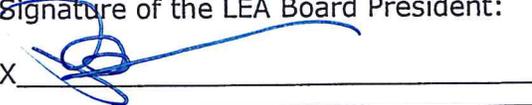


LEA Application
Michigan SIG Cohort IV

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of LEA Applicant: Lansing School District District Code: 33020	Applicant's Mailing Address: 519 W. Kalamazoo St. Lansing, MI 48933-2008
LEA Contact for the School Improvement Grant Name: Dr. Mark Coscarella Position and Office: Associate Superintendent for Instruction Contact's Mailing Address: 519 W. Kalamazoo, Lansing, MI 48933-2008 Telephone: (517) 755-2946 Fax: (517) 755-1029 Email address: mark.coscarella@lansingschools.net	
LEA School Superintendent/Director (Printed Name): Ms. Yvonne Caamal Canul	Telephone: (517) 755-1010
Signature of the LEA School Superintendent/Director: 	Date: 6-30-2015
LEA School Board President (Printed Name): Mr. Peter Spadafore	Telephone: (517) 755-1005
Signature of the LEA Board President: X 	Date: 6/30/15
Union Representative (Printed Name): Mr. Chuck Alberts	Telephone: (517) 999-4002
Signature of Union Representative: X 	Date: 6-30-2015
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application. ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in Attachment H , and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.	

LEA APPLICATION

SCHOOLS TO BE SERVED

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

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

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

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Cavanaugh Elementary	262115005789	X		Transformation/Early Intervention
REO Elementary	262115005803	X		Transformation/Early Intervention
Vivian Riddle Elementary	262115001866	X		Transformation/Early Intervention
Willow Elementary	262115005820	X		Turnaround/Early Intervention
				Note: We would like to augment our existing reform and redesign plans (i.e., transformation and turnaround) with elements from the early intervention model ... hence the two models above.

Note: The **“Rule of Nine”** has been **eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

OVERVIEW OF APPLICATION REQUIREMENTS

- DO NOT RESPOND HERE -

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

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

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

- **(A) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively**

1A: The Lansing School District (LSD) has several formal and informal strategies for modifying its practices, policies, or guidelines to ensure implementation fidelity and effectiveness. For instance, based on data attained through a federally funded counseling grant and locally funded attendance grant the district documented problems that arose from lack of consistent implementation of attendance policies, incomplete attendance data recording, and conflicting definitions of tardiness and absences. As a result several school-level and district-wide steps, including adopting a new definition of absence and tardy in our administrative guidelines and the implementation of a new student management system, were taken to address the issues. Lansing schools have a long tradition of site-based decision-making. To that end internal structures such as the Instructional Council and Professional Council, as well as professional bargaining units provide avenues for school-based flexibility while protecting system coherence. Schools have long had the flexibility to make requests to a joint administrative/bargaining unit committee (i.e., Professional Council) for school-level flexibility, waivers, and pilot programs. The result is support to schools that simultaneously encourages innovation and results-orientation while avoiding the costs of disjointed practices, policies, and guidelines on students, families, learning outcomes, and district resources. Extended year learning opportunities represent another example of how the district has shifted practices in order to better meet the needs of students. During the summer of 2013 the district implemented an extended year program that, while ambitious was limited in scope. After reviewing data and listening to the needs of students, families, and the community, the district modified its extended year learning opportunities and greatly expanded the program. In the summer of 2014, Lansing offered a comprehensive extended year learning program available to every student (3-12) in the district. In the summer of 2015, again based on needs of students, families, and the community the extended year program was further expanded to provide Lansing students with a wider variety of learning opportunities. As implementation of the Early Intervention programs and services described in this application unfold, the Lansing School District will proactively revisit practices, policies, and guidelines that potentially inhibit aspects of implementation and modify (within the legal limits) those practices, policies, and guidelines as needed in order to ensure full and timely implementation of all programs and services.

- **(B) Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity**

1B: The Lansing School District's Department of Human Resources (in collaboration with the Instructional Division and the Superintendent) recently redesigned and implemented a new staff selection process in order to ensure that Lansing students work with the best possible teaching and administrative staff. This same staff selection process will be used to

screen and hire individuals associated with the programs and interventions described throughout the SIG IV application. Specifically, the selection process includes: *Compact* – candidates sign a compact that outlines the major commitments, responsibilities, and expectations for the building staff; *Writing Exercise* – candidates complete three short-response questions which provide the selection committee with writing samples/information about the candidate's approach to the work; *Group Data Exercise* – candidates participate in a facilitated conversation with a small group. The group will interpret data and develop strategies for providing targeted student interventions; *Lesson Explanation* – candidates complete a lesson explanation in which they showcase best practices and sound instructional planning; and *Interview* – candidates respond to a small set of questions developed by the selection committee in order to gather information about professional experience and expertise. While the selection process is coordinated by the Department of Human Resources, it is done in collaboration with building principals and the Instructional Division of the Central Office. Another benefit of this staff selection process is the opportunity to build capacity in the district and building leaders that participate (as screeners) in the actual selection activities. Many principals report great benefit from their participation in the selection process.

- **(C) Describe how community resources will be aligned to facilitate implementation of the selected intervention**

1C: The Lansing School District has a demonstrated track record of aligning community (and other) resources in order to ensure implementation fidelity and effectiveness. In the past, the district has successfully sought local, state, and federal funds to advance improvement efforts. In such cases, the input of various key community partners is sought early in the process, plans are aligned for optimal coherence, and programming decisions are driven by data and evidence-based best practices. For example, past and present USDOE magnet grants have resulted in site-level design and innovation aligned to district standards and improvement goals. Community partners such as Impressions 5 Museum, Michigan State University, Board of Water and Light, CASE Credit Union, Potter Park Zoo, REACH Art Studio, and the Wharton Center have been instrumental in enacting selected programs and interventions. These community resources support PD, MTSS programming, and enrichment opportunities that are consistent with, and driven by, the comprehensive model described in this application. The outcome is a seamless system of support that is coherent and well aligned for efficient, effective, and sustainable use of resources across each building (and across the district).

- **(D) If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan?**

1D: As all of the Lansing schools applying for SIG IV are currently in priority status great care was taken to ensure a high degree of alignment between the components described in this application and the existing reform and redesign plan components. Plans are aligned for optimal coherence and driven by data and evidence-based best practices. Each school (and the district), aligns Title I, Title II and Section 31a funds and other resources (including federal, state, and local grants) to both the school and district-level improvement plans. Because we are opting for the Early Intervention Model much of the substance of this application complement existing R&R plan components.

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

2: The Lansing School District (LSD) has extensive capacity and experience in supporting the purposeful use of school improvement funds. The district has an effective central office support team that provides core district functions, and a stable budget that allows school-based support needs to be met. For instances, material and equipment purchases occur in timely manner and are inventoried to meet federal/state audit standards. Internal program and fiscal audits assure appropriate use of grant funds. Vendor payments are made in a timely manner and school facilities are maintained in accordance with a district maintenance schedule. Our planning process considers both financial and programmatic sustainability and allocates district resources to best support capacity building in our principals and teachers. Grants and general fund expenditures are monitored to ensure that they are coordinated to meet grant intent and provide the best value added for the schools and students of the district, consistent with grant guidelines and regulations. Rapid improvement capacity has been built over the past few years through careful and intentional allocation of district resources including Title I and Title II. Our district data team ensures that the building leaders and teachers have timely and creditable data to support informed decision-making. Specific software support programs and software applications provide formative and summative assessment data needed for monitoring student, school, and district success, as well as analysis of practices and outcomes. Despite facing the challenge of “right sizing” district operations the district continues to maintain strong relationships with its bargaining units and employees. The Board of Education carries out its policy and accountability responsibilities effectively working in partnership with the administrative leadership team. The change model used by the Lansing School District is based on a high-level of collaboration and is designed for rapid improvement.

District-Level Oversight of SIG IV Implementation		
Division/Department	Leads	Responsibilities
Instructional Division	<ul style="list-style-type: none"> ▪ Dr. Mark Coscarella – Associate Superintendent for Instruction ▪ Ms. Mara Lud – Director of Elementary Schools ▪ Mr. Troy Scott – Director of Personnel 	Provide district-level guidance and administrative support.
Department of Accountability and School Improvement	<ul style="list-style-type: none"> ▪ Mr. Sergio Keck – Director of Instructional Support ▪ Mr. Ben Botwinski – District Transformation Coordinator ▪ Ms. Bethany Deschaine – State/Federal Compliance Officer 	Provided site-based support to priority schools related to program implementation, budget development, and data.
Department of Finance	<ul style="list-style-type: none"> ▪ Ms. Kim Adams – Director of Finance ▪ Mr. Jon Laing – Purchasing Manager ▪ Mr. Joe Ishirini – Accountant ▪ Mr. Mark Graham – Accountant 	Provided fiscal support and guidance.
Note: Other than the MDE required SIG Coordinator, no new positions will be added related to SIG oversight.		

3. Monitoring Progress on Annual Goals: The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to attachment G, Annual Goals, as appropriate.

3: The Lansing School District has established a comprehensive process for monitoring, accountability, and site-based support. Each school, working with central office support, analyzes its core metrics and uses disaggregated longitudinal data from several sources (see table below) to develop specific measurable goals and outcomes. Priority Schools work with the District Transformation Coordinator (Title I funded) to develop a comprehensive Reform & Redesign Plan based on data, and to implement and monitor plan outcomes. Monitoring visits are conducted multiple times each month and a specific written walkthrough protocol is used when conducting the monitoring visits. Technical support and monitoring are also available to Priority Schools from the Ingham Intermediate School District (IISD) through the MIExcel program. Building leaders have access to Successline’s Golden Package (and MISchool Data) and will continue using these valuable sources of school and student-level data. From these sources ongoing process needs are identified and resources allocated. A district-developed data dashboard is used to assess progress in meeting goals and outcomes, provide monitoring evidence, and district-level feedback and quarterly data reviews occur using Instructional Learning Cycle data. Intervention strategies are based on evidence-based best practices and we actively monitor rates of positive impact for selected interventions against our Annual Goals (see **Attachment G**). Plans were designed to reflect systemic coherence and alignment of plan strategies and interventions across subject areas and grade levels across the district. Interventions that are found to not deliver the planned outcomes are adjusted or replaced. The Reform and Redesign plans (through the Unpacking Tool) are constantly being fine-tuned and reviewed by teams that include teachers, parents, community stakeholders, principals, and central office personnel. Based on assessment of plan outcomes revisions have already been made (to the Unpacking Tool) resulting in increased effectiveness in meeting Annual Goals and outcomes. During the 2014-15 school year the district provided every principal with training in “data dialogues” along with extensive job-embedded support for analysis of data. This comprehensive and transparent system of monitoring, providing feedback and reporting facilitates continuous improvement at the school and district levels.

District & School Data Sources	
High Schools 7-12	Elementary Schools PK-6
M-Step/WorkKeys/ACT	M-Step
AIMSweb	AIMSweb
SWIS	SWIS
READ 180 - Lexile Scores	Scholastic Reading & Math Inventory
CIMS	CIMS
School Report Cards	School Report Cards
ACT EXPLORE & PLAN	DIBELS / DRA II
Student discipline and suspension data	Student discipline and suspension data
Student attendance data	Student attendance data
CLASS - classroom based summary of teacher instructional practices	SNAPSHOT & CLASS – classroom based summary of teacher instructional practices

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

N/A ... there are no charter schools operated by the Lansing School District.

- 5. External Service Provider Accountability: Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements.**

5: The Lansing School District has established a comprehensive process for monitoring and internal accountability. The support provided by an External Service Provider (ESP) is subject to the intensive scrutiny and oversight. The ESPs, working with central office and building level support, analyze the impact of services on core metrics and use disaggregated data from several sources to monitor service and program impact on measurable goals and outcomes (see **Attachment G**). ESPs working with SIG-funded schools and the District Transformation Coordinator (Title I funded) develop a comprehensive plan of support based on data and unique building needs. The ESP then executes the plan and (in collaboration with district and building leaders) monitors outcomes. Formal monitoring visits are conducted multiple times each month and a specific written walkthrough protocol is used when conducting the monitoring visits and providing feedback. Implementation fidelity checks are also regularly conducted, and ESPs participate in quarterly data dialogues meetings in which data is reviewed, program implementation is discussed, and service adjustments are made as needed. As an example, the Lansing School District has successful experience working with SIG-related ESPs. Our current SIG III schools are working with Ingham ISD (IISD) as their primary ESP. The selection of Ingham ISD as ESP allowed for the continuity of practice needed to achieve the goals and strategies identified in our SIG III application. IISD has provided on-going technical assistance and support related to the Instructional Learning Cycles, as well as site-based support through content coaching. Monitoring of these efforts through walkthroughs, implementation fidelity checks, and data dialogues has led to several adjustments in the implementation and support provided to teachers in order to ensure maximum effectiveness and efficiency. Ingham ISD has proven responsive to our monitoring and oversight model and acted efficiently to ensure maximum impact (e.g., responded to requests for additional staff training). In addition to our on-going monitoring efforts, our relationships with ESPs is formalized through a written contract (i.e., a Contract Service Agreement) that specifies costs, deliverables, a timeline for services and supports, and a termination/non-renewal clause that allows the district to terminate the relationship if the district is not satisfied, in any way, with services and supports being provided. In cases where the ESP is not responsive to the needs of our schools and staff, or where the program is failing to have the intended impact, relationships are terminated swiftly and professionally.

6. District Level Budgets:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs.

- b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets.

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

Lansing Note: Our budget is reflective of the fact that we are opting for the 3 years of immediate funding followed by 2 year of sustainability (district carries some costs). The budget is also reflective of the fact that we are presenting a coordinated, cross-building, Early Intervention Model that maximizes program and support impact while minimizing costs.

Budget Overview completed and attached as **Attachment C.2.**

Preliminary District Level Budget completed and attached as **Attachment C.3.**

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

6c: The Lansing School District (LSD) has extensive capacity and experience in supporting and monitoring the purposeful use of school improvement and grant funds. The district has an effective central office support team for core district functions, and a stable budget that allows school-based support needs to be met. In order to maximize the amount of grant monies that are provided directly to the schools in support of student achievement, central office support (in regards to this grant) will be provided – in kind. There are existing personnel, systems, and structures in place that are already funded through a variety of general and categorical funds to provide district-level fiscal management and oversight of the grant. Other than indirect (4.5%), there is no district-level budget. As such our budget reflects only an indirect expense.

Describe how the district will monitor the progress of each school. The Lansing School District (LSD) has extensive capacity and experience in supporting the purposeful use of school improvement funds. The district has an effective central office support team that provides core district functions, and a stable budget that allows school-based support needs to be met. For instances, material and equipment purchases occur in timely manner and are inventoried to meet federal/state audit standards. Internal program and fiscal audits assure appropriate use of grant funds. Vendor payments are made in a timely manner and school facilities are maintained in accordance with a district maintenance schedule. Our planning process considers both financial and programmatic sustainability and allocates district resources to best support capacity building in our principals and teachers. Grants and general fund expenditures are monitored to ensure that they are coordinated to meet grant intent and provide the best value added for the schools and students of the district, consistent with grant guidelines and regulations. Rapid improvement capacity has been built over the past few years through careful and intentional allocation of district resources including Title I and Title II. Our district data team ensures that the building leaders and teachers have timely and creditable data to support informed decision-making. Specific software support programs and software applications provide formative and summative assessment data needed for monitoring student, school, and district success, as well as analysis of practices and outcomes. Despite facing the challenge of “right sizing” district operations the district continues to maintain strong relationships with its bargaining units and employees. The Board of Education carries out its policy and accountability responsibilities effectively working in partnership with the administrative leadership team. The change model used by the Lansing School District is based on a high-level of collaboration and is designed for rapid improvement.

District-Level Oversight of SIG IV Implementation		
Division/Department	Leads	Responsibilities
Instructional Division	<ul style="list-style-type: none"> ▪ Dr. Mark Coscarella – Associate Superintendent for Instruction ▪ Ms. Mara Lud – Director of Elementary Schools ▪ Mr. Troy Scott – Director of Personnel 	Provide district-level guidance and administrative support.
Department of Accountability and School Improvement	<ul style="list-style-type: none"> ▪ Mr. Sergio Keck – Director of Instructional Support ▪ Mr. Ben Botwinski – District Transformation Coordinator ▪ Ms. Bethany Deschaine – State/Federal Compliance Officer 	Provided site-based support to priority schools related to program implementation, budget development, and data.
Department of Finance	<ul style="list-style-type: none"> ▪ Ms. Kim Adams – Director of Finance ▪ Mr. Jon Laing – Purchasing Manager ▪ Mr. Joe Ishirini – Accountant ▪ Mr. Mark Graham – Accountant 	Provided fiscal support and guidance.
Note: Other than the MDE required SIG Coordinator, no new positions will be added related to SIG oversight.		

Describe how the district will monitor external service providers. The Lansing School District has established a comprehensive process for monitoring and internal accountability. The support provided by an External Service Provider (ESP) is subject to the intensive scrutiny and oversight. The ESPs, working with central office and building level support, analyze the impact of services on core metrics and use disaggregated data from several sources to monitor service and program impact on measurable goals and outcomes (see **Attachment G**). ESPs working with SIG-funded schools and the District Transformation Coordinator (Title I funded) develop a comprehensive plan of support based on data and unique building needs. The ESP then

executes the plan and (in collaboration with district and building leaders) monitors outcomes. Formal monitoring visits are conducted multiple times each month and a specific written walkthrough protocol is used when conducting the monitoring visits and providing feedback. Implementation fidelity checks are also regularly conducted, and ESPs participate in quarterly data dialogues meetings in which data is reviewed, program implementation is discussed, and service adjustments are made as needed. As an example, the Lansing School District has successful experience working with SIG-related ESPs. Our current SIG III schools are working with Ingham ISD (IISD) as their primary ESP. The selection of Ingham ISD as ESP allowed for the continuity of practice needed to achieve the goals and strategies identified in our SIG III application. IISD has provided on-going technical assistance and support related to the Instructional Learning Cycles, as well as site-based support through content coaching. Monitoring of these efforts through walkthroughs, implementation fidelity checks, and data dialogues has led to several adjustments in the implementation and support provided to teachers in order to ensure maximum effectiveness and efficiency. Ingham ISD has proven responsive to our monitoring and oversight model and acted efficiently to ensure maximum impact (e.g., responded to requests for additional staff training). In addition to our on-going monitoring efforts, our relationships with ESPs is formalized through a written contract (i.e., a Contract Service Agreement) that specifies costs, deliverables, a timeline for services and supports, and a termination/non-renewal clause that allows the district to terminate the relationship if the district is not satisfied, in any way, with services and supports being provided. In cases where the ESP is not responsive to the needs of our schools and staff, or where the program is failing to have the intended impact, relationships are terminated swiftly and professionally.

Describe how the district will monitor charter school operators/CMOs/EMOs. N/A

Describe how these efforts will align/support the state-approved R&R plans: As all of the Lansing schools applying for SIG IV are currently in priority status great care was taken to ensure a high degree of alignment between the components described in this application and the existing reform and redesign plan components. Plans are aligned for optimal coherence and driven by data and evidence-based best practices. Each school (and the district), aligns Title I, Title II and Section 31a funds and other resources (including federal, state, and local grants) to both the school and district-level improvement plans. Because we are opting for the Early Learning Model much of the substance of this application complement existing R&R plans.

Describe how district-level positions will be funded when the grant ends. N/A because there are no grant funded district-level positions being created.

Attachment C.2: Five Year Budget Overview

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

Lansing Note: Our budget is reflective of the fact that we are opting for the 3 years of immediate funding followed by 2 year of sustainability (district carries some costs). The budget is also reflective of the fact that we are presenting a coordinated, cross-building, Early Intervention Model that maximizes program and support impact while minimizing costs.

5 YEAR BUDGET OVERVIEW (Lansing School District)						
School	Year 1	Year 2	Year 3	Year 4 (Sustain)	Year 5 (Sustain)	5 Year Total
Cavanaugh Elementary	\$348,135	\$334,935	\$334,935	\$132,900	\$132,900	\$1,283,805
REO Elementary	\$348,135	\$334,935	\$334,935	\$132,900	\$132,900	\$1,283,805
Riddle Elementary	\$348,135	\$334,935	\$334,935	\$132,900	\$132,900	\$1,283,805
Willow Elementary	\$348,135	\$334,935	\$334,935	\$132,900	\$132,900	\$1,283,805
District Costs (Indirect 4.44%)	\$58,689	\$56,464	\$56,464	\$22,405	\$22,405	\$216,427
Total Budget	\$1,451,229	\$1,396,204	\$1,396,204	\$554,005	\$554,005	\$5,351,647

Attachment C.3: Preliminary District Level Budget

- a. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets.

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

Lansing Note: Our budget is reflective of the fact that we are opting for the 3 years of immediate funding followed by 2 year of sustainability (district carries some costs). The budget is also reflective of the fact that we are presenting a coordinated, cross-building, Early Intervention Model that maximizes program and support impact while minimizing costs.

YEAR 1 - District/Central Office Budget (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs 4.44% Restricted Rate	0	0	0	0	0	\$58689	\$58689
	TOTAL	0	0	0	0	0	\$58689	\$58689

YEAR 2 - District/Central Office Budget (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs 4.44% Restricted Rate	0	0	0	0	0	\$56464	\$56464
	TOTAL	0	0	0	0	0	\$56464	\$56464

YEAR 3 - District/Central Office Budget (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0

283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs 4.44% Restricted Rate	0	0	0	0	0	\$56464	\$56464
	TOTAL	0	0	0	0	0	\$56464	\$56464

YEAR 4 SUSTAIN - District/Central Office Budget (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs 4.44% Restricted Rate	0	0	0	0	0	\$22405	\$22405
	TOTAL	0	0	0	0	0	\$22405	\$22405

YEAR 5 SUSTAIN - District/Central Office Budget (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of	0	0	0	0	0	0	0

	Instructional Staff							
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs 4.44% Restricted Rate	0	0	0	0	0	\$22405	\$22405
	TOTAL	0	0	0	0	0	\$22405	\$22405

