR 1 (October 1, 2022 - September 30, 2023)
QTR 1: <u>1.</u> Assume control of grant funds (S,PD,AD); <u>2.</u> Hire Project Director (S); <u>3.</u> Hire all project personnel (S,PD); <u>4.</u> Transition Magnet Design Team to Advisory Board, recruit new members (PD,AD); <u>5.</u> Convene Advisory Board (AD,PD, AB); <u>6.</u> Finalize evaluation plan, collect baseline data, schedule monthly monitoring (PD,ET); <u>7.</u> Assess facility improvements / prioritize projects (All); <u>8.</u> Generate publicity (M/RS,FT,PD,AB); <u>9.</u> Prioritize / acquire technology and learning resources for curricular models (PD,FT).
QTR 2: <u>1.</u> Review professional learning needs / schedule training (PD,FT,AD); <u>2.</u> Convene curriculum teams / initiate theme development (PD,FT,T,AD); <u>3.</u> Develop consistent marketing plan / materials / branding (PD,M/RS,FT,AD); <u>4.</u> Continue parent, community marketing, outreach to generate student applications across diverse subgroups (PD, FT, M/RS, AD); <u>5.</u> Initiate and sustain targeted marketing and recruitment to increase student / family interest and generate applications to achieve desegregation goals (M/RS,PD,FT); <u>6.</u> Continue curriculum design / professional learning (PD, M/RS, FT, T); <u>7.</u> Continue evaluation (ET - All); <u>8.</u> Initiate vertical curriculum alignment linking Learning Pathways (PD, FT, T, AD); Recruit Budget / Sustainability / Equity Advisory Committees, schedule meetings (PD,AB).

QTR 3: 1. Initiate 2023-24 magnet school scheduling to comply with both content standards and specialized instructional needs (PD,AD,AB,FT); 2. Conduct *Magnet Showcase* magnet schools enrollment fair (PD,M/RS, FT,AB); 3. Open application process for all magnets for 2023-24 school year (All); 4. Comply with instructional accreditation protocol – *Montessori, Expeditionary Learning, CTE* (PD,FT,T,AD); 5. Assess instructional materials / curriculum supplies – order materials for 2023-24 school year (PD,FT,AD,AA,T); 6. Conduct *ARC Forum* PLCs (PD,FT,T,AD); 7. Continue / host community and targeted marketing / outreach events (M/RS, PD, FT); 7. Conduct evaluation site visits / focus groups (ED,PD,T).

QTR 4: 1. Complete application process / 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 students (All); 4. Continue curriculum development and professional learning (PD,FT,T,AD); 5. Collect / analyze year-end evaluation data and complete / submit Ad Hoc Performance Report (PD,FT,ET); 6. Review Year 1 budget expenditures – project Year 2 revisions (All); 7. Continue professional learning and *ARC* PLCs (PD,M/RS,FT,T,AD); 8. Plan curriculum design / order materials / supplies / equipment for Year 2 (PD,FT,AD,T); 9. Plan and launch *ARC* extracurricular activities / clubs / enrichment (PD,FT,T,P); 10. Report program results to Advisory Board and Board of Education (PD,ET); 11. Monitor feeder school enrollment to assess Desegregation progress (AB,S,PD,FT,ET).

YEAR 2 (October 1, 2023 - September 30, 2024)

QTR 1: 1. Continue theme-based instruction at magnets for first cohort of *ARC* students (All); 2. Collect Year 2 baseline data (PD,ET,FT,T); 3. Schedule Year 2 professional learning / coaching (PD,FT,AB,P); 4. Continue curriculum development to integrate theme-based instruction (PD,FT,T); 5. Assess Year 2 improvements / prioritize projects / schedule updates (All); 6. Continue monthly evaluation monitoring (PD,ET).

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 and targeted recruitment / marketing to increase student applications (PD,M/RS,FT,AB); 3. Continue Year 2 professional learning / coaching (PD,FT,AD,T); 4. Continue theme-based instruction / enrichment / extracurricular activities (All); 5. Host *Magnet Showcase* magnet enrollment fair (PD,FT,AD,C).

QTR 3: 1. Initiate 2024-25 magnet school scheduling to comply with content standards / specialized instructional needs (PD,AD,FT,AB); 2. Continue Year 2 parent / community outreach strategies and targeted recruitment / marketing to increase student applications (PD,M/RS,FT,AB); 3. Continue theme-based instruction in all magnets (All); 4. Continue curriculum alignment to Michigan state standards (PD,FT,AB,AD,T); 5. Assess / order instructional materials / supplies (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 students (ALL); 3. Open all magnets for Cohort 2 *ARC* students (All); 4. Continue curriculum / professional learning and PLCs (PD,FT, AD,T); 5. Collect / analyze year-end evaluation data,

complete / submit Ad Hoc Performance Report (PD,FT,ET); 6. Review Year 2 expenditures – project Year 3 revisions (All); 7. Continue vertical alignment linking Learning Pathways (PD,FT,T,AD); 8. Plan curriculum design / order materials, supplies, equipment for Year 3 (PD, FT,AD,T); 9. Convene Budget / Sustainability / Equity Advisory Committees (PD,AB,C,AD); 10. Report program results to Advisory Board and Board of Education (PD, ET); 11. Monitor feeder school enrollment to assess Desegregation progress (AB,S,PD,FT,ET).

YEAR 3 (October 1, 2024 - September 30, 2025)

1. Continue theme-based instruction / enrichment / extracurricular programs at magnets for *ARC* students (All); 2. Collect Year 3 baseline data (PD,FT,ET,FT); 3. Continue Year 3 professional learning (PD,FT, AB); 4. Continue community and targeted recruitment / marketing to increase applications for Year 4 enrollment (M/RS,PD,FT); 5. Launch sustainability protocol to promote continuation of magnets beyond funding (C,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct monthly evaluation monitoring and annual site visits / focus groups (ED,PD,T); 8. Collect / analyze year-end evaluation data and complete / submit Annual Performance Report (PD, FT, ET); 9. Report program results to Advisory Board and Board of Education (PD, ET); 10. Convene Budget / Sustainability / Equity Advisory Committees (PD,AB,C,AD); 11. Monitor feeder school enrollment to assess Desegregation progress (AB,S,PD,FT,ET).

YEAR 4 (October 1, 2025 - September 30, 2026)

1. Continue theme-based instruction / enrichment / extracurricular programs at magnets for *ARC* students (All); 2. Collect Year 4 baseline data (PD,FT,ET,FT); 3. Continue Year 4 professional learning (PD,FT, AB); 4. Continue community and targeted recruitment / marketing to increase applications for Year 5 enrollment (M/RS,PD,FT); 5. Continue sustainability protocol to promote continuation of magnets beyond funding (C,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment (PD,M/RS,AA); 7. Conduct monthly evaluation monitoring and annual site visits / focus groups (ED,PD,T); 8. Collect / analyze year-end evaluation data and complete / submit Annual Performance Report and Ad Hoc Performance Report (PD, FT, ET); 9. Report program results to Advisory Board and Board of Education (PD, ET); 10. Convene Budget / Sustainability / Equity Advisory Committees (PD,AB,C,AD); 11. Monitor feeder school enrollment to assess Desegregation progress (AB,S,PD,FT,ET).

YEAR 5 (October 1, 2026 - September 30, 2027)

1. Continue theme-based instruction / enrichment / extracurricular programs at magnets for *ARC* students (All); 2. Collect Year 5 baseline data (PD,FT,ET,FT); 3. Continue Year 5 professional learning (PD,FT, AB); 4. Continue community and targeted recruitment / marketing to increase applications for enrollment in sustained magnet programs beyond grant period (M/RS,PD,FT); 5. Continue sustainability protocol to promote continuation of magnets beyond funding (C,PD,AB, FT,ET); 6. Complete application process and inform families of enrollment in sustained magnet programs beyond grant period (PD,M/RS,AA); 7. Conduct monthly evaluation monitoring and annual 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 Board of Education (PD, ET); 10. Convene Budget / Sustainability / Equity Advisory Committees and fully implement sustainability strategies / prioritize components for continuation (PD,AB,C,AD,FT); 11. Monitor feeder school enrollment to assess Desegregation progress (AB,S,PD,FT,ET).

Annual ARC Milestones, Objectives, Responsible Parties

Timeframe	Objective	Responsible Party	Primary Milestone
October 2022	1, 2, 3, 4	PD, AD, FT, T	• Inform stakeholders of MSAP funding / purpose.
December 2022	1, 2, 3, 4	PD, AD, FT, T	• Finalize targeted recruitment / marketing plan to reduce Black student isolation in feeder schools.
Feb. 2023 – Beyond	1, 2, 3, 4	PD, AD, FT, T	• Conduct <i>Magnet Showcase</i> magnet school marketing and application fair.
Sept. 2023 - Beyond	1, 2, 3, 4	PD, AD, FT, T	• Open Fairview Magnet for up to 375 students.
Sept. 2023 - Beyond	1, 2, 3, 4	PD, AD, FT, T	• Open North Magnet for up to 375 students.
Sept. 2023 - Beyond	1, 2, 3, 4	PD, AD, FT, T	• Open Wexford Magnet for up to 625 students.
Sept. 2023 - Beyond	1, 2, 3, 4	PD, AD, FT, T	• Open Lansing CTE Magnet for up to 300 students.
Annual -- quarterly	2, 4	P, FT, T	• Complete partner enrichment for all schools.
May 2023 - Beyond	1, 2, 3, 4	PD, ET	• Submit Annual Performance Report.
May 2023 - Beyond	1, 4	PD, FT, AB	• Complete annual targeted recruitment to diversify applications for magnet school enrollment.
May / June 2023 - Beyond	1, 2, 3, 4	PD, M/RS, AA	• Process magnet school applications, implement placement plan (lottery), inform families.
Oct. 2024 - Beyond	1, 2, 3, 4	PD, ET	• Submit Annual Ad Hoc Report.
Monthly - Annual	3, 4	PD, AD, T	• Offer parent / community education programs.
Summer 2023 - Beyond	1, 2, 3, 4	PD, ET, AB, AD	• Review data and reports to improve programs and inform stakeholders of progress.
Oct. 2023 - Beyond	1, 2, 3, 4	PD, ET, AB, AD	• Complete monthly progress-monitoring calls.

The *ARC* Timeline will allow grant managers and evaluators to assess progress during the project and monitor achievement of benchmarks that facilitate attainment of the *ARC* goal, objectives and outcomes. **(f) Sustainability Planning:** The *ARC* 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 as a programmatic priority, Lansing School District will eliminate surprises (or disappointments) that surface during the final year of funding, when most institutions initiate sustainability plans. Many equate

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

(2) The extent to which the applicant is committed to the magnet school project and has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available. (34 CFR 280.31) (up to 5 points)

Lansing School District has a longstanding commitment to the Magnet Schools approach to improving student academic outcomes and reducing Black student isolation in compliance with its **Mandatory, Court-Ordered Desegregation Plan**. For decades, Lansing School District has invested in the creation and continuation of outstanding magnet schools that reflect the academic needs and interests of Lansing, MI students and their families. *ARC* is the latest effort to improve teaching, learning, educational equity and Black student isolation undertaken by Lansing School District. Previous *MSAP* grant efforts have resulted in the creation and continuation of ten magnet schools and four LSD Learning Pathways. *ARC* will increase the diversity of academic programs serving Lansing youth and expand choice through new magnet schools. Lansing School District will efficiently manage *MSAP* funds to maximize impact of limited grant resources. Upon completion of the grant period, LSD will sustain the project to ensure that federal investment in Lansing programs benefits students, families, schools and communities for many years. Lansing School District commitment to the magnet school project includes: (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 / Financial Plan:** LSD will assume responsibility for operational costs of *ARC* magnet schools and programs when funding ends in 2027. For LSD, it is the **start-up** costs that prevent the district from developing and operating the programs as described in the *Project Design*. LSD – as a component of its **Mandatory, Court-Ordered Desegregation Plan** – will continue to revise school transportation plans to ensure students have access to magnet schools regardless of location of school facilities and location of students residences. Transportation costs, a significant barrier to magnet school operation, are fully budgeted and planned for by Lansing School District. **LSD commits to fully funding all magnet school grant transportation during the grant period (10/1/2022 to 9/30/2027) and beyond the grant period to promote sustainability of *ARC* magnet schools.** With *MSAP* funds, four unique, whole school programs will be implemented, the diversity of schools will be improved, new equipment will be purchased, specialized curriculum will be developed, the professional learning of staff will be accelerated and students and parents will be excited about diversified academic choices. While initial costs are too high to allow LSD to fund *ARC* without federal assistance, sustainability efforts will allow the district to continue programming beyond the grant period (**LSD has sustained and improved the operation of numerous district-funded and federally-funded Magnet School initiatives during the last 20 years**). 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 2022 *MSAP* funding, the LSD Superintendent, *ARC* Project Director and *ARC* Advisory Board will form a Sustainability Committee of the Advisory Board to immediately plan for district operation of programs upon completion of the grant period. The Sustainability Committee will (1) collaborate with the LSD Office of Finance and members of the LSD Board of Education to modify projected district budgets to include future funding for *ARC* magnets; (2) review projected enrollment trends and adjust for impact of *ARC* choice options on future school enrollment to facilitate an accurate human capital management / materials plan for district schools; (3) assess facility needs at *ARC* schools to ensure schools can accommodate future enrollment growth and support specialized programming (committee will prioritize improvements to ensure facilities do not limit future potential of *ARC* magnets) and (4) Sustainability Committee will nurture growth of strong community partnerships to leverage partner and community resources needed to sustain efforts beyond the grant period (see *Appendix* for Letters and Magnet Schools MOU).

ARC Multi-Year Plan of Operation (see *Management Plan* for detailed Years 1 – 5 Timeline)

- *ARC Year 1 (2022-23)* – Launch *ARC* professional learning and magnet development with initial cohort of students entering *ARC* schools for the 2023-24 school year; engage in ongoing curriculum alignment of magnet themes to Michigan state learning standards and school improvement plans; expand school partnerships to enhance magnet school teaching and learning; launch and recruit *ARC Sustainability Committee* – including administrators, teachers, parents, partners, students – to ensure diverse stakeholders collaborate to prioritize sustainability of effective magnet strategies; launch and recruit *ARC Equity Committee* – including administrators, teachers, parents, partners, students – to ensure objective monitoring of equal access for all participants and increase equity in education; complete annual evaluation activities to promote continuous improvement; enroll students in four magnet schools.
- *ARC Year 2 (2023-24)* – Sustain and improve *ARC* magnet schools; enroll students; monitor enrollment patterns to measure changes to Black student isolation in feeder schools; continue ongoing professional learning to build educator knowledge, mastery, capacity; invest in school improvement / learning infrastructure to support long-term implementation of magnets; engage in ongoing curriculum alignment of magnet themes to Michigan state standards and school improvement plans; expand and strengthen community partnerships through individual magnet school Advisory Boards; monitor equal access and enhance equity; complete annual evaluation activities to promote continuous improvement.
- *ARC Year 3 - 5 (2024-27)* – Sustain and improve *ARC* magnet schools; enroll students; monitor enrollment patterns to measure changes to Black student isolation in feeder schools; continue ongoing professional learning to build capacity; engage in ongoing curriculum alignment of magnet themes to Michigan state learning standards and school improvement plans; institutionalize revised transportation plan to accommodate magnet choice based on annual enrollment patterns; implement *ARC Sustainability Committee* to initiate long-term budgeting through LSD

Magnet Schools program; monitor equal access and enhance equity; complete annual evaluation activities to promote continuous improvement; complete Impact Study to evaluate Promising Evidence; increase partner support; seek additional grant funds to expand support.

- Post-ARC Plan (2027-beyond) – Continue all magnet schools through LSD district-funded Magnet Schools program currently operating previous successful magnet school initiatives; enroll students; monitor enrollment patterns to measure changes to Black student isolation in LSD feeder schools; seek grant funds to support efforts; consolidate *ARC* personnel to reduce continuation costs (eliminate Project Director, sustain magnet Focus Teachers); realign district professional learning plan to include magnet-centric options.

ARC Multi-Year Financial Planning Procedure

LSD and the Advisory Board will gather stakeholder feedback, via a *K-12 Insight Survey*, regarding all components of the *ARC* magnet schools effort to develop a multi-year financial projection to sustain *ARC*. Data regarding project and component impact is critical when projecting costs; LSD will not be able to collect and analyze data until the project is launched across all schools. After collecting stakeholder and evaluation data, LSD will develop a data-informed Multi-Year Financial Plan aligned to four principles:

- **Objective source and structure of the foundational data.** Through use of the LSD budget structure, planners will determine the level of granularity needed to support sustainability decision-making.
- **Assessment of variables that drive future revenues and expenses.** LSD leaders will assess changing conditions impacting district funding to identify variables and their impact on future financial outcomes.
- **Creation of accessible outputs clear to diverse stakeholders.** LSD leaders / Finance Officers will support projections with data to improve stakeholder understanding of future funding projections.
- **Simulate and track changes.** LSD leaders and Finance Officers will catalogue scenarios and record changes to projected variables to generate multiple Financial Plan Projections adjusted for variation in assumptions.

LSD will use *ARC* data to project a well-constructed and documented forecast to support sustainability planning, scalability of project elements to additional LSD schools and replicability of the project in learning environments beyond the boundaries of LSD. Objective and consistent data collection from diverse stakeholders will ensure the *ARC* Multi-Year Financial Plan is both reasonable and attainable.

(b) District Support Plan: LSD will identify resources to sustain operation of *ARC* magnets:

- Complementary Funding Sources: LSD will use general budget funds and local 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 local and federal discretionary funding opportunities (future grants not a guarantee). General funds will sustain magnet Focus Teacher positions beyond the grant period to ensure high-quality delivery of theme-specific content; Title funds will support professional development to ensure educators from magnet schools have access to district-wide professional learning initiatives; general funds

allocated to schools from district will be reprioritized to ensure student access to specific technologies / facilities needed to continue magnet instruction.

- **Professional Learning**: Lansing School District will pursue extensive professional learning (using train-the-trainer models) during the grant cycle to increase district-wide capacity to implement magnet programs. By investing in teacher training, human capital and expanding institutional capacity, LSD seeks to equip schools and the district with the expertise needed to continue innovative theme-based education beyond the grant period.
- **Partnerships**: Each school and the district will expand community partnerships so that magnet education becomes a community effort rather than the sole responsibility of LSD. 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. Primary *ARC* partners include but are not limited to:
 - **Postsecondary Education Partnerships**: LSD maintains articulation agreements with numerous institutions of higher education to provide dual enrollment courses and student / family college readiness programs (Michigan State University; Central Michigan University; Lansing Community College) and has launched a new literacy tutoring initiative with Grand Valley State University to improve reading outcomes for Lansing students; partnerships will be expanded to provide enhanced college ready supports and additional dual enrollment courses aligned to magnet school themes.
 - **Wharton Center for the Performing Arts**: Wharton Center partnership with multiple current Lansing School District schools through an existing STEAM Magnet School Pathway will be expanded to serve Wexford Magnet Academy – allowing educators to enhance the teaching of magnet themes through the arts aligned to nature, science, Montessori instructional principles and career and technical content areas. Wharton Center resources will enhance the sustainability of magnet programs beyond the grant period by building a lasting partnership that diversifies theme-based learning through the arts across diverse magnet curricular programs.
 - **Broad Art Museum at Michigan State University**: Broad Art Museum resources are world-class. Partnership with the Broad Museum at MSU will greatly expand availability of teaching and learning resources connected to schools and will provide educators at North Magnet and Wexford Magnet opportunities to engage in self-paced, self-directed professional growth connected to arts / object-based learning resources from Broad collections. Teaching through the arts will bring the themes of nature, environment, science and Montessori to life through culturally relevant resources experiences. Proximity of the Broad Museum will facilitate field study excursions for students enrolled in *ARC* magnets to engage in authentic learning experiences with limited cost given long-term partnership linking the Broad Museum at MSU to LSD schools.
 - **Impression 5 Science Center**: Partnership connecting Forest View, North and Wexford to Impression 5 Science Center will connect educators and students to diverse STEM resources, interactive STEM learning excursions, science camps and service learning through ecological restoration projects to engage students in the study of rich science content and support educators teaching rigorous science curricula in magnet schools.

Partner resources will provide outdoor learning experiences and interactive, immersive science instruction that connects urban youth to science, nature and to the environment in which they live and learn.

- Michigan State University Extension: MSU Extension will collaborate with schools to establish native plants and organic edible gardens on school campuses to engage students in the study of plant science, agriculture, life cycles, biology and encourage youth to grow a civic mindset through service-learning activities. Garden project will be expanded by school-based 4-H clubs that introduce students to engaging, outdoor-based science and environmental enrichment.

LSD efforts to supplement magnet schools with complementary programs and funding 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 limited 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 funding support (LSD has sustained more than ten school choice programs for a minimum of five years beyond initial start-up funding).

(c) Diverse Stakeholder Contributions: *ARC* will be a collaborative effort linking district, school and partner resources to achieve the goal and objectives of the project. Key project personnel, partners and resources will contribute to the success of *ARC* as outlined in the following chart. Contributions of key stakeholders beyond the grant period will promote sustainability of efforts and demonstrate widespread commitment to magnet schools:

<i>ARC</i>: Diverse Stakeholder Contributions	
Resource	Implementation Role / Contribution
<i>ARC</i> Advisory Board	<ul style="list-style-type: none"> • 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 Budget, Equity and Sustainability Committees. • Advisory Board will recruit parents, students and community partners – based on nominations from school administrators and teachers – to broaden the perspectives guiding key program decisions. • Advisory Board will continue to provide guidance after grant period.
<i>ARC</i> School Advisory Boards	<ul style="list-style-type: none"> • Each magnet school will create a School Advisory Board that will meet quarterly to monitor progress at individual schools; collaborate with Focus Teachers and magnet school educators to enrich theme-based learning experiences; monitor school desegregation progress; review evaluation data to promote continuous improvement; review recruitment / marketing / placement plan to maximize student applications and generate interest and recruit community partners to enhance school-specific programs.

	<ul style="list-style-type: none"> • School Advisory Boards will recruit parents, students and community partners – based on nominations from school administrators and teachers – to broaden the perspectives guiding key program decisions. • Advisory Board will continue to provide guidance after grant period.
Project Director	<ul style="list-style-type: none"> • 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 <i>ARC</i> and compliance with federal mandates. • District-funded Director of Magnet Schools will manage <i>ARC</i> programs after grant.
Focus Teachers	<ul style="list-style-type: none"> • Full-time Focus Teachers at each school will coordinate curriculum development; promote theme integration across subjects; collaborate with personnel in Learning Pathway schools; coordinate School Advisory Boards; participate as members of recruitment / marketing teams and manage school expenditure of grant funds, professional learning and enrichment. • LSD will actively recruit members from traditionally underrepresented groups to maximize diversity of staff and promote a staff that looks like the students served in magnet schools. • LSD will sustain all six Focus Teachers with district funds after grant period ends.
Marketing and Recruitment Specialist	<ul style="list-style-type: none"> • A district-funded Marketing and Recruitment Specialist will manage a 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 <i>ARC</i> magnets (see <i>Desegregation</i> and <i>Competitive Priority # 3</i> for Marketing and Recruitment / Student Selection) and implement branding strategy for all <i>ARC</i> schools. • LSD will sustain Marketing/Recruitment Specialist with district funds after grant period.
Partner Resources	<ul style="list-style-type: none"> • Local partners will enrich magnet curricula / learning experiences to expand capacity and diversity of academic options and supports, including but not limited to <u>Postsecondary Partners</u> (providing dual enrollment for students, enrichment activities, college readiness for students / families); <u>Wharton Center for Performing Arts</u> (providing arts learning resources, student access to performances, professional learning); <u>Broad Museum</u> (providing educator, student and family access to world-renowned museum collections and education enrichment programs); <u>Impression 5 Science Center</u> (providing connections for students / families to vital science enrichment, learning camps and service-learning); <u>Michigan State University Extension</u> (providing outdoor learning, Garden Project and 4-H programs to connect students to the environment in which they live) and <u>Lansing Fire Department</u> (providing work-learning experiences designed to prepare students for a career in fire safety / EMS). • Partnerships will be sustained and expanded through project period and beyond.
District Resources	<ul style="list-style-type: none"> • LSD will contribute vast resources in support of <i>ARC</i>, including contribution of all transportation services to ensure equal access to all magnets; fiscal management and accounting services;

	<p>administrative oversight of programs across magnet schools; curricular support from district experts; physical facilities and maintenance / upgrading of physical facilities to meet magnet needs; partner outreach to expand services and data management to support evaluation and promote improvement.</p> <ul style="list-style-type: none"> • LSD will sustain and expand support to extent possible during project period and beyond.
<p>School Resources</p>	<ul style="list-style-type: none"> • <i>ARC</i> schools will contribute extensive learning resources to promote achievement of <i>ARC</i> objectives, including high-quality faculty in core / non-core subjects; classroom / lab / arts facilities; technology resources; library media centers with curricular-aligned media (print / electronic); campus resources to support physical education / athletics / extra-curricular enrichment; daily USDA food service and school leadership to promote theme integration. • <i>ARC</i> schools will sustain and expand support during project period and beyond.

(d) Quality Resources: Lansing School District will provide quality resources to support implementation of *ARC* and promote sustained programming beyond the five-year grant period, including:

- **Physical Infrastructure / Facilities** – District facilities include school locations that comply with *Americans with Disabilities Act* standards, classrooms, science labs, environmental / outdoor education center facilities, CTE learning facilities, auditoriums, library media centers, technology resources / learning facilities, storage space and extensive human capital. Magnet sites are managed by the LSD district office and are included in the approved desegregation plan. Lansing School District will provide transportation 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 STEM learning labs, technology labs, MakerSpace labs, CTE labs, mobile technology labs, outdoor classrooms and enhanced library media centers. All proposed magnet facilities will undergo theme integration across facilities to make clear to students, educators, parents and visitors that *ARC* magnets offer youth special experiences 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 following district departments will participate in grant-funded planning, implementation, evaluation, data collection and / or fiscal oversight (additional departments will support project, including Maintenance, Student Services, etc.): (1) LSD Board of Education – review outcomes to promote academic improvement, reduce Black student isolation in feeder schools and support sustainability through multi-year planning, partner engagement and budgeting; (2) Superintendent – Ben Shuldiner offers vast leadership experience, including successful school turnaround / transformation leadership, supervision of large federal grants, Distinguished Professor of Education Leadership at Hunter College, member of the New York City Board of Education, elected President of ASCD (largest professional educator organization in the nation), experience in New York City schools implementing theme-based instruction and leadership of extensive magnet programs; (3) Department of Finance and Accounting –

LSD Department of Finance has substantial experience managing the fiscal responsibilities and successful administration of federal discretionary grants, including previous USDOE *Magnet Schools Assistance Program* grants; (4) LSD General Counsel – The LSD district counsel is well briefed in the LSD **Mandatory, Court-Ordered Desegregation Plan** and will continue to monitor documents to ensure ongoing district compliance with the Plan and U.S. Department of Education Office of Civil Rights regulations and protocols; (5) Department of Transportation – LSD operates a district-wide bus / transportation program and successfully transports students across the open-enrollment district to LSD magnet schools; LSD will modify the current transportation plan to include new *ARC* magnets upon funding; (6) Department of Enrollment and Records – LSD data specialists will organize and maintain data in accordance with Lansing School District requirements, monitor enrollment patterns, project racial group enrollment balances at magnet and feeder schools and track data with reliable, replicable methodologies to ensure thorough evaluation; (7) Department of Technology – LSD technology specialists will assist in installation / maintenance of *ARC* resources and sustain their work beyond grant period; (8) Director of Special Education – LSD Special Education coordinators will collaborate with *ARC* personnel and schools to align magnet curricula / themes with Special Education instruction and eliminate barriers impeding equal access for students with disabilities and / or special needs during the grant period and beyond; (9) Director of ELL Programs – LSD ELL coordinators will collaborate with *ARC* personnel and schools to align magnet curricula / themes with ELL instruction and eliminate language barriers impeding equal access for students from non-English speaking backgrounds during the grant period and beyond and (10) Department of Curriculum and Instruction – LSD administrators will ensure the LSD professional learning model is modified at magnet schools to incorporate specialized professional development in theme-based content and magnet instructional models to elevate educator effectiveness in *ARC* magnet schools.

- **Equipment and Supplies** – LSD will procure the equipment and supplies needed to successfully implement and operate *ARC*. 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 Magnet Design Team consulted with teachers and administrators from targeted schools to conduct a thorough equipment and supplies assessment. The Design Team compiled districtwide 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 *ARC*, future acquisitions and equipment / supply budgets will be modified to reflect magnet school needs. LSD will also provide additional support for the instructional program through specialists in art, music, technology, physical education, special education services, limited English proficiency instruction, college / career readiness, and nursing / wellness services.

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

	<i>ARC</i> Sustainability Strategies
Schools-of-Choice	<ul style="list-style-type: none"> • Upon completion of grant, magnets will become institutionalized within LSD Magnet Schools program, eliminating need for Project Director (schools will sustain Focus Teachers; district will continue to support Marketing / Recruitment Specialist). • LSD Magnet Schools infrastructure has capacity to continue marketing, recruitment, application and student selection procedures for <i>ARC</i> magnets beyond grant period.
Curriculum	<ul style="list-style-type: none"> • Magnet Design Team selected curricular models with manageable long-term costs –primary expenses for <i>Expeditionary Learning</i>, <i>Montessori</i> and <i>CTE</i> are initial professional learning and infrastructure expenses with limited long-term sustainability costs. • Travel expenses beyond grant period are negligible – most travel costs are associated with startup professional learning; continuing education for curricular models is available through on-line platforms at little cost to schools.
Instructional Resources	<ul style="list-style-type: none"> • Investment in technology hardware is the largest startup expense of <i>ARC</i>; 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 (limited disposable materials reinforces district commitment to “green schools” and demonstrates alignment with proposed Environmental Learning Pathway while reducing materials costs).
Transportation	<ul style="list-style-type: none"> • LSD Department of Transportation provides students with vouchers for public transit – CATA Bus – and provides daily bussing across the open-enrollment district that facilitates student access to all schools at no cost to youth; long-term transportation costs are negligible considering the extensive transportation program established to serve LSD and provides a boost to sustainability.
Partnerships	<ul style="list-style-type: none"> • Advisory Boards for each magnet will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.

LSD will engage outstanding curricular models, partners, pedagogy experts, professional learning 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 *ARC* initiatives upon completion of the grant-funded project. Lansing School District

has a long history of unwavering commitment to the magnet school initiative and a long history of successfully sustaining school choice options beyond initial startup and funding.

(3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (34 CFR 75.210) (up to 5 points)

Lansing School District is committed to expanding school choice options aligned to the LSD **Mandatory, Court-Ordered Desegregation Plan**. LSD administrators and educators have the experience to know that expanding school choice, raising student achievement and reducing Black student isolation in segregated schools requires substantial investment in programs to effectively launch and sustain magnet schools. The projected costs of *ARC* are reasonable and represent a smart investment in the future of underserved youth attending low-performing, racially identifiable and socioeconomically unbalanced schools. Analysis of *ARC* costs include: (a) Costs of the Project; (b) Costs of Evaluation; (c) Costs in Relation to Objectives; (d) Costs in Relation to Design and (e) Costs in Relation to Significance. **(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, socioeconomically balanced and diverse student enrollment at magnet schools, thereby reducing Black student isolation in LSD feeder schools. *ARC* will create magnet schools that span the full grade level spectrum of LSD schools, PreK – 12. As such, *ARC* serves 100% of Lansing School District by offering expanded school choice available to all enrolled students and families – LSD currently educates 10,135 enrolled students, grades PreK – 12. **Average cost of *ARC* per Lansing School District student is \$296 per year per student** (based on total five-year budget of \$14,999,922.34 and current district-wide enrollment of 10,135 students). While implementation of *ARC* will expand choice for all students, the proposed magnets have capacity to educate 1,675 students who apply for and ultimately enroll in schools based on the LSD Student Selection and Lottery strategy (see *Desegregation* section and *Competitive Priority # 3*). **Average cost of *ARC* per *ARC* student based on maximum magnet school enrollment capacity is \$1,791 per year per student** (based on total five-year budget and maximum *ARC* enrollment in four magnet schools of 1,675 students per year). The following chart outlines expenditures during the five-year project:

School	Average Annual Cost per School	Enrollment Capacity	Annual Cost per <i>ARC</i> Student	Cost per Student per Day
Forest View Environmental Magnet Elementary School	\$687,728.14	375	\$1,833.94	\$7.64
North Environmental Magnet Middle School	\$696,535.54	375	\$1,857.43	\$7.74

Wexford Montessori Magnet Academy	\$719,564.19	625	\$1,151.30	\$4.80
Lansing CTE Magnet High School	\$896,156.59	300	\$2,987.19	\$12.45
TOTAL / AVERAGE	\$2,999,984.47	1,675	\$1,791.04	\$7.46

* *Student Per Day* based on 240-day school year (includes summer PD and programming).

(b) Costs of Evaluation: Evaluation is a critical and required component of *ARC*. Objective, reliable, structured evaluation will provide valuable feedback to Lansing School District 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 9% of grant costs and supports ongoing data collection, data analysis, observation, progress monitoring, reporting, impact evaluation assessing Evidence of Promise and sharing of feedback to support timely and thorough implementation of *ARC*. The following chart demonstrates that evaluation costs are reasonable and necessary:

School	Annual Evaluation Cost per School	Enrollment Capacity	Annual Evaluation Per Student Cost
Forest View Environmental Magnet ES	\$70,000	375	\$186.67
North Environmental Magnet MS	\$70,000	375	\$187.67
Wexford Montessori Magnet Academy	\$70,000	625	\$112.00
Lansing CTE Magnet HS	\$70,000	300	\$233.33
TOTAL / AVERAGE	\$280,000	1,675	\$167.16

(c) Costs in Relation to Objectives: Implementation of *ARC* will help LSD meet and exceed four project objectives aligned to one project goal and the statutory requirements / purpose of the *MSAP* grant. The *ARC* goal and objectives are intrinsically linked and expenses simultaneously impact achievement of multiple objectives.

- *ARC* operating cost per objective averages \$749,996.12 per year and \$3,124.98 per day based on an average total cost of \$2,999,984.47 per year and 240 day per year educator calendar (includes professional learning in the summer) for four identified objectives.
- *ARC* evaluation cost per objective averages \$70,000 per year and \$291.67 per day based on total evaluation cost of \$280,000 per year and a 240 day per year school calendar (includes professional learning in the summer) for four identified objectives.

(d) Costs in Relation to Design: *ARC* will launch and sustain four high-quality, new, whole school, innovative magnet schools serving Lansing, MI students. Costs per school vary depending upon enrollment, grade levels and need for teaching and learning resources to fully implement magnet school instructional strategies and programs.

- Operating cost per magnet school averages \$749,996.12 per year; \$3,124.98 per day and \$7.46 per magnet student per day served during school year (based on 240-day year and 1,675 maximum student capacity).
- Evaluation cost per magnet school averages \$70,000 per year; \$291.67 per day and \$0.70 per magnet student per day served during the school year (based on 240-day year and 1,675 maximum student capacity).

(e) Costs in Relation to Significance: *ARC* is an investment in funds and an investment in 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 project evaluation.

- *ARC* will help LSD increase racial and socioeconomic diversity in schools impacted by segregation, Black student isolation and unequal distribution of poverty (see *Competitive Priority # 4*). While costs across four targeted magnet schools averages \$749,996.12 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 *ARC* magnet schools; the cost of *ARC* programs per LSD student averages \$296 per student per year based on total district enrollment of 10,135 students.
- Evaluation of *ARC* 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 – gained through implementation of Impact Evaluation to assess Evidence of Promise in alignment with *What Works Clearinghouse* evaluation design standards – promises to yield significant benefits for communities, school districts and schools seeking to implement similar projects serving students and families impacted by racial and socioeconomic isolation in public schools outside of Lansing, Michigan. The average cost per school of *ARC* evaluation is \$70,000 per year; the cost of evaluation compared to the number of communities, districts, schools, families and students that may benefit from expanded knowledge of effective magnet school initiatives is unquantifiable yet reasonable, considering the number of school systems throughout the nation impacted by similar educational challenges.

(D) QUALITY OF PERSONNEL.

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project. The Secretary determines the extent to which —

ARC is a complex and ambitious project serving students across four proposed PreK-12 magnet schools and feeder schools. 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 initiative. **Planning and Oversight:** During the planning stages of *ARC*, Lansing School District convened a Magnet Design Team – comprised of LSD administrators, school principals, classroom educators, special education / ELL teachers, counselors, community leaders, parents and students – to assess existing programs and propose new magnet schools that meet instructional needs while supporting desegregation goals. The Magnet Design Team solicited input from diverse stakeholders to identify appropriate education themes that prepare youth to succeed in careers and

postsecondary education. The Design Team was fully immersed in the planning and development of *ARC*; members will continue to guide *ARC* during implementation as members of the *ARC* Advisory Board. The Advisory Board will meet quarterly during the five-year project (see *Management Plan*) to: (1) oversee implementation progress to ensure compliance with federal guidelines and approved project Timeline / Logic Model; (2) monitor equity to ensure equal access for all participants; (3) assess evaluation results to review process and outcome benchmarks / milestones; (4) recommend project changes to promote ongoing improvement and sustainability and (5) provide opportunities for diverse stakeholders – including parents and students – to shape project elements and influence magnet school decision-making. **District Leadership:** While district administrators, curriculum specialists, classroom teachers, counselors and support staff will be fully or partially engaged in the project, the following chart outlines key leaders who will play a significant role in grant operation. LSD administrators and school leaders possess vast magnet schools, school desegregation, theme-based curriculum and equity in education experience:

Position	Education / Credentials	Curriculum / Desegregation Experience
District Administrators		
Superintendent of Schools: Ben Shuldiner	<ul style="list-style-type: none"> • Master's Degree in Education Leadership • Doctor of Education in Education Leadership (Expected 2024) 	<ul style="list-style-type: none"> • President of the Association of Supervisors of Curriculum and Development. • Distinguished Lecturer of Education Leadership and Dean's Fellow at Hunter College. • Member of the New York City Board of Education / Panel for Education Policy. • Recipient of Jefferson Award for innovation, leadership, and outstanding contribution to education. • Development Director for School and District Leadership Programs, working to increase enrollment, raise quality, and enhance the footprint of the program.
Assistant Superintendent of Schools: Jessica Benavides	<ul style="list-style-type: none"> • Masters in Curriculum and Instruction • Administrator Certification • Bachelor of Arts in Education 	<ul style="list-style-type: none"> • Former principal of Sheridan Road STEM magnet school – led school to decrease Black student isolation. • Received Magnet School of Distinction Awards 2017 / 2018 while Principal (Sheridan Road STEM Magnet). • Former teacher at LSD magnet school. • Led LSD curriculum development in the areas of writing and science for magnet school. • Co-Leader of LSD Instructional Council which reviews / approves all curriculum. • LSD Director of Office of Curriculum and Instruction

<p>Deputy Superintendent: Sergio Keck</p>	<ul style="list-style-type: none"> • Master of Arts, K-12 Educational Administration • Central Administration Certification 	<ul style="list-style-type: none"> • Supervised implementation of previous MSAP grants as LSD Director of Federal Programs. • Managed district strategies to pursue compliance with Desegregation Plan via MSAP grants • Managed district-wide development of K – 12 ESL curriculum for grades K-12. • Coordinated district-wide implementation of High Scope learning initiative. • Developed sequential pacing guides for multiple grade levels and content subjects.
<p>Director of CTE and Lansing Promise: Teri Bernero</p>	<ul style="list-style-type: none"> • Master of Arts: Education Administration • Bachelor of Arts: Elementary Education • Central Office Endorsement • Central Office Enhanced Endorsement 	<ul style="list-style-type: none"> • Planned, budgeted, and supervised the implementation of all extended year learning programs for elementary and secondary schools. • Coordinated LSD efforts to plan and launch Lansing CTE High School. • Submitted LSD Skilled Trades in Construction new CTE Program Application. • Collaborated with local leaders, union affiliates, and post-secondary partners to create Skilled Trades program.
<p>Director of Special Education: Eileen Prihoda</p>	<ul style="list-style-type: none"> • Bachelors in Elementary Education • Masters in Special Ed. • Administrator Certificate • Special Education Administrator Certificate 	<ul style="list-style-type: none"> • 20+ years working in inner-city urban education and high-need education. • Led LSD efforts to reduce disproportionality in Special Education. • Organized and implemented district-wide MTSS with a focus on disproportionality to ensure equity.
<p>Director of Curriculum: Leanne Weber</p>	<ul style="list-style-type: none"> • Masters in Literacy Instruction with a focus in Diverse Learners from MSU 	<ul style="list-style-type: none"> • Planned LSD curriculum for science and literacy instruction for students in alternative education, English Learners, general education students, Special Education students, and advanced students (AP) • Project Director for two USDOE <i>Teacher and School Leader Incentive Fund</i> grants. • Coordinated district efforts to implement educator effectiveness evaluation protocols.
	<ul style="list-style-type: none"> • BA in Education 	<ul style="list-style-type: none"> • Previous Project Director for <i>MSAP</i> grant.

<p>Director of Ebersole Center: Ben Botwinski</p>	<ul style="list-style-type: none"> • MA in Curriculum and Teaching • Ed.S in Education Leadership and Policy, +54 credits of Doctoral studies 	<ul style="list-style-type: none"> • Director of Ebersole Environmental Education Center and coordinator of Environmental Education programs. • Co-Lead of LSD Curriculum and pacing guide initiative. • Previous LSD Executive Director of Improvement and Innovation which managed all curriculum development.
<p>Director of Diversity, Equity and Inclusion: Sarah Odneal</p>	<ul style="list-style-type: none"> • Doctorate in Educational Leadership 	<ul style="list-style-type: none"> • Designed and implemented culturally-responsive curriculum initiative. • Coordinated professional learning in culturally-responsive teaching and learning and Culturally-Responsive PBIS. • Implemented culturally responsive frameworks and bias measurement tools to measure inequities in programs. • Experience analyzing achievement and behavioral data to identify systemic inequities in teaching and learning.
<p>Magnet School Administrators</p>		
<p>Forest View Principal: Emily Brown</p>	<ul style="list-style-type: none"> • Masters of Literacy Instruction • Administrator's Certification 	<ul style="list-style-type: none"> • Previous Assistant Principal at Post Oak Chinese Immersion Magnet School. • Initiated early Forest View adoption of Environmental theme through district funds and enrichment strategy. • Applied for and received local grants to support launch of Environmental enrichment in classrooms. • Previous LSD Elementary English Language Arts Subject Matter Leader. • Member of LSD 21-22 District-Wide Equity Review Team leading to Equity Plan.
<p>North Principal: Kailyn Jones</p>	<ul style="list-style-type: none"> • Path to Leadership, Alternative Administrator Certification • Master of Arts, Special Education • Bachelor of Arts, English Language & Literature 	<ul style="list-style-type: none"> • Facilitated project-based learning in integrated Language Arts and History at Everett New Tech Magnet School. • Coordinated Pattengill Biotech Magnet and Attwood New Tech Magnet Learning Pathway school alignment. • Completed LSD Administrator Pipeline program with placement in LSD Magnet Schools during certification. • School Level Improvement Coordinator at J.W. Sexton High School STEM2 Early College Magnet School.

<p>Wexford Principal: Elizabeth Bishop</p>	<ul style="list-style-type: none"> • Master of Arts for Teachers, General Science • Bachelor of Arts in Elementary Education • Administrative Certification 	<ul style="list-style-type: none"> • Completed LSD <i>TSL</i> grant Administrator Pipeline program with placement in LSD Magnet Schools during certification. • Completed professional development focused in culturally responsive curriculum. • Created Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS) Team. • Previous teacher in a Lansing STEM magnet school.
<p>Lansing CTE High Principal</p>	<ul style="list-style-type: none"> • To Be Hired – New School 	<ul style="list-style-type: none"> • To Be Hired – New School

Key district administrators and curriculum specialists – many 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 *ARC* across four proposed magnet schools. **Leadership Oversight:** The District Leadership Team will convene monthly *ARC* Executive Sessions – attended by the Superintendent, Assistant Superintendent, Deputy Superintendent, Director of CTE, Director of Curriculum, Director of Special Education, Director of Ebersole Center, *ARC* Project Director and *ARC* school principals – to discuss progress and provide district support for grant efforts. **Equal Employment Opportunity:** Lansing School District is committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. LSD has adopted and adheres to employment protocols that meet Michigan / Federal guidelines and promote the recruitment, hiring, training and promotion of persons in all job titles without regard to actual or perceived 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 Evaluation* state-approved educator evaluation protocol (based on Marzano Model) 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 *ARC* and provide Lansing, MI youth with reinforcement through practice of tolerance, diversity 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. Mitchell Foster, LSD Director of Magnet Schools Programs (see *Appendix* for Resume), will serve as Project Director of *ARC*. Mr. Foster is a seasoned administrator and currently coordinates multiple LSD efforts to operate and sustain successful magnet schools, including recruitment, marketing and lottery strategies designed to reduce Black student isolation in

segregated schools. Mr. Foster possesses the skills, expertise and commitment to the intent of the *Magnet Schools Assistance Program* to effectively lead *ARC* in compliance with *MSAP* regulations and in compliance with the parameters / objectives of the LSD **Mandatory, Court-Ordered Desegregation Plan**. Mr. Foster has successfully led, as Project Director, a 2017 *MSAP* grant award in coordination with complementary school reform / improvement efforts (LSD is the recipient of multiple Magnet Schools of America Magnet Schools of Excellence and Magnet Schools of Distinction awards). Mr. Foster possesses the experience to implement rigorous academic programs and coordinate strategies proven to reduce Black student isolation in Lansing schools. The following table summarizes qualifications and the primary responsibilities of the *ARC* Project Director (in the event Mr. Foster leaves the Project Director position during the grant period, LSD will seek a highly-qualified candidate with similar qualifications):

<u>Project Director: 1.0 FTE – Mitchell Foster</u>	
<ul style="list-style-type: none"> • Master of Education. • Previous Project Director of <i>MSAP</i> grant. • Administrator Certification. • 10+ years in K – 12 education. • Experience managing state or federal grants. • Fiscal management expertise. • Familiarity with Mandatory Desegregation policies / strategies. • Experience in Magnet Schools leadership roles. 	<ul style="list-style-type: none"> • Manage grant funds. • Manage daily implementation of <i>ARC</i>. • Coordinate Advisory Board and oversee committee meetings. • Supervise grant staff and coordinate partnerships. • Oversee curriculum alignment / systemic improvements across magnets. • Coordinate professional learning to improve educator effectiveness. • Manage marketing / recruitment / placement / lottery procedures. • Monitor compliance to ensure schools implement <i>ARC</i> with fidelity. • Oversee compliance with <u>Mandatory, Court-Ordered Desegregation Plan</u>. • Coordinate district efforts to reduce Black student isolation and increase enrollment diversity in <i>ARC</i> magnet schools / LSD feeder schools. • Collaborate with external evaluation team to ensure objective assessment of progress and measurement of outcomes. • Coordinate Dissemination Plan and sustainability / replication efforts.

(1b) Other key personnel are qualified to manage the project.

The *ARC* Project Director will receive implementation support from key personnel throughout the grant period (see *Appendix* for all Job Descriptions). The following table identifies magnet personnel who will fill critical roles in the implementation and success of *ARC*:

<i>ARC</i> Personnel	
Qualifications	Primary Responsibilities / Duties
<u>ARC Advisory Board: Magnet Design Team will Transition to Ongoing Role</u>	

<p>Comprised of LSD central administrators, magnet school principals, magnet school teacher representatives, Pathway Coordinators, Magnet Focus Teachers, students, parents and partner representatives.</p>	<ul style="list-style-type: none"> • Conduct quarterly oversight meetings to provide feedback to Project Director. • Ensure diversity of perspectives shape project to better meet identified needs. • Utilize evaluation data to strengthen weaknesses and promote improvement. • Conduct Budget / Equity / Sustainability Committee meetings and supports. • Leverage community contacts to strengthen and expand partnerships. • Monitor expenditures / equity issues / sustainability through committees. • Coordinate sustainability efforts to ensure lasting impact of project.
<p><u>ARC School Advisory Board</u></p>	
<p>Comprised of LSD school administrators, magnet school teacher representatives, school counselors, content specialists, Magnet Focus Teachers, students, parents and school partner representatives.</p>	<ul style="list-style-type: none"> • Conduct quarterly oversight meetings to provide feedback to Project Director. • Ensure diversity of perspectives shape school programs to better meet needs. • Utilize evaluation data to strengthen weaknesses and promote improvement. • Leverage community contacts to strengthen and expand school partnerships. • Support school-based marketing / recruitment / application / enrollment efforts. • Collaborate with Focus Teachers to support expansion of theme-based learning and professional development at individual schools.
<p><u>Competitive Grants Coordinator: 0.22 FTE – District-Funded Position – Joelle Letts</u></p>	
<ul style="list-style-type: none"> • LSD Director of Competitive Grant Programs. • 10+ years administering Federal and state-level grants with Michigan Government. • Budget and accounting analyst for MI Dept of Veterans Affairs 	<ul style="list-style-type: none"> • Provide supervision and oversight to <i>ARC</i> Project Director. • Coordinate alignment of <i>ARC</i> to other grant-funded district projects. • Review scope and intent of <i>MSAP</i> grant program to ensure LSD compliance with applicable Federal regulations. • Provide oversight of district efforts to comply with LSD <u>Mandatory, Court-Ordered Desegregation Plan</u>; meet with relevant parties to promote cooperation and agreement through desegregation approach.
<p><u>Grants Compliance Officer: 0.75 FTE – District-Funded Position – Curt Barnum</u></p>	
<ul style="list-style-type: none"> • LSD Director of State and Federal Grant Compliance. • LSD Compliance Improvement Specialist • Michigan Association of State Federal Program Specialists • Information Systems Manager, Grand Rapids Public Schools 	<ul style="list-style-type: none"> • Review scope and intent of <i>MSAP</i> grant program to ensure LSD compliance with applicable Federal regulations. • Manage grant audit procedures and monitor all grant expenditures as needed. • Review all grant expenditures to ensure compliance with state and Federal grant expenditure requirements. • Collaborate to complete all required reporting to USDOE funding agency. • Coordinate District Leadership Team to promote high-level administrator involvement in and commitment to <i>ARC</i> strategies.
<p><u>ARC Marketing and Recruitment Coordinator: 1.0 FTE – District-Funded Position</u></p>	

<ul style="list-style-type: none"> • Master of Education, Marketing or Public Affairs. • Experience marketing education and / or public services. • Expertise in web design and social media outreach. • Experience creating promotional / outreach materials. • Experience with media outreach. • Experience w/ magnet schools. 	<ul style="list-style-type: none"> • Collaborate with LSD administrators and educators to develop <i>ARC</i> branding. • Develop / implement marketing plan to generate interest in magnet schools. • Disseminate information about <i>ARC</i> magnets to stakeholders through diverse media / outreach strategies via technology, print, radio, public presentations. • Complete targeted recruitment to increase diverse enrollment in LSD magnet schools aligned to <u>Mandatory, Court-Ordered Desegregation Plan</u>. • Coordinate Recruitment Teams with diverse parent representatives. • Coordinate structured, fair, objective application process to increase enrollment. • Implement annual enrollment lottery in compliance with Desegregation Plan. • Ensure equal access for students and families across marketing, recruitment, application, lottery and enrollment strategies.
<p><u>Focus Teachers: 6.0 FTEs – To Be Hired</u></p>	
<ul style="list-style-type: none"> • Master of Education. • Attainment of <i>Highly Effective</i> performance standards for 3+ years. • 5+ years in PreK – 12 education with Environmental / Montessori / CTE expertise. • Experience delivering theme-based instruction. • Experience coaching / modeling / team-teaching effective lessons. 	<ul style="list-style-type: none"> • Serve as theme-based experts in magnet schools (Environmental – Forest View / North; Montessori – Wexford; Computer Science – Lansing CTE; Construction Science – Lansing CTE; EMS and Health Sciences – Lansing CTE). • Provide theme-based instruction in magnet school classrooms. • Collaborate to create / refine theme-integrated curricula. • Facilitate theme content integration across core and non-core learning. • Serve as coach and / or mentor to peers in magnet schools to facilitate theme-based instruction in all classrooms. • Research enrichment and professional development opportunities to expand theme-aligned teaching and learning. • Assist in marketing / recruitment efforts to diversify enrollment in magnet schools. • Serve on <i>ARC</i> Advisory Board and individual School Advisory Boards.

(1c) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools. (34 CFR 280.31) (up to 3 points)

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 Evaluation* (based on Marzano Model – a research-based rubric guiding observation and evaluation of educators). LSD teachers are assigned annual effectiveness ratings – *Highly Effective, Effective, Minimally Effective, Ineffective* – based on principal observations using the validated rubric combined with student growth measures. The chart below summarizes key teacher qualifications and educator capacity at each proposed *ARC* magnet school:

<i>ARC Magnet School Faculty</i>					
School	Average Yrs. Teaching	% Master Degree / Higher	% Highly Effective	% Effective	% State Certified
Forest View	16	77.78%	72.22%	22.22%	100%
North	9	55.56%	77.78%	18.00%	100%
Wexford	12	46.67%	40.00%	53.33%	100%
Lansing CTE	16 *	50.00%	NA	NA	100%

* Lansing CTE is new school but educators have instructional experience via LSD CTE programs.

Extensive professional learning in instructional models, content knowledge and curriculum programs will ensure LSD educators possess the mastery of knowledge and pedagogy needed to implement specialized magnet programs (see *Project Design* for Professional Learning). LSD implements a weekly cycle of embedded professional development through its respected LSD Instructional Coaching Model (launched via an USDOE *Teacher and School Leader Incentive Fund* grant). Weekly professional learning in proposed magnets will ensure continuous improvement of instruction leading to effective theme-based teaching and learning and increases in equity for students as they learn from *Effective* and *Highly Effective* educators. **Magnet Professional Learning:** Each magnet school is supported by a budget with resources dedicated to the development of theme-based content knowledge in all magnet school teachers, specialists and school administrators. Professional learning will ensure already *Highly Effective* and *Effective* educators possess the specialized knowledge to facilitate integration of theme-based content. Each magnet school implementation plan includes extensive professional development during Year 1 of the grant to build educator capacity to implement evidence-based instructional models and gain theme-based content knowledge. Professional development will continue throughout the grant period and beyond to promote continuous educator growth and improvement (professional development providers include but will not be limited to: *Expeditionary Learning; Montessori Foundation; American Montessori Society; Code.org; Greater Michigan Construction Academy; National Consortium for Health Science Education; Discovery Education; and North American Association for Environmental Education*). To ensure magnet students are taught by educators dedicated to the instructional content and learning themes that provide each *ARC* magnet school with a unique identity and learning experience, LSD will offer a Transfer In / Transfer Out option for educators to self-select their intention to embrace *ARC* magnet themes and teach integrated lessons aligned to Michigan state academic standards and rich with theme-based content. Educators will be given opportunities to transfer into *ARC* magnets or transfer to other district schools based on their individual content interests – administrators will prioritize placement of educators who have achieved a *Highly Effective* performance rating for 2 or more consecutive years to elevate the quality of teaching in new magnet schools.

(2) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel’s knowledge of and experience in curriculum development and desegregation strategies. (34 CFR 280.31) (up to 2 points)

LSD employs 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 that supports implementation of *ARC* includes: (a) Teacher Training; (b) Curriculum Development Experience; (c) Desegregation Experience; (d) Culturally Responsive Teaching and (e) Theme-based Instruction.

(a) Teacher Training: Through multiple district-funded and grant-funded initiatives, faculty at proposed magnet schools have expanded competencies in environmental studies, technology, the arts, social and emotional learning, equity in education, project based learning and instructional leadership to help youth discover under-developed talents / interests and make informed choices that yield positive social and academic outcomes. The primary educator growth mechanism implemented by LSD to raise educator effectiveness and therefore increase student achievement is the LSD Instructional Coaching Model. At its core, the model is about helping teachers become truly expert at teaching Michigan standards-aligned curriculum so that every student experiences rich, engaging, and challenging instruction. To do this, teachers engage in a weekly cycle of professional growth in content-specific professional learning communities – led by school-based teams of Literacy / Math / Science / Social and Emotional Learning Coaches. The Instructional Coaching Model demonstrates LSD commitment to quality teaching and continuous improvement. *ARC* will expand upon successful coaching strategies by increasing capacity of professional development and through integration of magnet-specific content and instructional models to promote instructional improvement in *ARC* schools. During the five years preceding this application, faculty have completed multiple professional learning and teacher improvement activities that better prepare them to be effective teachers and role models:

- Foundations of and Practices of Differentiation for all schools and grade levels.
- *Equity in Education* Micro-Credential course via North Carolina Technical College (*HBCU*).
- *Crucial Conversations* training as part of *Framework for Professional Practice Evaluation* system / protocol.
- Inquiry-centered instruction across the curriculum.
- Arts integration professional learning via experts at *Leonard Bernstein Center Artful Learning*.
- Completion of School Leaders track at *Magnet Schools of America* national conferences.
- Project-based Learning via experts at *PBLWorks*.
- National Sam Innovation Project administrator instructional leadership training.
- Extensive Mathematics and Literacy instructional development and embedded coaching.
- Nurturing critical thinking skills in PreK – 12 teaching and learning.
- Michigan Core instruction – Literacy, Mathematics, Science, Social Studies.
- Next Generation Science Standards – Instructional alignment, Literacy for Science, Science and Engineering Practices, Project-based Learning.
- *Culturally Responsive Positive Behavioral Supports* training for all schools and grade levels.

- Technology integration training for all schools and grade levels including use of SMARTBoards, *Read 180* and *NWEA MAP Accelerator* interventions.
- *Culturally Responsive Teaching* to support learning across diverse students.
- Professional development for Special Education and English Language Learners educators to support improved academic and social outcomes for highest-risk students.

In addition to current teacher quality efforts, *ARC* 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 learning). All educators and principals at LSD schools collaboratively develop annual Professional Growth Plans as a component of annual educator effectiveness evaluation protocols to identify personal strengths and weaknesses and identify professional learning opportunities that meet educator needs. *ARC* professional learning strategies will be linked to annual evaluation protocols and effectiveness ratings. **(b) 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 national College and Career standards / Michigan Content Standards. The LSD administrative team and academic program directors possess strong backgrounds in innovative curriculum development and have instituted magnet schools curriculum in multiple LSD schools to fulfill **Mandatory, Court-Ordered Desegregation** protocols for all grade levels. Three of four proposed magnet school principals (CTE High is a new school with no current principal) have prior school leadership experience in LSD magnet schools and were instrumental members of curriculum development teams for those schools. Central administrators have led the creation and sustaining of multiple magnet schools and led the district-wide adoption of the Learning Pathway strategy of vertically linking schools across grade levels into career / postsecondary education ready themes. Previous experience developing theme-based curriculum, instruction alignment to magnet themes, Learning Pathways and training faculty to successfully present enhanced theme-based curricula prepares LSD administrators, academic officers, curriculum specialists and faculty to successfully complete the comprehensive restructuring of four proposed magnet schools and provide true choice for students and families seeking diverse alternatives to low performing schools (see above for qualifications of personnel and *Appendix* for resumes / job descriptions). **(c) Desegregation Experience:** Desegregation has been an ongoing struggle in Lansing School District and is a concept that is familiar to the entire school community – LSD is implementing a **Mandatory, Court-Ordered Desegregation Plan**; segregation in public schools and a long history of desegregation efforts is an ongoing focus of district administrators. In an effort to meet mandatory desegregation goals, LSD has implemented numerous district initiatives across all grade levels and has undertaken an educational equity initiative to address unequal access to high-quality services, educators and opportunities across district schools. Desegregation goals and strategies are well known among district and school leaders and *ARC* reflects court-ordered desegregation priorities by focusing programming on four racially balanced

schools with capacity to substantially grow enrollments that can reduce Black student isolation in feeder schools by attracting students enrolled in segregated feeder schools to attend proposed *ARC* schools magnets that offer innovative themes and more diverse learning experiences. LSD Board of Education representatives, Superintendent, administrators, teachers, parents and the community understand the need for reduced Black student isolation and recognize that magnet schools are an excellent, non-coercive way to achieve desegregation. LSD has involved diverse school community stakeholders 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 the *ARC* “Feeder School” approach to desegregation. Letters of support (see *Appendix*) demonstrate community interest, involvement and support. District and school administrators have substantial experience developing / implementing choice programs and will use their expertise to successfully implement proposed magnets. LSD teachers are familiar with teaching in magnet schools and have demonstrated a history of enthusiastically embracing magnet school teaching and learning strategies, including commitment to the extensive professional development necessary to successfully launch magnet school programs. In response to desegregation strategies impacting Lansing School District in the last few decades, LSD has launched and sustained – through district and prior *MSAP* grant funding – more than ten choice programs. Additional magnet schools are needed to provide sufficient choice for students and families. *ARC* will augment choice through four magnets and develop Environmental, Montessori and CTE Learning Pathways (see *Project Design*) that attract students from racially isolated feeder schools to enroll in racially balanced magnet schools leading to desegregation. **(d) Culturally Responsive Teaching:** Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including the cultural references integral to the experience of targeted students in all aspects of learning (Ladson-Billings, 1994). LSD educators – through the innovative, weekly Instructional Coaching Model – are engaged in professional learning to acquire and utilize the concepts of culturally responsive teaching to better engage students of color, students impacted by poverty and students living in a culturally rich urban environment. *ARC* magnet themes will include equity training to close achievement gaps and learning access gaps while further preparing educators to integrate and sustain culturally responsive teaching, learning and classrooms. **(e) Theme-based Instruction:** LSD offers multiple opportunities for students to engage in theme-based, career-aligned, postsecondary education ready learning programs. LSD offers multi-grade level magnet school Learning Pathways in the Arts / STEAM, *New Tech*, language immersion and *Project Lead The Way*. Lansing School District success in launching and sustaining outstanding magnet schools has earned the district national recognition as *Magnet Schools of America* Magnet Schools of Excellence (Gardner International Magnet [2020]; Cavanaugh STEAM Magnet [2018]; Sheridan Road STEM [2018]) and Magnet Schools of Distinction (Lewton Global Studies and Spanish Immersion School [2020]; Sexton STEM2 Early College High School [2020]). National recognition for quality

magnet school programs confirms LSD commitment to magnet school programs and demonstrates district and LSD personnel ability to operate successful magnets that raise student achievement and reduce minority group isolation.

(E) QUALITY OF PROJECT EVALUATION.

Lansing School District (lead applicant and fiscal agent) plans to contract with EduShift, Inc., a 22-year-old grants and program evaluation organization, to implement an objective, thorough evaluation of *ARC*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 200 federal and state government grants since 1990 – including six 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, Indiana and Michigan 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 professionals, offer tremendous expertise that will ensure objective, ongoing evaluation of *ARC* across multiple Required Performance measures, locally-developed project measures and one research question.

(1) How the applicant will assess, monitor, and evaluate the impact of the activities funded under this part on student achievement and integration. (ESEA section 4405(b)(1)(D)) (up to 6 points)

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

FORECAST Evaluation Model	
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, enrollment patterns, surveys, focus groups) aligned to <i>ARC</i> 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 *ARC* using the FORECAST Model will allow evaluators to address one critical **RESEARCH QUESTION** (see below for description of Impact Study and Treatment / Comparison Groups):

<i>ARC</i> Research Questions
(1) Do LSD students enrolled in <i>ARC</i> magnet schools (Treatment Group) measure greater student achievement gains than students enrolled in non-magnet schools (Comparison 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 *ARC* Timeline, districtwide 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 *ARC* 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 six Required Measures and project-specific indicators to evaluate the impact *ARC* strategies have on **Mandatory, Court-Ordered 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 in feeder schools impacted by Black student isolation and increased academic achievement – and will measure the success of the program and its impact on Lansing, MI students / families / schools / communities. Outcome evaluation will address: (1) extent to which the program influences Black student isolation and socio-economic diversity in both magnet schools and feeder 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. **Impact on Student Achievement:** Throughout implementation of *ARC*, the Evaluation Team and Project Director will collect data across participating schools and grade levels to monitor impact of magnet schools on student

achievement. Each magnet school is designed to improve the quality of teaching and learning in LSD schools and promote equity in learning opportunities. As magnet programs launch, improve and sustain in target schools, evaluators will collect achievement data in ELA / Reading, Mathematics, Science, Graduation Rate, ACT / SAT test scores, postsecondary enrollment rates and other academic / social / education attainment indicators to measure growth in student achievement. Multiple *ARC* Performance Indicators (Measure 21., 2.2, 2.3, 2.4; Required Performance Measure 2, 3, 5, 6; see *Quality of Project Evaluation* part 2), compared to 2021-22 Baseline achievement data, will be measured each year of the grant and beyond to evaluate impact of *ARC* on student achievement. **Impact on Integration and Minority Group Isolation:** Throughout implementation of *ARC*, the Evaluation Team and Project Director will collect data across participating schools and grade levels to monitor impact of magnet schools on student enrollment patterns, Black student isolation in segregated feeder schools and achievement of integration outcomes aligned to the Lansing School District **Mandatory, Court-Ordered Desegregation Plan**. Evaluators and project personnel will collect magnet school application data, magnet school enrollment data and feeder school enrollment data (disaggregated by racial group and economically disadvantaged status) to measure shifts, if any, in school enrollment and racial balances in magnet / feeder schools based on implementation of *ARC*, targeted marketing and recruitment to increase student and family interest in magnet school programs and expanded academic choice options in Lansing School District. Multiple *ARC* Performance Indicators (Indicators 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8; Required Performance Measure 1; see Evaluation Section part 2), compared to 2021-22 Baseline school enrollment / Black student isolation in priority feeder school data, will be measured each year of the grant and beyond to evaluate impact of *ARC* on district and school integration efforts. **Impact Study:** Lansing School District will collaborate closely with EduShift, Inc. to conduct an *ARC* Impact Study that strives to meet *What Works Clearinghouse* standards for Evidence of Promise. The rigorous Quasi-Experimental Design (QED) study will address research questions that guide assessment of the impact of magnet programs on student academic achievement outcomes (see *Quality of Project Evaluation* part 3 for Impact Study).

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (34 CFR 75.210) (up to 7 points)

Evaluation will assess Required Performance Measures (annual and long-term), the *ARC* goal, 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 LSD and *ARC* magnet schools:

<p style="text-align: center;"><i>ARC</i>: Goal, Objectives & Measures October 1, 2022 - September 30, 2027</p>	<p style="text-align: center;">Evaluation Tool / Indicator</p>
<p>Required Performance Measure 1: The number and percentage of magnet schools receiving assistance whose student enrollment eliminates, reduces or prevents minority group isolation (MGI).</p>	

Required Performance 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.	
Required Performance 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.	
Required Performance Measure 4: The percentage of MSAP-funded magnet schools still operating magnet school programs three years after Federal funding ends.	
Required Performance Measure 5: The percentage increase of students from major racial and ethnic groups in MSAP-funded magnet schools still operating magnet school programs who score proficient or above on State assessments in reading / language arts three years after Federal funding ends as compared to the final project year.	
Required Performance Measure 6: The percentage increase of students from major racial and ethnic groups in MSAP-funded magnet schools still operating magnet school programs who score proficient or above on State assessments in mathematics three years after Federal funding ends as compared to the final project year.	
GOAL: To increase equity in education and academic achievement in racially identifiable schools.	
Objective 1: Reduce racial and socio-economic isolation in segregated schools.	
Measure 1.1: Reo Elementary (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.2: Riddle Elementary (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.3: Willow Elementary (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.4: Attwood Middle (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.5: Dwight Rich PreK – 8 (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.6: Gardner PreK – 8 (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.7: Sexton High (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Measure 1.8: Everett High (feeder school) will decrease Black student enrollment a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	Enrollment Data
Objective 2: Improve academic performance in underserved schools.	
Measure 2.1: The % of magnet students achieving proficient or above on ELA assessment measures will increase a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	MI Assessments

Measure 2.2: The % of magnet students achieving proficient or above on Math assessment measures will increase a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	MI Assessments
Measure 2.3: The % of magnet students achieving proficient or above on Science assessment measures will increase a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	MI Assessments
Measure 2.4: Increase 4-year cohort graduation rate in magnet high school a minimum of 5% by end of grant period, 10/1/22 – 9/30/27.	MI Data Collection
Objective 3: Create and sustain magnet schools that expand academic choices for students.	
Measure 3.1: Applications for magnets will increase 10% per year, 10/1/22 – 9/30/27.	Application Data
Measure 3.2: Each magnet school will achieve a minimum of 85% of maximum enrollment capacity each year of the grant program, 10/1/22 – 9/30/27.	Enrollment Data
Measure 3.3: 100% of magnet schools will implement theme-based programming across all specified grade levels each year of grant, 10/1/22 – 9/30/27.	School Choice Options
Measure 3.4: Magnet school teachers will improve ability to teach theme-based content a minimum of 20% by end of grant, 10/1/22 – 9/30/27.	Educator Survey
Objective 4: Enhance diversity of perspectives that impact academic planning and decision-making.	
Measure 4.1: Number of students / families attending magnet information sessions will increase a minimum of 5% per year, 10/1/22 – 9/30/27.	Event Attendance
Measure 4.2: Each magnet will sustain a minimum of two community partners aligned to theme-based learning experiences each year of grant, 10/1/22 – 9/30/27.	Partnership Data

Implementation of *ARC* will expand academic choice options for Lansing, Michigan students and families and support four whole-school magnets with rich learning resources, improved teacher quality and rigorous curricula that will prepare students to succeed in postsecondary education and diverse careers. Evaluation of *ARC* 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 2021-2022 school year achievement results and enrollment rates) 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 *ARC* 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 / Grades: Student and teacher assessment results will measure academic outcomes. School performance statistics (ELA/Reading, Mathematics, Science state assessment results; 4-Year Cohort Graduation Rate) will assess impact of *ARC* on graduation rates, academic achievement and classroom performance. (2) Participant Surveys: Students, parents, teachers, Project Director and partners will complete annual surveys to

assess perceptions of project quality, personal growth, attitudes toward magnet and curricular program content, instructional quality and impact of project on education readiness. (3) Site Visits: EduShift, Inc. will complete multiple site visits per year (both in-person and virtual) 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 / impact; (5) Enrollment Trends: Evaluators will monitor subgroup enrollment across magnet and feeder schools to assess the impact *ARC* has on achievement of **Mandatory, Court-Ordered Desegregation Plan** objectives and Black student isolation in both magnet and feeder schools. (6) Formative Assessment Data: Evaluators will review student assessment data to monitor growth and provide administrators with performance data.

- **Reporting:** EduShift will collaborate with the Project Director to submit interim and 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 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 *ARC* through assessment of process and outcome measures to examine the effectiveness of the program as it evolves.
- **Evaluation Timeline:** The Evaluation Team, in collaboration with LSD personnel and partners, will complete a rigorous and ongoing evaluation of all activities. The timeline details completion of *ARC* evaluation activities:

<i>ARC</i>: EVALUATION TIMELINE
Interim / Annual Evaluation Milestones / Benchmarks
<ul style="list-style-type: none"> • Collect baseline data for all required and project performance measures (Year1). • Collect interim and 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 <i>ARC</i> magnet school. • Complete Annual Performance Report and Ad-Hoc Report as required by USDOE. • Present annual findings to Project Director and LSD administrators to promote improvement.
Quarter 1
Work with grant personnel to create FORECAST action model; Prepare survey tools for <i>ARC</i> elements identified in action model; Initiate monthly conference calls with personnel; Review survey tools with grant personnel; Conduct baseline surveys and compile baseline enrollment / academic statistics.
Quarter 2
Monitor program activities; Collect baseline surveys / analyze results; Conduct focus groups; 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 Year 2 <i>ARC</i> activities; Review evaluation results with district / grant personnel to identify and mitigate implementation weaknesses; Offer improvement suggestions based on evaluation results; Prepare and submit Year 1 Ad Hoc Report; Monitor recruitment and marketing plan for all magnet schools; Monitor launch of new magnets; Present Year 1 evaluation results to Project Director / Advisory Board / Board of Education and Superintendent.
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 and submit Year 2 Annual Performance Report and Ad Hoc Report; Present Year 2 evaluation results to Project Director / Advisory Board / Board of Education and Superintendent; Continue sustainability planning.
Years 3 – 5
Initiate Year 3 – 5 programming and expand implementation; Collect annual data; Complete data analysis; Prepare and submit Annual, Ad Hoc and Final Performance Reports; Present annual evaluation results to Project Director / Advisory Board / Board of Education and Superintendent; Complete Impact Evaluation to assess Evidence of Promise; 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-need public school districts impacted by segregation, minority group isolation and poor academic achievement.
 - Conduct outcome examinations and produce reports on school-choice programs.
 - Complete Impact Evaluation assessing Evidence of Promise that meets *WWC* evaluation standards.
 - 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 *ARC* 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 standardized assessments;
- Annual data (aggregate / subgroup) from assessment exams for three core subjects (ELA, mathematics, science) compared against 2021–22 baseline to monitor growth targets 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 and impact on minority group isolation (Black student isolation) in magnet schools and feeder schools.

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

Participants	<i>ARC</i> Feedback Mechanisms
Advisory Board (Quarterly Meetings)	<ul style="list-style-type: none"> • Convene quarterly meetings to monitor implementation and expenditures; • Review evaluation data to assess magnitude of results / significance of outcomes; • Review / update <i>ARC</i> Timeline and Logic Model to facilitate project completion; • Convene Equity Committee to monitor impact of <i>ARC</i> on equal access protocols; • Convene Sustainability Committee to prioritize continuation of <i>ARC</i> beyond funding.
Project Director (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> • 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 the proposed goal, objectives and outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
School Administrators (Quarterly Meetings)	<ul style="list-style-type: none"> • Serve as members of <i>ARC</i> Advisory Board and attend quarterly meetings; • Analyze academic performance data to assess magnitude of results; • Integrate goal / objectives of magnet programs into School Improvement Plans; • Review Logic Model and content to ensure alignment with district standards.
Evaluation Team EduShift, Inc. (12 hours per week)	<ul style="list-style-type: none"> • Oversee qualitative and quantitative data collection efforts from participants; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to the proposed goal, 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 (2 hours per week)	<ul style="list-style-type: none"> • Serve as members of <i>ARC</i> 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;

<p>Students / Parents / Partners (surveys / focus groups)</p>	<ul style="list-style-type: none"> • Complete annual surveys to provide operational / project quality feedback. • Serve as members of <i>ARC</i> Advisory Board and attend quarterly meetings; • Serve as members of <i>ARC</i> Recruitment Teams to generate magnet interest; • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.
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- **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. Project personnel will meet a minimum of weekly (likely daily) as *ARC* 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 implementation. Evaluators will report results and outcomes on an annual basis as required by USDOE and will provide the Advisory Board, district administrators, Board of Education and Project Director a summary of results. The evaluation plan will be reviewed, as needed, to ensure evaluation of *ARC* meets the requirements of the *MSAP* grant and provides sufficient data to help grant managers implement a highly effective program for high-need students, families, schools and the community. Lansing School District has budgeted sufficient funds 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 *ARC* in an accessible format to those who may wish to replicate the model elsewhere.

(3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about project’s effectiveness. (34 CFR 75.210) (up to 7 points)

Evaluation of *ARC* during the five-year grant period will include implementation of an *ARC* Impact Study designed to meet the rigorous standards for Promising Evidence outlined in the *What Works Clearinghouse Handbooks*. The Impact Study will utilize a rigorous Quasi-Experimental Design (QED) to examine the impact of the project on the academic achievement (relevant outcome) of students enrolled in *ARC* magnet school programs. Informed by objective qualitative and quantitative data, the *ARC* Impact Study will evaluate the impact student enrollment in a *MSAP*-funded magnet school program has on magnet student achievement of proficiency standards on Michigan state Reading / Language Arts and Mathematics assessments. The *ARC* Impact Study includes:

- **Study Design:** Implementation of *ARC* by Lansing School District and collaborating partners will occur throughout a five-year grant-funded project period with magnet programs sustained beyond the end of Federal funding. The Impact Study will focus on the final two years of the official grant period (and may extend into a

No-Cost Extension if requested by LSD and approved by the USDOE *MSAP* Office) to ensure that implementation of *ARC* interventions / programs across five proposed magnet schools are fully developed before impact on student achievement is evaluated. Promising evidence will be presented in a final evaluation report upon the completion of the study and the completion of the grant program (interim reports will be submitted as necessary to inform stakeholders of intermediate outcomes and meet USDOE requirements). This timeline will allow for effective and complete program implementation to take place before studying the effects of the program on student outcomes. Project data will be collected from multiple sources and methods to measure fidelity to the project implementation model – variations from the initial implementation scope, sequence, Logic Model will be reported to ensure transparency throughout the Impact Study and to ensure variations to the model that may impact Study results are fully disclosed. Evaluators will utilize a Quasi-Experimental Design that meets *What Works Clearinghouse* standards with reservations. A Randomized Controlled Trial (RCT) study, a preferred and more rigorous study design, is not feasible given the mix of choice and zoned students who will likely attend *ARC* magnet schools during the grant period as magnet choice options become fully integrated into LSD.

- **Matching:** The *ARC* Impact Study will follow a quasi-experimental, well-matched comparison group design based on a propensity score matching (PSM) approach. PSM is a widely-used statistical approach to generating a comparable group of non-participants without random assignment (Guo & Fraser, 2009). Using PSM, students who are enrolled in *ARC* magnet schools in Fall 2025 (Year 4 of grant period) will be matched one to one (1:1) with comparable students in similar non-magnet schools within Lansing School District based on important observed baseline characteristics related to the outcomes of interest – student academic proficiency on Reading / Language Arts and Mathematics state assessments (Student joiners after the project starts will be removed from matching / analysis if necessary to minimize impact of confounding factors / variables). Depending on data quality and availability, matching variables may include, but not be limited to: (1) Student Matching – baseline academic achievement (previous Reading and Math proficiency as measured by Michigan Department of Education academic assessments), grade level enrollment, age, gender, race / ethnicity, economically disadvantaged status, ELL status, special education status and previous school year average daily attendance; and (2) School Matching – grade level configuration, enrollment size, percent economically disadvantaged students, percent enrollment by race / ethnicity, percent ELL students, percent special education students and percent previous cohort proficient in Michigan Reading / Language Arts and Math assessments. After PSM, tests of baseline equivalence of the treatment and comparison groups in each analysis sample will be conducted to ensure that the evaluation eliminates overt selection bias and meets *WWC* promising evidence standards with reservations owing to the fact that unobserved variables may not be equated between the two groups.
- **Treatment and Control Groups:** Evaluators will collect data for Treatment and Control groups to facilitate evaluation that meets *What Works Clearinghouse* standards for Promising Evidence:

TREATMENT GROUP	<u>ARC Magnet Schools</u> – Students enrolled in LSD magnet schools funded through 2022 MSAP grant at the beginning of the 2025-26 school year (Year 4).
COMPARISON GROUP	<u>ARC Non-Magnet Schools</u> – Matched selection of students enrolled in LSD non-magnet schools at the beginning of the 2025-26 school year (Year 4).

- Cross Contamination / Attrition:** Lansing School District is an open enrollment, 100% choice district allowing any student to attend any school based on student and family choice. As such, students may choose to enroll in a magnet school or a comparison school at any point during the Impact Study. Students who switch into magnet schools from matched comparison schools and students who leave magnet schools during the study period will be removed from either the Treatment Group or Comparison Group to minimize impact of cross contamination of student samples. Student sample sizes will be of sufficient size to ensure that attrition of students from Treatment and Comparison Groups does not reduce statistical power / reduce validity of the Impact Study.
- Data Analysis:** While the Impact Study will focus evaluation of outcomes during the final years of the project (Year 4 to End of Project), evaluators, in collaboration with Lansing School District and grant personnel, will collect qualitative and quantitative data for all years of the project. Key data will include minority group isolation data (Black student isolation), academic achievement, magnet school applications, magnet school enrollment and key implementation fidelity metrics. Data will be shared to promote continuous project improvement and analyzed to better interpret project outcomes. To investigate the impact of *ARC* magnet programs as implemented, EduShift, Inc. will use Hierarchical Linear Modeling (HLM) for annual outcome analyses, in addition to providing descriptive and / or correlational analyses of quantitative data. Since the study will involve multiple grades, achievement test scores in each grade (as necessary) will be converted to z-scores or another common metric, when needed, to produce combined impact estimates. HLM is the preferred analysis technique for this study because the unit of assignment (schools) differs from the unit of analysis (students). One major methodological advantage of HLM is that it can deal with multiple dimensions of data structure (e.g., students nested within schools), with statistical control of multiple covariates (e.g., students' pre-test and demographic variables, school-level characteristics) within the same analysis. Statistical significance adjustment procedures (e.g., Benjamini-Hochberg, Bonferroni) will be applied when multiple comparisons are involved for confirmatory contrasts specified in the same outcome domain. In addition, appropriate effect size indices (e.g., Hedges' *g*, Cox index) will be calculated to measure the practical importance of the findings. All aspects of the analysis plan will be aligned with the most recent iteration of *WWC* Promising Evidence standards and guidelines.
- Key Outcomes and Measures.** The Logic Model identifies Reading / ELA and Math proficiency as important outcomes central to the Impact Study and general evaluation of *ARC*. Student proficiency rates on Michigan Department of Education Reading / ELA and Math state assessments for Grades 3, 4, 5, 6, 7 and 8 will be used to measure student achievement. To meet the *WWC* outcome standards, EduShift, Inc. will ensure that each

outcome measure used for the project impact evaluation has face validity, adequate reliability, and consistency in measurement in both Treatment and Comparison Groups, without over-aligning with the intervention.

Evaluation of *ARC* will provide the feedback and data needed to promote continuous improvement of magnet school programs during the grant period while facilitating completion of the *ARC* Impact Study. Results of project implementation and outcomes measured through the rigorous Impact Study will help elevate student achievement and reduce Black student isolation in Lansing School District schools while adding to the body of knowledge in the field regarding the effectiveness of magnet school programs as a strategy to raise student achievement.