

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

Partnership District	Bridgeport-Spaulding Community School District
Partnership Agreement	March 2017
Amendment 1	November 26, 2018
Amendment 2	June 14, 2019
Amendment 3	September 21, 2020

Initial District Partnership Agreement

THIS INITIAL DISTRICT PARTNERSHIP AGREEMENT (the "Partnership Agreement") is entered on April 30, 2017 between the Michigan Department of Education (MDE), the State Reform Office (SRO), the Saginaw Intermediate School District (SISD) and:

Bridgeport-Spaulding Community School District
4691 Bearcat Boulevard
Bridgeport, Michigan 48772
Mrs. Carol Selby, Superintendent
Mr. Patrick Nelson, Board President

The above-named agree that upon the commencement date of this partnership, they shall be deemed to have become partners in meeting the mutually agreed upon goals and outcomes for the schools named in this document. The purposes, terms and conditions of this partnership are as follows:

1) PURPOSE OF THIS PARTNERSHIP AGREEMENT: To work collaboratively in setting 18-month benchmarks and 36-month outcome goals with intent to significantly increase student achievement in the schools named in this agreement; and to determine the next level of accountability should the 18-month benchmarks or 36-month goals not be met by the district.

Michigan law requires the SRO to annually publish a list of Priority Schools. The school subject to this agreement, as stated in Section 3 hereof, is a Priority School and under Michigan law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those Priority Schools. The SRO is executing its statutory responsibilities by collaborating with the MDE to enter school intervention partnership agreements among the SRO, MDE, local schools and partners for this purpose. Martin G. Atkins Elementary School is a Priority School and the SRO, MDE, and Bridgeport-Spaulding Community School District agree that the implementation of this Partnership Agreement is in the best interest of the students at Martin G. Atkins Elementary School for its academic improvement.

2) TERMS AND CONDITIONS: The Bridgeport-Spaulling Community School District will retain control of the school named in Section 3 of this Working Partnership Agreement for the duration of the agreement. The Michigan Department of Education and the partners named in this Working Partnership Agreement will provide mutually agreed upon support to meet the benchmarks and goals defined below. At any time during the Working Partnership Agreement, mutually agreed upon modifications may be implemented by a signed written amendment to the agreement.

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) Martin G. Atkins Elementary School

4) THIRTY SIX MONTH GOALS TO BE MET BY Bridgeport-Spaulling Community School District:

A) Goal 1: Through implementation of using research-based instructional strategies, increased use of progress monitoring and data analysis, and making data-driven instructional decisions based on NWEA Assessment Tools, there will be a minimum of a 3-5% increase per year in the percentage of students scoring “at or above proficient” by the 2020 MSTEP Assessment or any other state determined assessment in the area of mathematics for grades 3, 4, and 5. Table reflects a 3-5% increase:

	2016 M-STEP	2017-18	2018-19	Proposed 2020
Grade 3:	13.21%	16.21-18.21%	19.21-23.21%	22.21-28.21%
Grade 4:	8.16%	11.16-13.16%	14.16-18.16%	17.16-23.16%
Grade 5:	3.12%	6.12-8.12%	9.12-13.12%	12.12-18.12%

B) Goal 2: Through the use of research-based instructional strategies, increased use of progress monitoring and data analysis, and making data-driven instructional decisions based on NWEA Assessment Tools, there will be a minimum of a 3-5% increase per year in the percentage of students scoring “at or above proficient” by the 2020 MSTEP Assessment or any other state determined assessment in the area of English Language Arts for grades 3, 4, and 5. Table reflects a 3-5% increase:

	2016 M-STEP	2017-18	2018-19	Proposed 2020
Grade 3:	16.04%	19.04-21.04%	22.04-26.04%	25.04-31.04%
Grade 4:	11.22%	14.22-16.22%	17.22-21.22%	20.22-26.22%
Grade 5:	12.5%	15.5-17.5%	18.5-22.5%	21.5-27.5%

C) Goal 3: In grade level and after school PLCs, 100% of K-5 staff will make data-driven instructional decisions for differentiated instruction based on the NWEA assessment data in the area of English Language Arts and mathematics. Implementation will reflect the use of NWEA Assessment Tools and progress monitoring.

D) Goal 4: The Bridgeport-Spaulling Community School District will increase teacher daily attendance rates at Martin G. Atkins Elementary School and Thomas White Elementary School to 95% or higher by the end of the implementation of this plan.

	2014-2015	2015-2016	2016-2017	Proposed for 2020
Average Attendance Rate	92%	86%	93%	95%
89% or lower attendance rate	14%	21%	21%	5%
90% or higher attendance rate	86%	80%	79%	95%

- E) Goal 5: The Bridgeport-Spaulding Community School District, in conjunction with the Michigan Department of Education, the Saginaw ISD, the Bridgeport Education Association (BEA), and other relevant educational partners, will create and implement a Professional Development Calendar prior to the beginning of each school year that will:
- 1) Provide aligned training in ELA, Mathematics and Assessment Literacy for all K-5 teachers; and
 - 2) Create a schedule that reduces the amount of lost instructional time for students due to teachers' absences; and
 - 3) Adhere to this schedule that provides training for all K-5 teachers with all consultants, coaches and/or in and out of district training; and
 - 4) Implementation of professional learning will be monitored through observations, walkthroughs and/or evaluations.
- F) Goal 6: By the start of the 2017-2018 school year, the Bridgeport-Spaulding Community School District, in collaboration with the Saginaw ISD Pupil Accounting Department, will fully investigate, design, and implement strategies to improve student daily attendance rates to 95% or higher for students in grades K-5. The district will effectively address students and families with chronic truancy concerns.
- G) Goal 7: By the completion of the 2017-2018 school year, all K-5 staff in the Bridgeport-Spaulding Community School District will increase the implementation percentage of the Positive Behavior Intervention and Support (PBIS) initiative. Implementation includes CHAMPS as the classroom management program and School-Wide PBIS for all students in grades Kindergarten through 5th grade. Data will be included from the School-Wide Intervention System (SWIS), Check In, Check Out (CICO) and Individual Student Information System (ISIS). The Bridgeport-Spaulding Community School District will also identify specific criteria for sustaining a culture and climate of positive behavior intervention and support for all teachers in grades Kindergarten through 5th grade after a three-year period to continue implementation of these criteria with fidelity.

5) EIGHTEEN MONTH BENCHMARKS TO BE MET BY The Bridgeport-Spaulling Community School District:

A) **18 Month Benchmark 1:** Due to the NWEA testing cycles of fall, winter, spring: By spring 2018, 50% of all K-5 students will achieve their projected RIT score in math.

	<u>NWEA</u>		
	<u>16 Fall</u>	<u>17 Winter</u>	<u>Spring 17</u>
Grade 2:	36%	24%	n/a
Grade 3:	10%	11%	n/a
Grade 4:	13%	12%	n/a
Grade 5:	12%	7%	22%

B) **18 Month Benchmark 2:** Due to the NWEA testing cycles of fall, winter, spring: By spring 2018, 50% of all K-5 students will achieve their projected RIT score in ELA.

	<u>NWEA</u>		
	<u>16 Fall</u>	<u>17 Winter</u>	<u>Spring 17</u>
Grade 2:	30%	16%	n/a
Grade 3:	18%	14%	n/a
Grade 4:	15%	21%	n/a
Grade 5:	15%	25%	n/a

C) **18 Month Benchmark 3:** To show an increase in teacher attendance and outreach to all students, the Bridgeport Spaulding will document: 1) Attendance and participation in grade level PLCs, after school PLCs and/or in or out of district training (NWEA) via sign in sheets, minutes and agendas. 2) Submitted lesson plans to administration will

reflect adjusting instruction, determining instructional strategies, such as Guided Reading Groups and reteaching standards based on the CLC data. 3) The use of ILC data reflect the effectiveness of the data-driven instructional decisions made regarding their strategies and lesson plans.

(K-5 instructional staff will utilize NWEA tools and resources to make data-driven instructional decisions by monitoring student growth through reports such as the Learning Continuum, Projected Proficiency Summary Report, Student Growth Summary Report and the Achievement Status and Summary Report. Data analysis of student growth reports, NWEA based and/or formative assessments, will be conducted through the monthly PLC's. Staff will participate in the CLC and ILC Processes to determine the effectiveness of the designated instructional strategies implemented. Staff will also create and analyze formative assessments to identify differentiated instruction necessary to increase student growth and proficiency in partially proficient students.

- D) **18 Month Benchmark 4:** By the beginning of the 2017-2018 school year, the Bridgeport-Spaulding Community School District will investigate the implementation of an incentive program, based upon available funding, to increase teacher attendance for all K-5 instructional staff, which will include staff meetings and participation in required meetings such as, but not limited to: grade level PLC's, after school PLC's, ILC's and CLC's.
- E) **18 Month Benchmark 5:** By the beginning of the 2017-2018 school year, the Bridgeport-Spaulding Community School District will have implemented a Professional Development Calendar for the instructional staff in grades K-5. Criteria may include an adjusted master calendar, after school training two times per month, early release days or a late start, while attempting to minimize loss of instructional time due to a teacher's absence.
- F) **18 Month Benchmark 6:** By fall 2017, the Bridgeport-Spaulding Community School District will have investigated, designed, and implemented strategies and specific procedures to increase its daily K-5 student attendance rate from 92% to 95% by the end of the 2017-2018 school year.
- G) **18 Month Benchmark 7:** By the completion of the 2017-2018 school year, all instructional staff in grades Kindergarten through 5th grade will increase the implementation percentage of the Positive Behavior Intervention

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and Support (PBIS) initiative from 36% to 67%.

By the completion of the 2018-2019 school year, all instructional staff in grades Kindergarten through 5th grade will increase the implementation percentage of PBIS from 67% to 80% based on MiData-MIBLSI. Implementation includes data from the SW Tiered Fidelity Inventory of Tier I, Tier II and Tier III.

The Bridgeport-Spaulling Community School District will also identify specific criteria for sustaining a culture and climate of positive behavior intervention and support for all K-5 teachers after a three-year period to continue implementation of these criteria with fidelity.

H) **18 Month Benchmark 8:** By the completion of the 2017-2018 school year, the Bridgeport-Spaulling Community School District will identify specific criteria for purposeful and effective instructional rounds through collaboration and professional learning provided by the Saginaw ISD. Instructional feedback and observational data will be reviewed and provided by teaching peers in a timely manner to support staff in increasing their knowledge and skills to increase academic achievement in students. The Bridgeport-Spaulling Community School District will also identify specific criteria for sustaining a culture of purposeful and effective instructional rounds for all K-5 teachers after a three-year period to continue implementation of these criteria with fidelity.

I) **18 Month Benchmark 9:** By the completion of the 2017-2018 school year, the Bridgeport-Spaulling Community School District will identify specific criteria for purposeful and effective walkthroughs or classroom observations and educator evaluations by administration through collaboration and professional learning provided by the Saginaw ISD. Administration will increase the amount of weekly classroom walkthroughs or observations conducted to include each teacher at least once bi-weekly.

The Administration will provide instructional feedback and observational data to staff in a timely manner to support staff in increasing their knowledge and skills to increase academic achievement in students. The

Bridgeport-Spaulding Community School District will also identify specific criteria for sustaining a culture of purposeful and effective observations and walkthroughs and educator evaluations for all instructional staff in grades Kindergarten through 5th grade after a three-year period to continue implementation of these criteria with fidelity.

6) ANALYSIS OF RELEVANT DATA

- A) Analysis of NWEA and M-STEP data supports the 36-month Goal 1 and Benchmark 1 because current student growth and proficiency benchmarks in NWEA and M-STEP scores indicate a need for improved, targeted instructional design and planning for students in Mathematics for grades 3, 4, and 5.

Current student scores on the NWEA assessment and from the 2016 M-STEP assessment are as follows:

	<u>NWEA</u>		<u>M-STEP</u>
	<u>Fall</u>	<u>Winter</u>	
Grade 2:	36%	24%	N/A
Grade 3:	10%	11%	13.21%
Grade 4:	13%	12%	8.16%
Grade 5:	12%	7%	3.12%

- B) Analysis of NWEA and M-STEP data supports the 36-month Goal 1 and Benchmark 1 because current student growth and proficiency benchmarks in NWEA and M-STEP scores indicate a need for improved, targeted instructional design and planning for students in English Language Arts for grades 3, 4, and 5.

Current student scores on the NWEA assessment and from the 2016 M-STEP assessment are as follows:

	<u>NWEA</u>		<u>M-STEP</u>
	<u>Fall</u>	<u>Winter</u>	
Grade 2:	30%	16%	N/A
Grade 3:	18%	14%	16.04%
Grade 4:	15%	21%	11.22%

Grade 5: 15% 25% 12.5%

- C) Analysis of current Professional Learning Community and Collaborative Learning Cycle processes and minutes supports the 36-month Goal 3 and 18-month Benchmark 3 because there is limited evidence of consistency in the use of data and a teacher driven process to direct student instruction across the grade levels.
- D) Analysis of current teacher attendance at Martin G. Atkins Elementary School supports the 36-month Goal and 18-month Benchmark 4 based on the following teacher attendance data:

The following data reflects the attendance rates of grades 2-5 teachers for the years 2014-2015, 2015-2016 and 2016-2017:

	2014-2015	2015-2016	2016-2017
Average Attendance Rate	92%	86%	93%
89% or lower attendance rate	14%	21%	21%
90% or higher attendance rate	86%	80%	79%

- E) Analysis of current K-5 teacher retention data supports the 36-month Goal and 18-month Benchmark 5. Current data shows a high turnover rate and high internal transfer rates for teachers in grades K-5.

The following data reflects the mobility of the K-5 instructional staff over the past three school years:

Currently, the Bridgeport-Spaulling Community School District employs 35 instructional staff Kindergarten through Grade 5. Since the beginning of the 2013-2014 school year, the district has 18 new staff members at the elementary school level. In that time frame, an additional 6 teachers have been hired and

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subsequently left the district.

Over this same time period, 46 separate individuals have occupied these 35 individuals with 14 internal transfers between grade levels occurring.

During this 3 year span:

- There have been 7 teachers occupying 4 instructional positions and 2 special education teachers providing support in the 5th grade.
- There have been 7 different teachers occupying 4 instructional positions with the special education teacher remaining constant in the 4th grade.
- There have been 8 separate teachers occupying 4 instructional positions with 2 separate special education teachers filling one position in the 3rd grade.
- There have been 8 separate teachers occupying 4 instructional positions with 2 separate special education teachers filling one position in the 2nd grade.
- There have been 7 separate teachers occupying 4 instructional positions with 2 separate special education teachers filling one position in the 1st grade.
- There have been 5 separate teachers occupying 4 instructional positions at the Kindergarten level.

F) Analysis of current teacher implementation of effective assessment strategies and the current schedule for Professional Development supports the 36-month Goal 6 and Benchmark 6:

- MAISA Reading and Writing Units
- FIM/Mathematics Instructional Practices
- enVision
- GrapeSEED
- CHAMPS

- PBIS Initiatives
- School Improvement

G) Analysis of current attendance data supports the 36-month Goal 7 and Benchmark 7. Current student attendance data shows:

Martin G. Atkins Elementary School has shown a 5% increase in daily attendance rates over the past 36 months, however there is a notable number of students and families that show chronic truancy issues. The school needs to develop a plan to address truancy and report concerns to the SISD Pupil Accounting/Truancy Officer at regularly scheduled intervals.

<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
86.9%	87.5%	92.3%

At Thomas White Elementary School, 116 of 221 students in Grades K-1 have over 10 absences. This is 52% of the student population. 44 of the students have over 20 days absent, or 20% of the students enrolled.

Of the students with over 10 absences at Thomas White Elementary School, 26, or 22%, live within the walking zone for the district.

Of the students with over 10 absences at Thomas White Elementary School, 10, or 9%, are school of choice students.

At Martin G. Atkins Elementary School, 176 of 378 students in Grades 2-5 have over 10 absences. This is 46% of the student population. 64 of the students have over 20 days absent, or 17% of total students enrolled.

Of the students with over 10 absences at Martin G. Atkins Elementary School, 34, or 19%, live within the

Of the students with over 10 absences at Martin G. Atkins Elementary School, 12, or 7%, are school of choice students.

7) STRENGTHS AND WEAKNESSES OF Bridgeport-Spaulding Community Schools

- A) Weakness- Prior to the 2016-2017 school year, there has been a lack of vertical and horizontal alignment in the areas of Mathematics and English Language Arts curriculum as well as a lack of available instructional materials.

Grades 2-5 staff at Martin G. Atkins Elementary School have begun the implementation of MAISA Units in both Reading and Writing. Over the past two years, the teaching staff have been developing lessons to utilize with MAISA units with assistance from a Literacy Consultant provided through the Saginaw Intermediate School District. Staff turnover and long-term absences have delayed this process from being fully implemented across the grade levels.

At the start of the 2016-2017 school year, the school district began implementation of Pearson's enVision Math 2.0 series beginning in Kindergarten and carrying through the 8th grade. There are a multitude of instructional, assessment and intervention resources in this series, and teachers are learning to utilize this series through exploration and collaboration. An intensive two-week training has been scheduled with the assistance of the Saginaw Intermediate School District for June 2017.

- B) Weakness- Martin G. Atkins Elementary School has shown a 5% increase in daily attendance rates over the past 36 months, however there is a notable number of students and families that show chronic truancy issues. The school needs to develop a plan to address truancy and report concerns to the SISD Pupil Accounting/Truancy Officer at regularly scheduled intervals.

Daily Attendance Rates for the past two and 1st semester of the 2016-2017 school years are as follows:

2014-2015
86.9%

2015-2016
87.5%

2016-2017
92.3%

Martin G. Atkins Elementary School has shown a 5% increase in daily attendance rates over the past 36 months, however there is a notable number of students and families that show chronic truancy issues. The school needs to develop a plan to address truancy and report concerns to the SISD Pupil Accounting/Truancy Officer at regularly scheduled intervals.

2014-2015
86.9%

2015-2016
87.5%

2016-2017
92.3%

At Thomas White Elementary School, 116 of 189 students in Grades K-1 have over 10 absences. This is 52% of the student population. 44 of the students have over 20 days absent, or 20% of the students enrolled.

Of the students with over 10 absences at Thomas White Elementary School, 26, or 22%, live within the walking zone for the district.

Of the students with over 10 absences at Thomas White Elementary School, 10, or 9%, are school of choice students.

At Martin G. Atkins Elementary School, 176 of 378 students in Grades 2-5 have over 10 absences. This is 46% of the student population. 64 of the students have over 20 days absent, or 17% of total students enrolled.

Of the students with over 10 absences at Martin G. Atkins Elementary School, 34, or 19%, live within the walking zone for the district.

Of the students with over 10 absences at Martin G. Atkins Elementary School, 12, or 7%, are school of choice students.

- C) Weakness- Martin G. Atkins Elementary School has a poor history of parent engagement. The school will develop a plan to actively engage parents in meaningful participation in the school environment.

Parent engagement activities have been primarily conducted through the use of Title One funding and coordinated by the interventionists in the building. Parent attendance is typically low, about 10% of the school population.

Participation at Parent-Teacher Conferences remains low, with attendance rates as follows:

<u>Fall 2015</u>	<u>Spring 2106</u>	<u>Fall 2016</u>	<u>Spring 2017</u>
48%	56%	52%	42%

- D) Weakness- Martin G. Atkins Elementary School has been challenged in the areas of Teacher Retention and Training and Administrative turnover.

At the end of the 2013-2014 school year, the elementary school principal was released from her duties as principal and her employment with the district was terminated. At the end of the 2015-2016 school year, after two years in the role, the elementary school principal was reassigned duties and the special education coordinator transitioned into the role of elementary school principal.

At the conclusion of the 2013-2014 school year, the superintendent's contract was not renewed. A new superintendent began the 2014-2015 school year, however he left the position in December 2014 and an interim superintendent was appointed. This interim superintendent has transitioned into the role of superintendent and

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remains in place.

Currently, the Bridgeport-Spaulding Community School District employs 35 instructional staff Kindergarten through Grade 5. Since the beginning of the 2013-2014 school year, the district has 18 new staff members at the elementary school level. In that time frame, an additional 6 teachers have been hired and subsequently left the district.

Over this same time period, 46 separate individuals have occupied these 35 positions with 14 internal transfers between grade levels occurring.

During this 3 year span:

- There have been 7 teachers occupying 4 instructional positions and 2 special education teachers providing support in the 5th grade.
- There have been 7 different teachers occupying 4 instructional positions with the special education teacher remaining constant in the 4th grade.
- There have been 8 separate teachers occupying 4 instructional positions with 2 separate special education teachers filling one position in the 3rd grade.
- There have been 8 separate teachers occupying 4 instructional positions with 2 separate special education teachers filling one position in the 2nd grade.
- There have been 7 separate teachers occupying 4 instructional positions with 2 separate special education teachers filling one position in the 1st grade.
- There have been 5 separate teachers occupying 4 instructional positions at the Kindergarten level.

The school district needs to develop an aggressive plan to provide incentives to reduce staff turnover and increase retention.

E) Weakness- Martin G. Atkins Elementary School has been challenged by consistent teacher attendance and long term illnesses over the past three school years.

The following data reflects the attendance rates of grades 2-5 teachers for the years 2014-2015, 2015-2016 and 2016-2017:

	2014-2015	2015-2016	2016-2017
Average Attendance Rate	92%	86%	93%
89% or lower attendance rate	14%	21%	21%
90% or higher attendance rate	86%	80%	79%

In addition to teacher absences for illness and personal business, the district has a high number of professional development days embedded in the daily schedule, removing teachers from the classroom on average 2 to 4 days per school month.

To address this, the school district needs to implement a program for teachers with high attendance rates as well find alternatives to providing professional development to staff.

- F) Strength- The Bridgeport-Spaulling Community School District has aggressively implemented Positive Behavior Intervention and Support (PBIS) programs in all schools through the Promoting Positive School Climate (PPSC) grant and Michigan’s Integrated Behavior and Learning Support Initiative (MIBLISI) to improve the climate and culture of the schools. These initiatives have led to an improved learning atmosphere for students and a dramatic reduction in the number of disciplinary referrals and exclusionary discipline measures across the district.

Discipline data for the previous three years is as follows:

2014-2015

2015-2016

2016-2017*

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Referrals	1021	1400	242
Suspensions	375	450	83
Lost Instructional Days	429	962	109

*2016-2017 data current through April 3, 2017

Additionally, Perception Data Results from student, parent and staff surveys indicates that all stakeholders feel safe and welcomed in the school and that overall, members of the school community feels that interactions in the school are caring, friendly and positive.

G) Strength- In 2015-2016 the Bridgeport-Spaulding Community School District began professional learning and implementation of MAISA Reading Units to drive instruction in Michigan State Standards for ELA. A Literacy Consultant, provided by the Saginaw ISD, supported teachers in grades 2-5 and conducted bi-weekly training per grade level per unit. In 2016-2017 a Literacy Consultant, from the Saginaw ISD, continued professional learning and supporting implementation of MAISA Writing Units. The District also employs a Literacy Coach to assist and support teaching and learning in Literacy in grades 2-5. She collaborates and assists the Literacy Consultant. The District has purchased all the necessary resources to support the implementation of MAISA Reading and Writing Units.

In 2016-2017 the District purchased a textbook series, Pearson enVision Math Series, to support and drive instruction in the Michigan Standards for Mathematics. The District employs a Numeracy Coach to support the math curriculum and the Focused Instruction Model (FIM). Professional learning has been given to teachers in grades 2-5. Each grade level is given monthly professional learning in both MAISA Units and enVision implementation. The District continues to provide additional resources to provide instruction in the areas of the ELA and Math curriculum.

2016-2017 Professional Learning:

enVision Implementation Essentials: Sept. 1, 2016

enVision Implementation Essentials: Oct. 28, 2016

enVision & MAISA Writing (per grade level): Oct. 10 or 11; Nov. 9 or 10; Dec. 13 or 14; Jan. 11 or 12; Feb. 21 or 24; March 6 or 8; April 10 or 11

Pending Professional Learning:

enVision Data Review and FIM Data Review: May 12, 2017

enVision summer institute- June 12-16, 2017 and June 19-23, 2017

enVision Implementation Essentials-August 30, 2017 and October 2, 2017

- H) Strength- The Bridgeport-Spaulding Community School District has embraced the MI Excel Statewide System of Support/Blueprint Turnaround Model and is committed to the installation of institutional structures and practices to improve instructional practice at scale that leads to improved academic, social, emotional, and health outcomes for students. Installation includes implementing and sustaining a District Turnaround Network (DTN) Team and Building Turnaround Network (BTN) Team to improve data discussions at all levels of instruction as well as creating systemic processes in order to drive top to bottom improvement for the district.

DTN 2016-2017 Meeting Schedule:

Aug. 30; Sept. 14, 28; Oct. 12, 26; Nov. 2, 16, 30; Dec. 15; Jan. 11, 25; Feb. 15; March 1, 22; April 12, 26; May 3, 17, 31; June-August (Pending)

DTN Professional Learning:

Blueprint Institute 2016: July 27-28, 2016

Superintendent's Network: Oct. 11; Dec. 9, 2016; March 7, 2017

Collaborative Learning Cycle: January 26-27, 2017

Selecting Turnaround Leaders and Teachers- Feb. 28-March 1, 2017

Pending DTN Professional Learning:

Superintendent’s Network: May 18, 2017

Leadership Institute 2017: July 13-14, 2017

Blueprint Institute 2017: August 1-2, 2017

- I) Strength- The Bridgeport-Spaulling Community School District have effectively used intervention strategies to reduce the number of students in the primary grades receiving Special Education services. Total special education enrollment K-5 for the district is as follows:

	<u>Students With IEP/% of Total Population</u>	<u>SLP Services Only/% of Total Population</u>
2014-2015	105/14%	37/5%
2015-2016	82/10%	28/3%
2016-2017	69/11%	36/6%

8) STRATEGIES TO MEET GOALS AND BENCHMARKS:

- A) The Bridgeport-Spaulling Community School District will provide staff training in focused instruction of the Pearson enVision 2.0 Math Series during June 2017. The Summer enVision 2.0 Math Institute will give teachers a clear picture of the key math concepts all students need to master at each grade level. Teachers will learn to first address the underlying mathematics concepts. Then they can use this foundation to build students’ skills and problem-solving abilities. Teachers will learn to create classrooms of self-directed independent learners, build students’ content knowledge, and model mathematical concepts. Additional topics addressed in the Summer Math

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Institute include: Understanding and Deepening Rigor (Webb's DOK and Bloom's Taxonomy), Choosing Rich Tasks, Fostering Mathematical Discourse, Assessment Practices, and Using Technology to Foster Mathematical Proficiency. Teacher attendance will be monitored and documented for the Summer Institute. Administration will monitor implementation of training in the 60-minute block of math time by conducting walkthroughs, observations, crucial conversations, and providing feedback through protocols developed and shared with instructional staff in summer 2017 training sessions.

- B) The Bridgeport-Spaulding Community School District will continue to provide training for all new staff, staff transferring into a new grade level, or any staff member who needs additional training in the use and implementation of the enVision Math 2.0 series. Our Numeracy Coach will continue to assist staff during monthly professional learning opportunities through embedded training in the classroom and coaching of enVision units. Michigan Standards of Mathematics and Mathematical Practices will be a focus of these designated trainings.
- C) The Bridgeport-Spaulding Community School District will provide training for identifying and implementing Gold Standards for mathematics instruction and applying standards universally in each classroom. Training may occur from the Saginaw ISD consultants during grade level PLCs or in monthly coaching opportunities. The following actions will occur:
- During designated math PLCs, staff members will review their perceptions of Gold Standards.
 - Staff will identify the five to eight Gold Standards.
 - These Gold Standards will be posted in each classroom.
 - Walk through data by administration through use of protocols shared with instructional staff, Numeracy Coach and/or other personnel will be collected monthly/weekly of the number of times the Gold Standards are observed.
 - This trend data will be tracked across the school year in monthly PLC meetings.
 - Discussions will occur per grade level to determine the implementation of Gold Standards.
- D) The Bridgeport-Spaulding Community School District will continue to provide training for all new staff, staff transferring into a new grade level, or any staff member who needs additional training in the use and

implementation of MAISA Reading and Writing Units to ensure the full implementation of curriculum, Michigan Standards of ELA, and resources with fidelity. Administration will monitor and evaluate implementation of professional learning during the 90-minute block of ELA by conducting walkthroughs, observations, crucial conversations and providing feedback through walk-through protocols and monthly PLC meetings.

- E) The Bridgeport-Spaulding Community School District will provide in depth training from NWEA consultants, contingent upon available funding, or utilize current staff proficient in the program to train staff during grade level PLCs and professional development opportunities. Training will be provided to instructional staff in the use of NWEA MAP Reports in order to monitor student proficiency, student growth and to make data-driven decisions in their instruction. After school PLCs will be utilized for staff to collaborate around implementing instructional strategies to achieve greater academic growth and mastery of standards based on the data.
- F) The Bridgeport-Spaulding Community School District will provide training to instructional staff for grades K-5 for the purpose of Professional Learning Communities (PLC), the Instructional Learning Cycle (ILC) and the Collaborative Learning Cycle (CLC) in order to implement these practices to drive instruction with fidelity. Additional professional learning will continue for all staff in collaboration with MiExcel consultants and an Intervention Specialist (IS) and/or School Improvement Facilitator (SIF) from Saginaw ISD. The staff of Martin G. Atkins Elementary School will report data and resulting implementation of instructional strategies to the MDE Liaison and ISD support personnel quarterly.
- G) The Bridgeport-Spaulding School District will develop targeted instruction for partially proficient students in 3rd, 4th and 5th Grade in order to improve proficiency scores on state standardized assessments.

Other struggling students will be provided additional learning time in partnerships with two organizations:

- Center for Success
- Saginaw Community Foundation.

These vendors will facilitate and maintain an after school program, consisting of homework help, enrichment activities, guest speakers, 1:1 mentoring, field trips, and curriculum assistance in ELA and math. Collaboration will occur between the vendors and the teachers of the designated students for identification and academic needs of assistance.

- H) The Bridgeport-Spaulding Community School District will develop targeted professional development in the area of TIER II instructional interventions. Staff will focus on the instructional needs of students and monitor student growth through aligned assessments and targeted lessons.
- I) The Bridgeport-Spaulding Community School District will develop and deliver targeted professional development in the area of the TIER III instructional models of Leveled Literacy Intervention (LLI) and READ 180.

Academic Interventionists will communicate with grade level teachers about their students and provide the local assessment data and/or relevant information related to their program.

Protocols will be developed to monitor and track student progress in TIER III instruction by the beginning of the 2017-2018 school year.

- J) The Bridgeport-Spaulding Community School District, in collaboration with the Saginaw ISD, will develop processes and procedures to address truancy and absenteeism at the elementary school level.

9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS:

- A) The Bridgeport-Spaulding Community School District will continue to provide its instructional staff a planned program of professional learning in order to improve instruction in all content areas including Math, English Language Arts, Science, Social Studies, Music, Art, Physical Education, and focusing on integration when appropriate.

- B) The Bridgeport-Spaulding Community School District will provide all instructional staff a planned program of professional development in order to improve instruction in MAISA Reading and Writing Units.
- C) The Bridgeport-Spaulding Community School District will provide its instructional staff a planned program of Tier II interventions for Guided Reading Group implementation.
- D) The Bridgeport-Spaulding Community School District will provide its staff a planned program of Tier III interventions for students, specifically in Leveled Literacy Intervention (LLI) and READ 180, or other appropriate resources, as necessary.
- E) The Bridgeport-Spaulding Community School District will provide its instructional staff training in the comprehensive use of the NWEA Assessment and assessment literacy including data use for instruction.
- F) The Bridgeport-Spaulding Community School District will provide its instructional staff training in the effective use of Professional Learning Communities, Instructional Learning Cycle and Collaborative Learning Cycle Processes.

10) The Bridgeport-Spaulding Community School District BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) The Bridgeport-Spaulding Community School Board will become familiar with the Partnership Agreement, including the benchmarks and goals of the Partnership Agreement, that the Martin G. Atkins Elementary staff has committed to implement and sustain.
- B) The Bridgeport-Spaulding Community School Board will review the Quarterly Data Reports and read the submitted administrative updates at the board meetings, which are based upon the defined benchmarks and goals.
- C) The Bridgeport-Spaulding Community School Board will strive to ensure that there are no barriers preventing the

Bridgeport-Spaulling Community School
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implementation of the plan.

D) The Bridgeport-Spaulling Community School Board will include the goals of the Partnership Agreement as part of the Annual Evaluation of the superintendent and district.

11) The Bridgeport-Spaulling Community School District SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

A) The Bridgeport-Spaulling Community School District Superintendent will work collaboratively with the building administration, which will include having monthly progress monitoring conversations, and report progress to the BOA at regular intervals.

B) The Bridgeport-Spaulling Community School District Superintendent will implement the MI Excel Blueprint for Rapid Turnaround, with fidelity.

C) The Bridgeport-Spaulling Community School District Superintendent will strive to ensure that there are no barriers preventing the implementation of the plan.

12) The Saginaw Intermediate School District ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS :

A) Format of Support

- a. Intervention Specialist and School Improvement Facilitators will be the primary point of contact between the district and the SISD based on available funds.
- b. Monthly meetings will occur between the SISD Instructional Team, Bridgeport-Spaulling Community School District central administration, and Martin G. Atkins Elementary School building administration. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine qualitative and quantitative data, and provide feedback.
- c. Martin G. Atkins Elementary School administration will participate in Instructional Rounds with the SISD

2. Based on available grant funding the following services can be provided:
 - a. Continuation of Professional Development for current initiatives in place.
 - i. This is inclusive to, Envision, CHAMPS, and MAISA Units
 - ii. A part-time literacy coach may be hired to assist grades 2-3.
 - iii. NWEA Coaching and support
 - b. Public Consulting Group Mentor Assigned to Martin G. Atkins Elementary School
 - i. Bi-Monthly PLCs, both face-to-face and virtual
 - ii. Monthly onsite one-to-one meetings
 - c. Intervention Specialist
 - i. Blueprint Implementation
 - ii. Monthly meetings with the Superintendent around the Partnership Agreement needs and Service Plan Implementation
 - iii. Monthly Meetings with the Principal around individual school needs and Partnership Agreement implementation
 - iv. Provide training aimed at improving the methodology of coaches currently funded by the district
 - v. Assistance with Progress Monitoring Requirements for Mi-Excel
 - d. School Improvement Facilitator
 - i. Examine and support implementation of best-practices and curriculum
 - ii. Provide training aimed at improving the methodology of coaches currently funded by the district
 - iii. Instructional coaching and support for each academic goal 12-20 days a month.
 - iv. Will complete compliance measures that support full utilization and monitoring of grant funds
3. MTSS Services
 - a. The SISD will take part in the implementation of the Early Warning System

- b. It is recommended that a team from Martin G. Atkins Elementary School attend MTSS Cohort II Training
- c. All MTSS Coordinators and Interventionist should attend the SISD MTSS Network Meetings

4. Data Support

- a. Will assist with data collection and analysis with content coaches
- b. In the event of a data warehouse being utilized, the SISD will assist
- c. Data agreement will be in place to share data between the two entities

5. Content Specialist

- a. Content Specialist at the SISD will be available for consultation and professional development as needed.
- b. All professional development options are available through the SISD Service Guide.

6. Culture and Climate

- a. Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with CHAMPS
- b. SWIS facilitation will be provided by the SISD
- c. PBIS support will be provided by the SISD
- d. Attendance Support will be provided by the Truancy/Pupil Accounting Coordinator at the SISD

13) MDE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

- A) The MDE Partnership Liaison will serve as primary point-of-contact for the MDE.
- B) The MDE Partnership Liaison will provide opportunities for support and resources to the district to help implement the partnership agreement, subject to the availability of funds (e.g., Algebra Nation and open source materials).
- C) The MDE Partnership Liaison will work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- D) The MDE Partnership Liaison will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.

- E) The MDE Partnership Liaison will work with the Superintendent and staff to identify barriers to the Partnership

Agreement and eliminate or minimize these barriers.

F) The MDE Partnership Liaison will facilitate discussions and meetings related to the Partnership Agreement when requested.

G) The MDE Partnership Liaison will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.

14) SRO ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

A) The SRO will be available to support the appropriate implementation of the Partnership Agreement and will be an active partner through the process.

15) BRIDGEPORT EDUCATION ASSOCIATION ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

A) *Bridgeport Education Association (BEA)* will support the implementation of the Educational Partnership Agreement.

16) BUDGET: Describe how existing and anticipated local, state, and federal funds will be used for staffing, programs, initiatives, and activities in order to meet the 18-month benchmarks and 36-month goals. Complete Attachment A, 36-Month Budget Overview.

Given a wide range of uncertainties in district funding, it is not possible to create a finalized 36-month budget. The Bridgeport-Spaulding Community School District will share 2017-18, 2018-19, 2019-20 budget information with appropriate partners as the budgets are designed and adjusted. The budgets that will be shared will include allocations for federal grants and other programs as made available. Once the planning process has been completed, resources will be aligned to address the needs identified and prioritized through the comprehensive needs assessment process and as outlined in the Partnership Agreement. Significant support will be provided to Martin G. Atkins Elementary School as appropriate. This support may include funding to implement curriculum components, academic intervention resources, professional development for staff, incentives for staff, assistance in securing human resources to provide support to the school staff, and assistance in eliminating barriers to the successful implementation of the Partnership Agreement.

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17) ADDITIONAL PARTNERS: The Bridgeport-Spaulding Community Schools, its local school board, the Saginaw Intermediate School District, the SRO, BEA, and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. The following entities have been identified and will serve as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

A) ***Saginaw Community Foundation***

Contingent upon available funding, the Saginaw Community Foundation will provide after school homework help and tutoring for students for 90-120 minutes 4 days per week.

B) ***Center for Success Network***

Will provide after school tutoring and mentoring for students for 90-120 minutes 4 days per week.

C) ***Creative Synergy***

Contingent upon available funding, this organization will provide services of a "PLC Coordinator" to assist staff in implementing productive PLCs and professional learning.

D) ***MI Excel Statewide Systems of Support***

Will provide systems-level work in in the Bridgeport-Spaulding Community schools with the goal of achieving dramatic improvement in student and teacher performance in a short amount of time. Much of the work will focus on fully implementing the MI Excel Blueprint for Rapid Turnaround.

E) ***Institute for Excellence in Education***

Contingent upon available funding, the Institute for Excellence in Education will provide services of a Numeracy Coach to support the staff in the implementation of the math curriculum.

Additional partners may be added at a later date after consultation with the Michigan Department of Education. Such additions will not require modifications to the Agreement.

18) PERIOD OF AGREEMENT: The Agreement shall commence on the date of the last signature affixed below, and expire after three academic years (2017-18, 2018-19, 2019-20). The Bridgeport-Spaulding Community School District or the Michigan Department of Education may terminate this Agreement earlier upon delivery of written notice at least 30 days in advance of the prospective termination date. Termination of this Agreement by either Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement.

This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement. If either Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Modifications shall be in writing and not be effective until duly authorized representatives of both Parties agree or consent in writing. If the Michigan Department of Education terminates this Agreement, it shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party.

19) NEXT LEVEL ACCOUNTABILITY MEASURES:

- A) If the district substantially fails to meet the 18-month benchmark(s), the signatories agree that the Bridgeport-Spaulding Community School District will:
 - 1. Work with partners to identify strengths and barriers in implementation
 - 2. Support the district to identify and provide resources and supports to ensure successful implementation moving forward.
 - 3. Work with partners to revise the Partnership Agreement, if needed.
 - 4. Increase involvement with the district to support implementation

- B) If the district substantially fails to meet the 18-month goal(s), the signatories agree that partners will review and address factors that may be adversely affecting plan implementation, and determine a pathway that is in the best interest of all students at Atkins Elementary which may include but not be limited to:
 - 1. Personnel Assignments
 - 2. Leadership Assignments
 - 3. Closure and Redesign Model
 - 4. Increased ISD Intervention

- C) If the district substantially fails to meet the 36-month benchmark(s), the signatories agree that BCBS will:
1. Work with partners to identify strengths and barriers in implementation.
 2. Support the district to identify and provide resources and supports to ensure successful implementation moving forward.
 3. Work with partners to revise the partnership agreement, if needed.
 4. Increase involvement with the district to support implementation.
- D) If the district substantially fails to meet the 36-month goal(s), the signatories agree that the district will review and address factors that may be adversely impacting plan implementation, which may include but not be limited to:
1. Personnel assignments
 2. Leadership assignments
 3. Closure and Redesign model
 4. Increased ISD intervention

Nothing in this Agreement shall prevent the district from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability.

- 20) CHECK-LIST OF ACTIONS:** The following actions will be completed by the Bridgeport Spaulding Community Schools Superintendent, the Board of Education, the Michigan Department of Education, and Partners as specified below
- a) By June 7, 2017, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document that delineates the tasks that will be done by year (including all deliverables), who is responsible for overseeing each task, and the deadline for completion.
 - b) By June 30, 2017, create a transition plan from the date of this Partnership Agreement to August 1, 2017 to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement.
 - c) By April 30, 2017, determine the monthly 2017-2018 meeting dates and locations for the Partnership Agreement partners (those who signed the Partnership Agreement) to monitor progress on the Partnership

- d) By April 30, determine the quarterly 2017-2018 meeting dates and locations for all Partnership Agreement partners. (see attachment B)
- e) By May 8, 2017, create a communication plan, to share the signed Partnership Agreement with partners, district staff, parents, students and community members.(see attachment C)
- f) By August 16, 2017 reassemble the Partnership Agreement Partners to discuss next steps once Partnership Agreement is signed.

21). FUTURE MEETING DATES: Bridgeport-Spaulding Community Schools and the Michigan Department of Education establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

Future meeting dates will be determined and established as the Partnership Agreement moves into implementation.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on this date:

Michigan Department of Education

Bridgeport-Spaulding Community Schools Superintendent

Name: _____ Name: _____

Signature: _____ Signature: _____

Title: _____ Title: _____

Date: _____ Date: _____

State Reform Office

Bridgeport-Spaulding Community School Board President/Designee

Name: _____ Name: _____

Signature: _____ Signature: _____

Title: _____ Title: _____

Date: _____ Date: _____

Saginaw Intermediate School District

Bridgeport Education Association (BEA)/Designee

Name: _____ Name: _____

Signature: _____ Signature: _____



Title: _____ Title: _____

Date: _____ Date: _____

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

NOTE: the budget overview is for planning purposes only. The terms of this Agreement **do not grant explicit advanced approval for expenditure of Federal funds**. Final approval of federal funding occurs in the Michigan Electronic Grants System Plus (MEGS+). Approval in MEGS+ is subject to applicable rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the implementation of activities in order to meet benchmarks and goals. **Inclusion of an item the budget overview does not guarantee it will be approved as a line item submitted in MEGS+.**

Use the supplied template on the following page to complete the budget overview.

Thirty Six Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	Academic Interventionists		NWEA Licenses	NWEA (Consultant Fee or Workshop Attendance)	MAISA Unit Resources	Technology- New Chromebooks and/or Laptops	
	PBIS Specialists		Compass Learning Licenses	Compass Learning (Consultant Fee)	enVision student consumables		
	Literacy Coach 4-5		AR Licenses	Guided Reading Groups (Consultant Fee or Workshop Attendance)	enVision resources		
	Director of Professional Learning		Numeracy Coach	MAISA Reading and Writing Units (Consultant Fee)			

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PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
	Aides		PLC Coordinator: 50% @\$54,000	enVision 2.0 (Consultant Fee)			
	K-3 Literacy Coach		GrapeSEED	After-school PD Attendance: (\$23.00 per teacher per hour) *NWEA *MiExcel *Compass Learning *Guided Reading Groups			
				Substitute Costs: (\$120 per sub) *NWEA *MiExcel *Compass Learning *Guided Reading Groups			
2							
3							
GRAND TOTAL							

ATTACHMENT B: Item #18 C - Partnership Agreement Meeting Schedule

2017-2018 Monthly Partner Meeting of Educational Partnership Agreement

Unless otherwise noted, all meetings will be held from 10:30-11:30, at Atkins Elementary

- August 16, 2017
- September 27, 2017
- **October 18, 2017 - Quarterly Meeting**
- November 29, 2017
- December 20, 2017
- **January 24, 2018 - Quarterly Meeting**
- February 28, 2018
- March 21, 2018
- **April 25, 2018 - Quarterly Meeting**
- May 30, 2018
- June 13, 2018

ATTACHMENT C: Item #18 E - Partnership Agreement Communication Plan (dates to share with stakeholders)

- Board - April 24 Committee of the Whole Meeting
- Staff - May 17, 2017 (District-wide staff Meetings) & August 28, 2017 (Opening Day)
- Parents - May 2017 (website; School Messenger to review) & September - TBD (Parent Orientation)
- Community - May 2017 (website)

**<Number- ex:1st> AMENDMENT
to the
Bridgeport-Spaulling Community School Partnership Agreement**

In accordance with section 18 of the Bridgeport-Spaulling Community School Partnership Agreement:

“If either Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Modifications shall be in writing and not be effective until duly authorized representatives of both Parties agree or consent in writing.”

All parties agree to the following:

- Amend section 4 THIRTY SIX MONTH BENCHMARKS TO BE MET BY Bridgeport-Spaulling Community by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

A) Goal 1: Through implementation of using research-based instructional strategies, increased use of progress monitoring and data analysis, and making data-driven instructional decisions based on NWEA Assessment Tools, there will be a minimum of a 3-5% increase per year in the percentage of students scoring “at or above proficient” by the 2020 MSTEP Assessment or any other state determined assessment in the area of mathematics for grades 3, 4, and 5. Table reflects a 3-5% increase:

	2016 M-STEP	2017-18	2018-19	Proposed 2020
Grade 3:	13.21%	16.21-18.21%	19.21-23.21%	22.21-28.21%
Grade 4:	8.16%	11.16-13.16%	14.16-18.16%	17.16-23.16%
Grade 5:	3.12%	6.12-8.12%	9.12-13.12%	12.12-18.12%

B) Goal 2: Through the use of research-based instructional strategies, increased use of progress monitoring and data analysis, and making data-driven instructional decisions based on NWEA Assessment Tools, there will be a minimum of a 3-5% increase per year in the percentage of students scoring “at or above proficient” by the 2020 MSTEP Assessment or any other state determined assessment in the area of English Language Arts for grades 3, 4, and 5. Table reflects a 3-5% increase:

	2016 M-STEP	2017-18	2018-19	Proposed 2020
Grade 3:	16.04%	19.04-21.04%	22.04-26.04%	25.04-31.04%
Grade 4:	11.22%	14.22-16.22%	17.22-21.22%	20.22-26.22%
Grade 5:	12.5%	15.5-17.5%	18.5-22.5%	21.5-27.5%

- Amend section 5 EIGHTEEN MONTH BENCHMARKS TO BE MET BY Bridgeport-Spaulding Community by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

- A) 18 Month Benchmark 1: Due to the NWEA testing cycles of fall, winter, spring: By spring 2018, 50% of all K-5 students will achieve their ~~projected~~ **RIT grade level benchmark** score in math.

NWEA **Math** - Percent of students at or above norm grade level mean RIT

	Fall 16-17	Winter 16-17	Spring 16-17
Grade 2	36%	24%	34%
Grade 3	9%	11%	9%
Grade 4	13%	11%	16%
Grade 5	9%	7%	16%

- B) 18 Month Benchmark 2: Due to the NWEA testing cycles of fall, winter, spring: By spring 2018, 50% of all K-5 students will achieve their ~~projected~~ **RIT grade level benchmark** score in ELA.

NWEA **Reading** - Percent of students at or above norm grade level mean RIT

	Fall 16-17	Winter 16-17	Spring 16-17
Grade 2	30%	15%	26%
Grade 3	17%	13%	16%
Grade 4	12%	21%	25%
Grade 5	14%	25%	24%

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

IN WITNESS WHEREOF, the Parties have caused this Amendment to the Agreement to be executed on this date:

**Bridgeport-Spaulding Community
School District**
Board of Education President

Name: *Low Dunge*

Date: 11-5-2018

**Bridgeport-Spaulding Community
School District**
Superintendent

Name: *Paul Whelan*

Date: 11-2-18

**Bridgeport Education Association (BEA)/
Designee**

Name: *Matt Smith*

Title: BEA President

Date: 11/1/2018

**Saginaw Intermediate School District
Superintendent**

Name: *[Signature]*

Date: 11-2-18

**Michigan Department of Education,
Interim Superintendent of Public Instruction**

Name: *Sheila Hill*

Date: 11-20-18

**Office of Partnership Districts
Director, SRO Officer**

Name: *[Signature]*

Date: 11-26-18

AMENDMENT 2 to the Bridgeport-Spaulling Community School Partnership Agreement

In accordance with section 2 of the Bridgeport-Spaulling Community School Partnership Agreement:

“At any time during the Working Partnership Agreement, mutually agreed upon modifications may be implemented by a signed written amendment to the agreement.”

In accordance with section 18 of the Bridgeport-Spaulling Community School Partnership Agreement:

“If either Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Modifications shall be in writing and not be effective until duly authorized representatives of both Parties agree or consent in writing.”

All parties agree to the following:

Amend Section 4, A-G by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows. The strikethrough language appears first followed by the amended language in bold:

Goal 1: Through implementation of using research-based instructional strategies, increased use of progress monitoring and data analysis, and making data-driven instructional decisions based on NWEA Assessment Tools, there will be a minimum of a 3-5% increase per year in the percentage of students scoring “at or above proficient” by the 2020 MSTEP Assessment or any other state determined assessment in the area of mathematics for grades 3, 4, and 5. Table reflects a 3-5% increase:

	2016 M-STEP	2017-18	2018-19	Proposed 2020
Grade 3:	13.21%	16.21-18.21%	19.21-23.21%	22.21-28.21%
Grade 4:	8.16%	11.16-13.16%	14.16-18.16%	17.16-23.16%
Grade 5:	3.12%	6.12-8.12%	9.12-13.12%	12.12-18.12%

Goal 2: Through the use of research-based instructional strategies, increased use of progress monitoring and data analysis, and making data-driven instructional decisions based on NWEA Assessment Tools, there will be a minimum of a 3-5% increase per year in the percentage of students scoring “at or above proficient” by the 2020 MSTEP Assessment or any other state determined assessment in the area of English Language Arts for grades 3, 4, and 5. Table reflects a 3-5% increase:

	2016 M-STEP	2017-18	2018-19	Proposed 2020
Grade 3:	16.4%	19.04-21.04%	22.04-26.04%	25.04-31.04%
Grade 4:	11.22%	14.22-16.22%	17.22-21.22%	20.22-26.22%
Grade 5:	12.5%	15.5-17.5%	18.5-22.5%	21.5-27.5%

Goal 3: In grade-level and after-school PLCs, 100% of K-5 staff will make data-driven instructional decisions for differentiated instruction based on the NWEA assessment data in the area of English Language Arts and mathematics. Implementation will reflect the use of NWEA Assessment Tools and progress monitoring.

Goal 4: The Bridgeport-Spaulling Community School District will increase teacher daily attendance rates at Martin-G. Atkins Elementary School and Thomas White Elementary School to 95% or higher by the end of the implementation of this plan.

Goal 5: The Bridgeport Spaulding Community School District, in conjunction with the Michigan Department of Education, the Saginaw ISD, the Bridgeport Education Association (BEA), and other relevant educational partners, will create and implement a Professional Development Calendar prior to the beginning of each school year that will:

1. Provide aligned training in ELA, Mathematics and Assessment Literacy for all K-5 teachers; and
2. Create a schedule that reduces the amount of lost instructional time for students due to teachers' absences; and
3. Adhere to this schedule that provides training for all K-5 teachers with all consultants, coaches and/or in and out of district training; and
4. Implementation of professional learning will be monitored through observations, walkthroughs and/or evaluations.

Goal 6: By the start of the 2017-2018 school year, the Bridgeport Spaulding Community School District, in collaboration with the Saginaw ISD Pupil Accounting Department, will fully investigate, design, and implement strategies to improve student daily attendance rates to 95% or higher for students in grades K-5. The district will effectively address students and families with chronic truancy concerns.

Goal 7: By the completion of the 2017-2018 school year, all K-5 staff in the Bridgeport Spaulding Community School District will increase the implementation percentage of the Positive Behavior Intervention and Support (PBIS) initiative. Implementation includes CHAMPS as the classroom management program and School Wide PBIS for all students in grades Kindergarten through 5th grade. Data will be included from the School Wide Intervention System (SWIS), Check In, Check Out (CICO) and Individual Student Information System (ISIS). The Bridgeport Spaulding Community School District will also identify specific criteria for sustaining a culture and climate of positive behavior intervention and support for all teachers in grades Kindergarten through 5th grade after a three-year period to continue implementation of these criteria with fidelity.

The Bridgeport Spaulding Community School District identifies the NWEA and the MSTEP as two assessments used to determine progress toward meeting the district's identified goals for student achievement. The term RIT associated with NWEA refers to the Rasch Unit scale.

- A) Increase Spring 2020 FAY (Full Academic Year) NWEA Math RIT Benchmark Level by 6-10% for each Grade 1-5 cohort from the Spring 2018 RIT Benchmark Level (Spring 2018, Spring 2019, Spring 2020):**
- Goal 1: Grade 1 - 23% Kindergarten Spring 2019 RIT (baseline percentage)
 - Goal 2: Grade 2 - 26% Kindergarten Spring 2018 RIT (baseline percentage)
 - Goal 3: Grade 3 - 14% 1st Grade Spring 2018 RIT (baseline percentage)
 - Goal 4: Grade 4 - 7% 2nd Grade Spring 2018 RIT (baseline percentage)
 - Goal 5: Grade 5 - 16% 3rd Grade Spring 2018 RIT (baseline percentage)
- B) Increase Spring 2020 FAY (Full Academic Year) NWEA Reading RIT Benchmark Level by 6-10% for each Grade 1-5 cohort from the Spring 2018 RIT proficiency level (Spring 2018, Spring 2019, Spring 2020):**
- Goal 6: Grade 1 - 23% Kindergarten Spring 2019 RIT (baseline percentage)
 - Goal 7: Grade 2 - 18% Kindergarten Spring 2018 RIT (baseline percentage)
 - Goal 8: Grade 3 - 21% 1st Grade Spring 2018 RIT (baseline percentage)
 - Goal 9: Grade 4 - 20% 2nd Grade Spring 2018 RIT (baseline percentage)
 - Goal 10: Grade 5 - 33% 3rd Grade Spring 2018 RIT (baseline percentage)
- C) Increase 2020 FAY (Full Academic Year) Math MSTEP proficiency by 2-5% per year from Spring 2016 proficiency level at each grade level:**
- Goal 11: Math Grade 3 - 13.2% (2016 – baseline percentage)
 - Goal 12: Math Grade 4 - 8.2% (2016 – baseline percentage)
 - Goal 13: Math Grade 5 - <5% (2016 – baseline percentage)
- D) Increase 2020 FAY (Full Academic Year) Math MSTEP proficiency by 2-5% per year from the Spring 2016 proficiency level at each grade level:**

- Goal 14: ELA Grade 3 - 16% (2016 – baseline percentage)
- Goal 15: ELA Grade 4 - 11.2% (2016 – baseline percentage)
- Goal 16: ELA Grade 5 - 12.5% (2016 – baseline percentage)

- E) Goal 17: Install the Tactical Strategic Capacity Building Floor of the MI Excel Blueprint Talent Management District System to the Tenant level as measured by MI Excel Blueprint Assessment Tools.
- F) Goal 18: Install the Instructional Improvement Network Floor of the MI Excel Blueprint Instructional Infrastructure District System to the Tenant level as measured by MI Excel Blueprint Assessment Tools.
- G) Goal 19: Install the System of Network Delivery Floor of the MI Excel Blueprint Intense Student Support District System to the Tenant level as measured by MI Excel Blueprint Assessment Tools.
- H) Goal 20: Install the Monitoring of the MI Excel Blueprint Instructional Leadership Routines to the Tenant level as measured by MI Excel Blueprint Assessment Tools.
- I) Goal 21: Install the Collegial Reflective Practices of the MI Excel Blueprint Teacher Collaborative Routines to the Tenant level as measured by MI Excel Blueprint Assessment Tools.

Amend Section 5, A and B by striking through the language to be changed and adding new language in bold. The strikethrough language appears first followed by the amended language in bold. The statement(s) should read as follows. :

~~A) 18 Month Benchmark 1: Due to the NWEA testing cycles of fall, winter, spring: By spring 2018, 50% of all K-5 students will achieve their projected RIT grade level benchmark score in math.~~

~~NWEA Math – Percent of students at or above norm grade level mean RIT~~

	Fall 16-17	Winter 16-17	Spring 16-17
Grade 2	36%	24%	34%
Grade 3	9%	11%	9%
Grade 4	13%	11%	16%
Grade 5	9%	7%	16%

~~B) 18 Month Benchmark 2: Due to the NWEA testing cycles of fall, winter, spring: By spring 2018, 50% of all K-5 students will achieve their projected RIT grade level benchmark score in ELA.~~

~~NWEA Reading – Percent of students at or above norm grade level mean RIT~~

	Fall 16-17	Winter 16-17	Spring 16-17
Grade 2	30%	15%	26%
Grade 3	17%	13%	16%
Grade 4	12%	21%	25%
Grade 5	14%	25%	24%

A) Increase Spring 2019 FAY NWEA Math RIT Benchmark Level by 3-5% for each Grade 1-5 cohort from the Spring 2018 RIT Benchmark Level:

1. 18-Month Benchmark 1: Grade 1 - 23% Kindergarten Spring 2018 RIT (baseline)
2. 18-Month Benchmark 2: Grade 2 - 26% 1st Grade Spring 2018 RIT (baseline)
3. 18-Month Benchmark 3: Grade 3 - 14% 2nd Grade Spring 2018 RIT (baseline)
4. 18-Month Benchmark 4: Grade 4 - 7% 3rd Grade Spring 2018 RIT (baseline)
5. 18-Month Benchmark 5: Grade 5 - 16% 4th Grade Spring 2018 RIT (baseline)

B) Increase Spring 2019 FAY NWEA Reading RIT Benchmark Level by 3-5% for each Grade 1-5 cohort Spring 2018 proficiency level:

- 6. 18-Month Benchmark 6: Grade 1 - 23% Kindergarten Spring 2018 RIT (baseline)**
- 7. 18-Month Benchmark 7: Grade 2 - 18% 1st Grade Spring 2018 RIT (baseline)**
- 8. 18-Month Benchmark 8: Grade 3 - 21% 2nd Grade Spring 2018 RIT (baseline percentage)**
- 9. 18-Month Benchmark 9: Grade 4 - 20% 3rd Grade Spring 2018 RIT (baseline percentage)**
- 10. 18-Month Benchmark 10: Grade 5 - 33% 4th Grade Spring 2018 RIT (baseline percentage)**

Amend Section 5, C - G by striking through the language to be changed and adding new language in bold. The strikethrough language appears first followed by the amended language in bold. The statement(s) should read as follows:

C) 18 Month Benchmark ~~3~~**11**: To show an increase in teacher attendance and outreach to all students, the Bridgeport Spaulding will document: 1) Attendance and participation in grade level PLCs, after school PLCs and/or in or out of district training (NWEA) via sign in sheets, minutes and agendas. 2) Submitted lesson plans to administration will reflect adjusting instruction, determining instructional strategies, such as Guided Reading Groups and reteaching standards based on the CLC data. 3) The use of ILC data reflect the effectiveness of the data-driven instructional decisions made regarding their strategies and lesson plans.

(K-5 instructional staff will utilize NWEA tools and resources to make data-driven instructional decisions by monitoring student growth through reports such as the Learning Continuum, Projected Proficiency Summary Report, Student Growth Summary Report and the Achievement Status and Summary Report. Data analysis of student growth reports, NWEA based and/or formative assessments, will be conducted through the monthly PLCs. Staff will participate in the CLC and ILC Processes to determine the effectiveness of the designated instructional strategies implemented. Staff will also create and analyze formative assessments to identify differentiated instruction necessary to increase student growth and proficiency in partially proficient students.

D) 18 Month Benchmark ~~4~~**12**: By the beginning of the 2017-2018 school year, the Bridgeport-Spaulding Community School District will investigate the implementation of an incentive program, based upon available funding, to increase teacher attendance for all K-5 instructional staff, which will include staff meetings and participation in required meetings such as, but not limited to: grade level PLCs, after school PLC's, ILCs and CLCs.

E) 18 Month Benchmark ~~5~~**13**: By the beginning of the 2017-2018 school year, the Bridgeport-Spaulding Community School District will have implemented a Professional Development Calendar for the instructional staff in grades K-5. Criteria may include an adjusted master calendar, after school training two times per month, early release days or a late start, while attempting to minimize loss of instructional time due to a teacher's absence.

F) 18 Month Benchmark ~~6~~**14**: By fall 2017, the Bridgeport-Spaulding Community School District will have investigated, designed, and implemented strategies and specific procedures to increase its daily K-5 student attendance rate from 92% to 95% by the end of the 2017-2018 school year.

G) 18 Month Benchmark ~~7~~**15**: By the completion of the 2017-2018 school year, all instructional staff in grades Kindergarten through 5th grade will increase the implementation percentage of the Positive Behavior Intervention and Support (PBIS) initiative from 36% to 67%.

By the completion of the 2018-2019 school year, all instructional staff in grades Kindergarten through 5th grade will increase the implementation percentage of PBIS from 67% to 80% based on MiData-MIBLSI. Implementation includes data from the SW Tiered Fidelity Inventory of Tier I, Tier II and Tier III. The Bridgeport-Spaulding Community School District will also identify specific criteria for sustaining a culture and climate of positive behavior intervention and support for all K-5 teachers after a three-year period to continue implementation of these criteria with fidelity.

Amend Section 5, H and I by striking through the language to be changed and adding new language in bold. The strikethrough language appears first followed by the amended language in bold. The statement(s) should read as follows:

~~H) 18-Month Benchmark 8: By the completion of the 2017-2018 school year, the Bridgeport Spaulding Community School District will identify specific criteria for purposeful and effective instructional rounds through collaboration and professional learning provided by the Saginaw ISD. Instructional feedback and observational data will be reviewed and provided by teaching peers in a timely manner to support staff in increasing their knowledge and skills to increase academic achievement in students. The Bridgeport Spaulding Community School District will also identify specific criteria for sustaining a culture of purposeful and effective instructional rounds for all K-5 teachers after a three-year period to continue implementation of these criteria with fidelity.~~

~~I) 18-Month Benchmark 9: By the completion of the 2017-2018 school year, the Bridgeport Spaulding Community School District will identify specific criteria for purposeful and effective walkthroughs or classroom observations and educator evaluations by administration through collaboration and professional learning provided by the Saginaw ISD. Administration will increase the amount of weekly classroom walkthroughs or observations conducted to include each teacher at least once bi-weekly.~~

~~The Administration will provide instructional feedback and observational data to staff in a timely manner to support staff in increasing their knowledge and skills to increase academic achievement in students. The Bridgeport Spaulding Community School District will also identify specific criteria for sustaining a culture of purposeful and effective observations and walkthroughs and educator evaluations for all instructional staff in grades Kindergarten through 5th grade after a three-year period to continue implementation of these criteria with fidelity.~~

H) 18-Month Benchmark 16: Install the Strategic Placement and Evaluation Floors of the MI Excel Blueprint Talent Management District System to the Mechanical and Mezzanine levels respectively as measured by MI Excel Blueprint Assessment Tools.

I) 18-Month Benchmark 17: Install the Curriculum and Assessment of the MI Excel Blueprint Instructional Infrastructure District System to the lobby level as measured by MI Excel Blueprint Assessment Tools.

J) 18-Month Benchmark 18: Install the Social Emotional, Health and Nutritional Needs of the MI Excel Blueprint Intense Student Support District System to the Mezzanine level as measured by MI Excel Blueprint Assessment Tools.

K) 18-Month Benchmark 19: Install the Building Level Processes and Coaching of the MI Excel Blueprint Instructional Leadership Routines to the Mezzanine level MI Excel Blueprint as measured by MI Excel Blueprint Assessment Tools.

L) 18-Month Benchmark 20: Install the Instructional Design and Delivery and Deepening Knowledge of Student Learning of the MI Excel Blueprint Teacher Collaborative Routines to the Mezzanine level as measured by MI Excel Blueprint Assessment Tools.

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

IN WITNESS WHEREOF, the Parties have caused this Amendment to the Agreement to be executed on this date. New signatures by all partners is necessary.

**Bridgeport-Spaulling Community
School District
Board of Education President**

Name: [Signature]

Date: June 11, 2019

**Bridgeport-Spaulling Community
School District
Superintendent**

Name: [Signature]

Date: 6-11-19

**Bridgeport Education Association (BEA)/
Designee**

Name: [Signature]

Title: BEA VP

Date: 6-11-19

**Saginaw Intermediate School District
Superintendent**

Name: [Signature]

Date: 6-12-19

**Michigan Department of Education,
Interim Superintendent of Public Instruction**

Name: _____

Date: _____

**Office of Partnership Districts
Director, SRO-Officer**

Name: [Signature]

Date: 6.14.19

**ADDENDUM TO BRIDGEPORT-SPAULDING COMMUNITY SCHOOL DISTRICT'S
PARTNERSHIP AGREEMENT**
June 2020

As the result of Bridgeport-Spauldning Community School District being Off-Track at the 18-month and 24-month Review of Goal Attainment, all parties agree to extend the Bridgeport-Spauldning Community School District's Partnership Agreement through December 2021.

IN WITNESS WHEREOF, the Parties have caused this Addendum to Bridgeport-Spauldning Community School District's Partnership Agreement to be executed on this date:

**Bridgeport-Spauldning Community
School District
Superintendent**

Name: *Mark A. Shelton*
Date: *6-19-2020*

**Bridgeport-Spauldning Community
School District
President, Board of Education**

Name: *[Signature]*
Date: *6-22-2020*

**Bridgeport Education Association (BEA)/
Designee**

Name: *Michelle Smith*
Date: *6-19-2020*

**Saginaw Intermediate School District
Superintendent**

Name: *Jeppay Collier*
Date: *9/15/20*

**Michigan Department of Education,
Superintendent of Public Instruction**

Name: *Michael Skie*
Date: *09/21/2020*

**Office of Partnership Districts
Director**

Name: *William Pearson*
Date: *09/16/2020*