PARTNERSHIP AGREEMENT
for the
SCHOOL DISTRICT OF THE CITY OF PONTIAC

This Partnership Agreement (**Agreement**) is entered into by and among the School District of the City of Pontiac, a Michigan general powers public school district (**School District**), Oakland Schools Intermediate School District, a Michigan intermediate school district (**Oakland Schools**), the State School Reform Office (SRO) and the Michigan Department of Education (**MDE**) as of April 28, 2017.

PREMISES

WHEREAS, the parties to this Agreement all desire to improve the educational experience and success of each student enrolled in one of the schools identified on **Exhibit A** to this Agreement (**Partnership Schools**);

WHEREAS, the School District is currently operating under a Consent Agreement with the Michigan Department of Treasury dated as of September 18, 2013 (**Consent Agreement**), authorized by the Local Financial Stability and Choice Act, Act 436, Public Acts of Michigan, 2012, as amended;

WHEREAS, the Consent Agreement includes an Educational Plan approved by the State Superintendent that is intended to provide a framework to support efforts of teaching and learning in the School District during the implementation of the terms of the Consent Agreement to ensure the fiscal viability of the School District (**Educational Plan**);

WHEREAS, pursuant to the requirements of Section 1 and Schedule A of the Consent Agreement, the School District entered into an Alternate Service Provider Agreement with Oakland Schools dated October 28, 2013 (**ASPA**), as the same may be amended from time to time, under which Oakland Schools is providing various business, accounting, budgeting and other management and administrative services to assist the School District in addressing its financial emergency and implementation of the terms of the Consent Agreement;

WHEREAS, pursuant to Section 1.1 of the Consent Agreement the School District and Oakland Schools entered into an Intergovernmental Agreement for Turn-Around Services dated December 7, 2016 (**Turn-Around Services Agreement**) to provide services to assist the School District with the implementation, assessment and monitoring of the School District's Blueprint for Turnaround (**Blueprint for Turnaround**).;

WHEREAS, pursuant to Section 1.1 of the Consent Agreement the School District and Oakland Schools also entered into an Intergovernmental Agreement for Truancy District Services, dated July 1, 2017 (**Truancy Services Agreement**) to provide truancy support services to the School District;

WHEREAS, through the implementation of the above-referenced agreements and other efforts including but not limited to the work with Oakland University, the Ministerial Alliance of Pontiac, General Motors and the Institute for Research and Reform in Education, the School District is experiencing increasing success in its efforts to improve the educational experience and success of its students, including students enrolled in the Partnership Schools;

WHEREAS, State Superintendent Brian Whiston announced that the State of Michigan would offer the District's two Priority Schools an opportunity to avoid school closure or the appointment of a Chief Executive Officer by the SRO through this Partnership Agreement, pursuant to which the State of Michigan, MDE, and SRO will request funds from the legislature to provide some support to the District with resources to improve academic growth and proficiency rates in these two (2) priority schools for up to thirty-six (36) months.

WHEREAS, MDE has offered to enter into this Agreement with the School District and Oakland Schools to further facilitate the achievement of the purposes and goals of this Agreement, create greater stability and local control in the School District, and to avoid the threat of action by the **SRO** under Section 1280c of the Revised School Code (**School Code**);

WHEREAS, the School District intends to engage with multiple other partners, including universities, unions and business and community leaders, in its efforts to achieve the purposes and goals of this Agreement;

WHEREAS, it is the intent of the School District and Oakland Schools to continue and build on the current turnaround efforts being implemented under the Consent Agreement, the ASPA, the Turnaround Services Agreement, the Blueprint for Turnaround and the Truancy Services Agreement; and it is not the intent of the School District or Oakland Schools to modify or change the terms of any of the above-referenced agreements by virtue of their engagement in this Partnership Agreement; and

WHEREAS, the School District will work with the Michigan Department of Treasury to amend the Educational Plan of the School District under the Consent Agreement for the Partnership Schools under the terms of the Consent Agreement;

WHEREAS, MDE is committed to collaborate with the School District in various ways, including, but not limited to: (i) providing waivers of certain reporting requirements; (ii) providing flexibility in the use of resources; (iii) identifying and providing additional resources in support of the goals of this Agreement; and (iv) engaging other State departments and social service agencies to provide support to Partnership School students and their families and identify, address and reduce the external barriers to consistent attendance in school;

WHEREAS, the Pontiac School District is committed to the installation of the Blueprint for Turnaround as adopted in January 2016. The district is scheduled to complete the Mezzanine

Level by/or before June of 2018, the Residential Level by/or before June of 2019 and to continue in sustainability from June 2019 and beyond; and

WHEREAS, based on the foregoing, the School District, Oakland Schools and MDE desire to enter into this Agreement.

THEREFORE, the parties agree as follows:

1. Goals; School District Responsibilities

In adopting the following goals, the parties intend to establish and implement a process, the phases of which will identify and support a deeper understanding of the challenges, strengths and opportunities for each Partnership School, engage the staff, families, students and partners of each Partnership School, develop recommendations, identify supports and engage additional partners for the implementation of those recommendations, and determine the data to be collected and analyzed for growth measures to be adopted in later phases of the partnership. The goals outlined herein are in addition to the framework set forth in the District's Blueprint Acceleration Plan, attached hereto as Exhibit H.

(a) ***Partnership Implementation and Accountability Team Profile Review for each Partnership School***

Completion Date: **For School District Partnership Schools: June 30, 2017**

The School District shall, review with the Partnership Implementation and Accountability Team, a profile for each Partnership School in the form attached at **Exhibit B**. Each profile shall include any or all of the data points and factors identified on **Exhibit C** and may include recommendations as described in **Exhibit D**. Concurrently with the development of the profile for each Partnership School, the School District will confirm the School District's expectations for all of its schools as a reference for the recommendations and strategies developed for each Partnership School as outlined in **Exhibit G.** The primary goals, benchmarks and targets of Exhibit G are as follows:

Goal 1: The School District will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings.

Benchmark:

18 Month (November 2018): *All components of the Blueprint Talent Management will be installed with monitoring processes in place utilizing the Blueprint Talent Management Assessment Tool.*

Target:

2-year target - Staff Retention (85% of teachers will be retained)

3-year target - Staff Retention (90% of teachers will be retained)

GOAL 2: The district will install the Instructional Infrastructure system of the Blueprint to ensure that high quality curriculum, assessment and instructional practices are occurring within every building.

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Instructional Infrastructure System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

Target:

2-year Growth target –

Pontiac High School- On average, "full year" students will attain 1.2 years worth of growth on the NWEA math and reading

Whitman Elementary- On average, "full year" students will attain 1.5 years worth of growth on the NWEA math and reading

2-year Proficiency target –

Pontiac High School- 41% of "full year" students' will be "at or above grade level norm" on the NWEA Reading assessment

Pontiac High School- 28% of "full year" students' will be "at or above grade level norm" on the NWEA Math assessment

Whitman Elementary- 32% of "full year" students' will be "at or above grade level norm" on the NWEA Reading assessment

Whitman Elementary- 25% of "full year" students' will be "at or above grade level norm" on the NWEA Math assessment

3-year Growth target –

Pontiac High School- On average, "full year" students will attain 1.2 years worth of growth on the NWEA math and reading

Whitman Elementary- On average, "full year" students will attain 1.5 years worth of growth on the NWEA math and reading

3-year Proficiency target –

Pontiac High School- 46% of "full year" students' will be "at or above grade level norm" on the NWEA Reading assessment

Pontiac High School- 33% of "full year" students' will be "at or above grade level norm" on the NWEA Math assessment

Whitman Elementary- 37% of "full year" students' will be "at or above grade level norm" on the NWEA Reading assessment

Whitman Elementary- 30% of "full year" students' will be "at or above grade level

norm" on the NWEA Math assessment

GOAL 3: The School District will install the Student Support Network system of the Blueprint to ensure that all students have access to necessary Social, Emotional, Nutritional and Health supports that allow access to learning.

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Intense Student Support Network System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

Target:

2-year target - Student Attendance will be at 90%

2-year target- The percent of students who meet positive behavior expectations will increase to 90%(no office referrals).

3-year target - Student Attendance will be at 95%

3-year target-The percent of students who meet positive behavior expectations will increase to 95%(no office referrals)

(b) ***Conduct a Deep Review and Discussion at Each Partnership School with School Stakeholders***

Completion Date: **December 15, 2017**

Using the profiles developed in (a), the School District and the Partnership Implementation and Accountability Team will engage in a deep review and discussion of the current practices, strategies and conditions at each Partnership School, including staff, students, families and partners to gain a fuller understanding of the root causes of student performance at Partnership Schools as well as the opportunities for improvement and addressing the root causes of existing performance and barriers to improvement. This phase will also include a review of the provisions and effectiveness of the existing ≠ plan for each Partnership School and an analysis of the degree to which District-wide curriculum, assessments and best practices, including the use of teacher planning teams to evaluate student data and instructional practices have been adopted and implemented at each Partnership School. The review will determine, among other things, whether areas within the plan as described in exhibit G requires any modifications by the partners

(c) ***Refine Recommendations and Strategies for Each Partnership School***

Completion Date: **March 30th, 2018**

Based on the Partnership School Profiles developed in (a), and the review, findings and discussions in (b), the School District, in concert with the building staff and other partners, will refine recommendations and strategies, as outlined in **Exhibit G,** for each Partnership School.

Newly proposed recommendations and strategies may include, but are not limited to those described on **Exhibit D**, and shall continue to include at least one growth goal and at least one proficiency goal for each Partnership School. Such growth and proficiency goals are not required to be tied to a statewide assessment but may be based on another assessment selected by the School District. The recommendations and strategies must be consistent with the terms of the Consent Agreement. Recommendations may include the continuation or adjustment of strategies and practices already in use at the Partnership School. Recommended strategies will be prioritized for implementation based on the anticipated greatest impact for the students in that school. Strategies may be implemented concurrently. In this phase the parties shall also identify any additional resources, waivers or flexibility which will be needed to implement each strategy and the provider of such resources, whether monetary or in kind. The initial monetary or in kind resources required to implement the recommendations and strategies as well as any waiver and flexibility requirements are identified in **Exhibit E.** As part of this phase, the School District shall also identify a process working through the Implementation and Accountability Team established pursuant to Paragraph 4 for making adjustments to strategies based on experience, circumstances, available resources and for progressive interventions in the event adopted strategies do not demonstrate the expected improvement by agreed upon deadlines. The School District, Oakland Schools and MDE agree if necessary to work cooperatively to resolve any potential inconsistencies between the recommendations and strategies and the Consent Agreement.

(d) ***Identify and Engage Additional Partners***

Completion Date: **April 30, 2018 and Ongoing**

Beginning no later than the date on which recommendations and strategies have been developed and adopted for each Partnership School, the School District will identify and engage additional partners and the role to be performed by each. Partners will not solely be research oriented but will actively engage with the School District in creating improved opportunities for School District students enrolled in Partnership Schools. An initial list of partners who will work with and support all or individual Partnership Schools is attached at **Exhibit F.** Some partners may be engaged only for specific phases of the development and implementation of the goals of this Agreement or for the development and implementation of the specific recommendations and strategies for individual Partnership Schools. As recommendations and strategies are informed or adjusted, relationships with individual partners may also be reevaluated and new partners may be added or substituted for others.

(e) ***Implement Recommendations and Strategies [Ongoing]***

The implementation of recommendations and strategies identified and agreed to in earlier phases shall be ongoing, subject to adjustment and review as provided in subparagraph (c) above and paragraph 4 below.

The initial and ongoing implementation of the recommendations and strategies under this Agreement are contingent on the School District's ability to pay the costs of implementation within the constraints of its annual budget.

(f) ***Review of Benchmark outcomes as described in Exhibit G or updated document identified through earlier phases.***

Completion Date: **November 1, 2018 [18 months]**

In this phase, the School District, working with Oakland Schools and other partners shall determine progress towards Benchmark outcomes. The Partnership Implementation and Accountability Team shall engage in dialogue around Benchmark progress to determine shifts that might need to occur in the Partnership Agreement based. Given progress information, methodologies and the data to be developed or tracked for evaluating effectiveness of strategies and to measure student growth at each Partnership School for the following 12 months**.**

(g) ***PSD Board of Education***

Subject to the Consent Agreement, the Board of Education of ***the School District,*** shall retain responsibility for approving or modifying recommendations made by the Superintendent, including the goals, budget and progressive intervention measures developed pursuant to this Agreement. The Board of Education will align the District's budget to support the implementation of this Agreement. The Superintendent shall report regularly to the Board on the status of implementation of this Agreement.

2. Oakland Schools' Responsibilities

Oakland Schools will continue to support the School District's efforts by:

(a) Supporting the collection and analysis of data;

(b) Identifying curriculum options;

(c) Providing training and ideas to support strategies;

(d) Facilitating building level discussions as requested by the School District;

(e) Identifying potential partners and resources;

(f) Providing sample evaluation tools and suggesting strategic adjustments for consideration by the School District; and

(g) Other supports which may be requested by the School District and are agreed to by both the School District and Oakland Schools.

3. **SRO Responsibilities**

SRO agrees to take the following action(s):

(a) Support the Partnership Agreement

(b) Release the District from PERIS Reporting Requirements

4. **MDE Responsibilities**

MDE will support the School District by:

(a) Identifying and providing or facilitating the provision of State, federal and other resources which may help the School District implement strategies for each Partnership School, including supports for families of Partnership School students;

(b) Working with the School District and Oakland Schools to identify reporting requirements which may be eliminated or waived or flexibility in the use of resources to allow Partnership Schools to focus on implementing goals and strategies developed pursuant to this Agreement;

(c) Helping the School District and Oakland Schools cultivate a stable environment for Partnership School students and families to reduce and minimize the barriers to consistent school attendance;

(d) Periodically reviewing the School District's progress in implementing the goals of this Agreement at agreed-upon intervals and collaborating in adjustments to the School District's strategies as experience and circumstances depart from expectations.

(e) Within 3 business days of the execution of this Agreement, MDE will inform all School District parents about the Partnership Agreement and encourage their future support of the School District.

(f) The MDE Superintendent will designate a Partnership Liaison, who will serve as primary point-of-contact for MDE, and will perform the following functions:

- Work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.

- Garner additional support from key MDE personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.

- Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.

- Facilitate discussions and meetings related to the Partnership Agreement.

- Participate in regular check-ins with partners to discuss Partnership Agreement process.

- Support and encourage district use of the online math program Algebra Nation for schools listed in the Partnership Agreement; Algebra Nation is currently financially supported through the Michigan Legislature.

- Provide technical assistance to support the successful implementation of Partnership Agreement goals.

- Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.

- Will serve as the MDE representative on the Partnership Implementation & Accountability team and will include other MDE staff as needed based upon the finalized Partnership Agreement goals.

The initial supports to be provided by MDE are identified in **Exhibit E**.

5. Partnership Implementation and Accountability Team

(a) The parties shall establish a Partnership Implementation and Accountability Team (the **Implementation Team**) which shall be comprised of the following members:

- The School District Superintendent;
- Two members of the School District's Board of Education selected by the School District's Board of Education;
- Three MDE representatives designated by the State Superintendent of Public Instruction;
- The Oakland Schools Superintendent or designee;
- Up to six School District staff members appointed by the School District Superintendent; and
- Two additional members appointed by the School District's Superintendent who may represent the community, be local officials or be affiliated with one of the School District's partners.

(b) The Implementation Team shall meet at least every month for the purpose of:

(i) reviewing the progress of the School District and the Partnership Schools toward accomplishing the goals identified in Section 1,

(ii) analyzing or identifying obstacles impeding progress toward achieving those goals or the implementation of recommendations and strategies, and developing solutions to address any such obstacles;

(iii) making recommendations for the adjustment in any goals, recommendations or strategies for consideration by the School District's Board of Education, or any individual Partnership School, as appropriate;

(iv) developing a process for and identifying and recommending progressive interventions in the event adopted strategies for a Partnership School do not demonstrate the expected improvement by agreed upon deadlines; and

(v) Reviewing and recommending an annual budget, the resources required and who will provide the resources for the implementation of this Agreement.

The Implementation team shall also facilitate the resolution of any disputes among the parties to this Agreement.

6. Replacing the Education Plan of the Consent Agreement

School District and MDE mutually agree that this Partnership Agreement supersedes and replaces the Education Plan of the September 18, 2013, Consent Agreement, set forth at Schedule B thereof, and otherwise relieves the School District from any and all accountability pursuant to the Educational Plan of said Consent Agreement.

7. Term of Agreement

Except as otherwise provided herein, the term of this Agreement shall commence on May 1, 2017, and shall end on June 30, 2020, unless extended by mutual agreement of the parties. This Agreement may terminate upon notice by the School District to the other parties without penalty. During the term of this Agreement, neither MDE nor the SRO shall take any action to close any Partnership School or apply or enforce any other remedy under Section 1280c of the Revised School Code. Either Oakland Schools or MDE may terminate its participation in this Agreement at any time by agreement with the School District. Once a separation agreement, as contemplated by the immediately preceding sentence, is entered into, the termination of Oakland Schools' or MDE's participation in this Agreement shall not cease earlier than thirty (30) days from the date of execution of the separation agreement.

The State Superintendent may declare a default of this Agreement if any of the following conditions occur: the 18 month goals are not achieved and the School District does not substantially comply with the Progressive Interventions under Section 7 of this Agreement; the 36 month goals are not achieved and the School District does not substantially comply with the Progressive Interventions under Section 7 of this Agreement ; and/or the Superintendent or Board of Education fail to substantially comply with the Progressive Interventions under Section 7 of this

Agreement. The State Superintendent shall consult with the State Treasurer should a default of this Agreement occur, as defined above, to determine whether or not such a default constitutes a default under the Consent Agreement.

8. **Progressive Intervention; Cure**

Failure by a Partnership School to achieve one or more school-specific goals or to meet the deadlines contained in this Agreement shall not constitute a default under or result in termination of this Agreement. Instead, if the Partnership School misses a deadline or a goal by a significant margin, the School District, and the Partnership School and its partners, with the support of Oakland Schools and MDE, shall evaluate the degree and underlying causes of the shortfall, and working with the Implementation and Accountability Team, shall implement one or more of the following curative actions for that Partnership School as they deem appropriate:

(a) Reduce the level of autonomy granted to the Partnership School;
(b) Revise or otherwise change the strategies for achieving the goals for the Partnership School, which may include identifying new or additional partners for the school;
(c) Increase the involvement of Oakland Schools in the operation of the Partnership School;
(d) Adopt a new or amend the Reform/Redesign model for that Partnership School; or
(e) Consolidate or otherwise reconfigure the Partnership School.

The Implementation Team shall recommend new deadlines for implementation and evaluation of the success of any curative actions which are adopted for the Partnership School. If the curative actions are not successful, then the process shall be repeated with an increasing level of intervention.

9. Additional Schools

The parties agree that other School District schools may be added and become Partnership Schools subject to this Agreement upon the request of the School District, and with MDE's approval. At the time any additional schools become subject to this Agreement the timeframes and deadlines which apply to the original Partnership Schools shall apply prospectively to the added schools as if this Agreement had become effective on the date they are added.

10. Amendments

This Agreement shall not be modified, altered or amended except by written agreement duly executed by, School District, Oakland Schools and MDE in accordance with the terms hereof.

11. Severability

If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable only in part or degree will remain in full force and effect to the extent not held invalid or unenforceable.

12. Waiver

No party may waive any condition, promise, obligation or requirement applicable to any other party hereunder, unless such waiver is in writing signed by an authorized representative of such party and expressly stated to constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation or requirement in any past or future instance. No failure by a party to insist upon strict performance of any covenant, agreement, term, or condition of this Agreement, shall constitute a waiver of any such covenant, agreement, term or condition.

13. Captions

The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge or describe the scope or intent of this Agreement nor in any way shall affect this Agreement or the construction of any provision hereof.

14. Governing Law

This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.

15. Successors and Assigns

The covenants, conditions and agreements in this Agreement shall be binding upon and inure to the benefit of each party, their respective legal representatives, successors and assigns.

16. No Indemnification

There shall be no indemnification of either party by the other as regards to liabilities arising out of the functions covered by this Agreement. All parties shall be responsible for their own liabilities and defense as determined by law.

17. Notices

Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by facsimile transmission, courier delivery service or by mail, and shall become effective: (a) on delivery if given in person; (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods

or by courier delivery service; or (c) four business days after being deposited in the mails, with proper postage for first-class registered or certified mail, prepaid.

Until notified in writing by the appropriate party of a change to a different address, notices shall be addressed as follows:

(i) if to the School District:

School District of the City of Pontiac
O'Dell Nails Administration Building
47200 Woodward Avenue
Pontiac, Michigan 48342
Attn: Superintendent

(ii) if to Oakland Schools:

Oakland Schools
2111 Pontiac Lake Road
Waterford Township, Michigan 48328
Attn: Superintendent

(iii) if to Michigan Department of Education:

Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, Michigan 48909
Attn: State Superintendent

(iv) **If to the School Reform Office**

State School Reform/Redesign Office
Department of Technology Management and Budget
111 South Capital Avenue
Lansing, MI 48909
Attn: School Reform Officer

18. Invalidity of any Provision

The invalidity of any article, section, subsection, clause or provision of this Agreement shall not affect the validity of the remaining sections, subsections, clauses or provisions hereof which remain valid and be enforced to the fullest extent permitted by law.

19. Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all such counterparts shall together constitute one and the same instrument.

20. Entire Agreement

This Agreement, including the exhibits hereto (which are incorporated herein by reference), embodies the entire Agreement and understanding between the parties as to the matters addressed in this Agreement and supersedes all prior agreements and understandings relating to the subject matter hereof.

In consideration for the foregoing mutual agreements, this Agreement has been executed by each party by its duly authorized representative, as of the date hereinabove written.

SCHOOL DISTRICT OF THE CITY OF PONTIAC

By: _____

Its: _____

OAKLAND SCHOOLS INTERMEDIATE SCHOOL DISTRICT

By: _____

Its: _____

MICHIGAN DEPARTMENT OF EDUCATION

By: _____

Its: _____

STATE SCHOOL REFORM OFFICE

By: _____
Natasha Baker
State School Reform Officer

EXHIBIT LIST

Exhibit A	Partnership Schools
Exhibit B	Template for Partnership School Profile
Exhibit C	Examples of Data and Other Factors to be Included in Each Profile
Exhibit D	Types of Recommendations Which Might Be Adopted for a Partnership School
Exhibit E	Waivers; Flexibility; Resources
Exhibit F	Partners
Exhibit G	Pontiac Strategic Improvement – Completed Actions To Date
Exhibit H	Blueprint Acceleration Plan

Exhibit A
Partnership Schools

Pontiac High School
Whitman Elementary School

Exhibit B
Template for Partnership School Profile

INTRODUCTION TO EACH BUILDING

DEMOGRAPHIC

Student:

Narrative:
Data:

Staff:

Narrative:
Data:

Community:

Narrative:
Data:

FINANCIAL

Narrative:

ACHIEVEMENT

Narrative:
Data:

PROCESS

Curriculum, Instruction and Assessment Narrative:

Multi-Tiered System of Support Narrative:

Performance Management System Narrative:

Perception Data

Students

Narrative:
Data:

Staff

Narrative:
Data:

Community and Parents

Narrative:
Data:

Other Factors

Facilities Narrative:
Financial Narrative (include Transportation)

Exhibit C
Examples of Data and Other Factors to be Included in Each Profile

Demographic	Achievement	Process	Perception	Other Factors
Student Data: ● Student Sub-groups (inclusive of homeless) ● Enrollment ● Grad/Drop-out Rate ● Transiency ● Non-English speaking household ● Discipline referrals/Suspension ● Attendance/absenteeism ● Mental/Social Health Staff Data: ● Years experience ● Vacancies ● Retention Rate ● # of long-term subs ● Professional learning hours ● Class Size Community Data: ● Crime ● Poverty ● Housing ● Property Tax ● Business ● Education ● Income	Test Data ● NWEA (math and Literacy grades 2-11) ● Fountas and Pinnell ● SAT ● Student Growth Data ● Graduation Rate ● College Acceptance ● M-Step	Curriculum, Instructional and Assessment Audit ● guaranteed and viable curriculum ● Instructional Practices ● Assessment System Multi-Tiered System of Support Performance Management System Professional Learning ● Common Planning Time ● Staff Clock Hours and credits earned ● Professional learning offered Instructional Resource Audit School Systems Review Blueprint Process Tools	Student Survey of Culture and Climate Staff Survey of Culture and Climate Community and Parent Survey	Facilities ● Age and condition of facilities including structural components Transportation ● Age and condition of transportation and student access Financial

Exhibit D

Types of Recommendations Which Might Be Adopted for a Partnership School

- Guaranteed and viable curriculum – assure that an appropriate curriculum is in place, that resources (textbooks, etc..) are available to teachers to deliver the curriculum, and that instruction on the curriculum is actually happening in classrooms
- Assessment program – assure that an assessment program is in place that will provide school staff the data they need to make changes where needed in instruction
- Performance Management System - assure that a system is in place that gives actionable data to students, teachers, building leaders and central office personnel
- Professional Learning- assure time for teachers to meet and discuss instructional practices and student assessment data and that this is occurring with fidelity
- Professional Learning - assure that professional learning opportunities are available for teachers to implement the curriculum and assessment systems
- Staffing - assure that staff is available to provide proper instruction, leadership and student support.
- Leadership - assure that leaders have the necessary competencies for leading significant instructional change; possibly change leadership
- Continuous Improvement Process- assure that systems are in place at the school level for continuous improvement and that those are aligned with systems at the district level.
- Intense Student Support Network- assure that systems are in place that attend to the social, emotional, mental and physical health needs of students.
- Academic Support System - assure that systems are in place to provide additional support for students who are struggling academically.
- Parent-Student Connections - assure that processes are in place to keep parents connected to the schools and provide parents the necessary resources to help their children attend and succeed in school.
- Early Childhood Systems - assure that GSRP reaches as many Pontiac students as possible and that there is strong alignment from Pre-K to early elementary.
- Community Engagement System - ensuring that partnerships with community are developed to best support the needs of students

Exhibit E
Waivers; Flexibility; Resources
[To the extent permitted under State law and grant restrictions]

Resources (Subject to funding)

- MIExcel Blueprint Team will provide training, a Blueprint audit and systems specific support for any recommendations that come from the audit
- Provide funding to increase rate of pay for subs to ensure that teachers are able to be released to receive necessary coaching and professional learning
- Fund retention rewards for teachers that have stayed for more than 2 years
- Financial support through the Regional Assistance Grant for IRRE engagement, curricular benchmarking and rigorous professional learning at the middle school and high school level
- MDE Staff to perform instructional resource audit
- Funding to ensure availability of necessary instructional resources ((ie books to support readers workshop, classroom libraries, graphing calculators, etc.)
- Funding for Adaptive Schools Training through Regional Assistance Grant
- Full time math and literacy coaches for every building
- Instructional coach that supports teachers in working with English Learners
- Funding for Tiered level teachers and resources for English Language Development and Sheltered Content classes
- Support (financial) for intense intervention program in every elementary building
- Support (financial) for AARI at the secondary level
- Funding for Newcomer center teacher and interactive software
- Funding for Math Recovery or other math intervention program for 1st graders in year 1 and subsequent grades in years 2 and 3
- Provide/ensure that school health services are in every building
- Funding for attendance family advocate position for each building

Waivers

- Waiver for the extra five student days of the year and replace them with teacher days for planning around student data and professional learning to support student needs **or** provide additional funding to secure five extra professional learning days with teachers

Flexibility

- Flexibility in the number of required reports
  - MDE-Office of Professional Preparation will support district in:
    - Providing Leniency on Teacher certification requirements to fully staff buildings in difficult to fill vacancies
    - Add math and science teachers as well as administrators to the critical shortage list so that retirees can be brought in to work in vacancies
    - Facilitate partnership with universities to allow student teachers to work in vacancies and in place of para-pro's.

Exhibit F
Partners

Oakland University
Oakland Community College
Institute for Research and Reform in Education
Pontiac Ministerial Alliance
General Motors (Powertrain Student Corp)
Woodside
Ascend Foundation
DHS
THAW
New Mount Moriarty Church
Assistance League of SE Michigan
Men of Presence
Newman Church
Trinity Missionary Baptist Church
Project Excel
Zeta Phi Beta
Woodside Church
Christ Child

Exhibit G

Pontiac Strategic Improvement - Completed Actions To Date

2013-2014	2014-2015	2015-2016	2016-2017
Consent Agreement Established Completed Action Items: ● Began working on business objectives to regain revenue, sell assets and bargain contracts that would reduce deficit ● Launch of 1-to-1 blended learning initiative ● Introduces project based learning focus ● Aligned reform plans and school improvement plans to support consent agreement.	Completed Action Items: ● New Asst. Superintendent was hired. ● Vision for Establishment of a District curriculum team to support the work necessary to improve student achievement. Literacy supervisor hired in the Spring of 2015. ● During this transition time, connected with historical knowledge of the work that had been done to date ● Supported the individual buildings to continue to live into their reform plans. (Work completed was primarily building specific to their reform plans.) ● Adoption of NWEA	**Adoption of Blueprint** Completed Action Items: ● District Curriculum Team - added Mathematics supervisor and Assessment supervisor in the fall. ● Communicated a new vision for the future of the Pontiac School District. This vision includes: ● a foundation of collegiality and collaboration ● an enhanced practice of engaging stakeholders in establishing systems that support the rapid acceleration of student achievement **<u>Blueprint:</u>** Blueprint is assisting the district developing pre-requisite systems of: ● Communication,	**School-wide Consolidation IGA** **District Acceleration Plan** Completed Action Items: **<u>Instructional Infrastructure</u>**- Assessment: ● Development of common assessments that will assist in supporting conversations about student progress. ● Adoption of Illuminate Data Warehouse and Assessment system ● Engaging IRRE to assist in developing components of the Instructional Infrastructure within the High School **<u>Acceleration Plan and IGA–</u>** In an effort to increase the rate of turnaround the district requested that the MIExcel team conduct a

2013-2014	2014-2015	2015-2016	2016-2017
		● Problem solving and ● Performance Management that will serve as the "way Pontiac does business". These systems will support the future work of the district in structuring Talent Management, Instructional Infrastructure, Impactful Learning-focused Leadership, and Intense Student Support. Additionally the system will also support the work of buildings in being able to Leverage District Resources, and establishing both Instructional Leadership and Teacher Collaboration Routines. **<u>Instructional Infrastructure</u>**- Curriculum ● Purchase of and alignment of existing resources to ensure all teachers have materials necessary to	review and develop an acceleration plan in partnership with Oakland Schools. *See Acceleration Plan for further details– available upon request.

2013-2014	2014-2015	2015-2016	2016-2017
		implement the Michigan Academic Standards. ● District specific Atlas MAISA Unit curriculum aligned to resource expectations ● Professional Learning for all teachers specific to the grade appropriate resources and connections to the curriculum (F&P, Readers Workshop, The new Every Day Math, Connected Math, Big Ideas Math, ELA MAISA) Additionally job-embedded weekly coaching is provided to support implementation. Instruction- ● Coaches support instructional moves during weekly coaching sessions. ● Building and District Administrators have been working with Leadership Consultant to support	

2013-2014	2014-2015	2015-2016	2016-2017
		Instructional Leaders through instructional rounds. Assessment- ● Focus on instructional learning cycles, including, extensive training provided through MIExcel that included both Pontiac and OS staff ● Establishment of consistent short-cycle assessment based on the learning needs of students.	

Results:

School Year	Fund Balance
2015-16	-25,085,066
2014-15	-33,438,425
2013-14	-39,077,647
2012-13	-51,677,552

TTB Percentile	2013-14	2015-16	Change
Overall PSD	---	---	---
PHS	0th	3rd	3 ↗
PMS	7th	5th	2 ↘
Alcott	2nd	13th	11 ↗
Herrington	3rd	9th	6 ↗
Owen	2nd	12th	10 ↗
Rogers	8th	20th	12 ↗
WHRC	1st	4th	3 ↗

PSD NWEA Winter 2017 Results
Math

MATH	Winter 2016	Winter 2017	Change	Fall-to-Winter RIT Growth 2016	Fall-to-Winter RIT Growth 2017	Change
Overall Grades 2-10	199	200.5	1.5	3.6	4.9	1.3
Grade 2	172.6	173.2	0.6	8.8	9.8	1
Grade 3	185.9	186	0.1	6.2	6.4	0.2
Grade 4	193.9	198.4	4.5	5.1	7.6	2.5
Grade 5	197.3	202.3	5	2.7	5.7	3
Grade 6	202.8	204.1	1.3	2.5	3.8	1.3
Grade 7	205.7	209.1	3.4	2.2	3.2	1
Grade 8	209.6	210.5	0.9	2.3	1.7	-0.6
Grade 9	214	212.6	-1.4	1.1	1.7	0.6
Grade 10	214.8	216.2	1.4	0.7	2.1	1.4

PSD NWEA Winter 2017 Results
Reading

READING	Winter 2016	Winter 2017	Change	Fall-to-Winter RIT Growth 2016	Fall-to-Winter RIT Growth 2017	Change
Overall Grades 2-10	193.5	195.6	2.1	4	4.7	0.7
Grade 2	168.4	180	11.6	9.7	7.3	-2.4
Grade 3	181.2	191.7	10.5	6.4	5.3	-1.1
Grade 4	189.2	195.6	6.4	4.6	5.1	0.5
Grade 5	193	199.3	6.3	4.1	5.2	1.1
Grade 6	199	205.9	6.9	2.7	4	1.3
Grade 7	198	210.4	12.4	1.3	3.4	2.1
Grade 8	205.5	211.9	6.4	2.3	3.7	1.4
Grade 9	208.7	209.9	1.2	0.6	2.5	1.9
Grade 10	206.3	210.4	4.1	1.4	4	2.6

2017-2020 Partnership Action Plan

All Goals are established to be in alignment with the District Improvement Plan (available upon request)
*****Some items in the plan contingent on MDE support***

Goal 1: The district will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings.
This is in alignment with the District Improvement Goal-
The district will develop, implement, monitor and evaluate systems to support student learning.

Analysis of Relevant Data to Support this Goal
Our data indicates the need for the blueprint to be utilized to systematize talent management at scale throughout the district. With 2 administrative vacancies and 24 teaching vacancies the data supports this initiative. We have continually experienced challenges with teacher retention throughout the year. Some of these challenges include the inability of the district to pay teachers wages aligned with surrounding districts. Due to this circumstance, once we hire teachers, they continue to look for teaching opportunities in higher paying school districts and leave at various times throughout the year. Given the current condition in the state of Michigan and the low number of students entering the workforce job opportunities are more frequently opening at non-standard points of the year.

Challenges:
- Staff Turnover due to inability to pay adequate wage
- Reduction in amount of time teachers can put into quality planning or training due to necessity to work 2nd job
- Inability to adequately support growing number of Limited English Proficient (LEP) students due to minimal support from Title III resources. A minimum increase in the current hourly rate of for Bilingual Language Tutors is needed to retain highly qualified tutor staff.
- Inability to adequately support the proportionally large number of Special Education students due to lack of funding causing the District to have a low number of special education staff (instructional, para-professionals & teacher-assistants)
- Inability to put adequate staffing supports in place for students of poverty to ensure barriers to achievement are removed that might improve attendance, reduce behavior issues, reduce number of health issues

- Inability to provide adequate substitute teacher coverage

Benchmark:
18 Month (November 2018): *All components of the Blueprint Talent Management will be installed with monitoring processes in place utilizing the Blueprint Talent Management Assessment Tool.*

2-year target - Staff Retention (85% of teachers will be retained)
3-year target - Staff Retention (90% of teachers will be retained**)**

Blueprint Talent Management Component	MDE supports	OS supports
Recruitment, Hiring, and Assignment : **Install 2016-2017** -The district will identify, retain, and recruit Central Office Leaders, Building Leaders and Teachers who personify the Turnaround Competencies identified in the Blueprint for rapid turnaround Evaluation: **Install 2017-2018** -The Pontiac School District will utilize the Danielson Framework for Teaching for teacher evaluation and School Advance for administrator evaluation -Based on Turnaround competencies, principals will be assigned to the appropriate position, including as a classroom teacher or other appropriate district role per the administrator contract (see Article 9, Section B on Individual Contracts). Retention and Removal:	-MDE-OPP will support district in providing Leniency on Teacher certification requirements to fully staff buildings in difficult to fill vacancies -Add math and science teachers as well as administrators to the critical shortage list so that retirees can be brought in to work in vacancies -Facilitate partnership with university to allow student teachers to work in vacancies and in place of para-pro's. -Additional funding to support teaching salaries to compete with other districts. -Additional funding to support district systems and training of building leaders and mentor teachers to mentor and retain student teachers (for eventual employment.) -Teacher Attendance Incentives by quarter or semester -Provide funding to increase rate of pay for subs to ensure that teachers are able to be released to receive necessary coaching/PL -Fund Retention rewards for teachers that have stayed for more than 2 years	-OS lead liaison to support all Blueprint Installation aspects -OS Educator Evaluation Consultants will provide information and connect district to resources -OS Human Resource Department will provide consultation and support whenever necessary -OS consultants will co-develop an on-site teacher leadership program -OS Consultants will provide leadership opportunities, where appropriate, on projects they are working on -OU will provide professional learning opportunities as requested by the district

Blueprint Talent Management Component	MDE supports	OS supports
Install 2018-2019 -The district will develop appropriate marketing tools that reflect both the context of the district and the district's commitment to turnaround using the installation of the Blueprint as the means of reconfiguring district systems to support teaching and learning. -The District will provide opportunities for leadership via teacher leadership academies, Professional Learning Community facilitation and Professional Development facilitation to interested teachers. The District will also support these teachers in their quest for Professional Learning opportunities to develop their craft.		

GOAL 2: The district will install the Instructional Infrastructure system of the Blueprint to ensure that high quality curriculum, assessment and instructional practices are occurring within every building.
This is in alignment with the District Improvement Goal-
The district will develop, implement, monitor and evaluate instructional reform strategies that will increase student learning

Analysis of Relevant Data to Support this Goal

Per our analysis of our NWEA data and monitoring academics in the dashboard, the district has seen an increase in reading and math. However, we realize the gap in reading and math exists between the state average and where Pontiac students are, thus centering our focus in these two areas as our sense of urgency.

Target:

2-year growth target –

Pontiac High School- On average, "full year" students will attain 1.2 years worth of growth on the NWEA math and reading

Whitman Elementary- On average, “full year” students will attain 1.5 years worth of growth on the NWEA math and reading

2-year proficiency target –

Pontiac High School- 52% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment
Whitman Elementary- 17% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment

3-year growth target –

Pontiac High School- On average, “full year” students will attain 1.2 years worth of growth on the NWEA math and reading
Whitman Elementary- On average, “full year” students will attain 1.5 years worth of growth on the NWEA math and reading

3-year proficiency target –

Pontiac High School- 55% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment
Whitman Elementary- 22% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment

Challenges:

- Inadequate teacher wages result in requiring secondary income, limiting time and opportunity for planning, professional learning and after school collaboration.
- Limited staff access to aligned new and current curricular resources due to outstanding unpaid debt.
- Inability to provide adequate substitute teacher coverage causing teachers to miss valuable learning opportunities

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Instructional Infrastructure System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

2-year growth target - Students NWEA growth target in math will increase to 20%
2-year proficiency target -Students NWEA proficiency target in reading will increase to 28%

3-year growth target - Students NWEA growth target in math will increase to 25%
3-year proficiency target-Students NWEA proficiency target in reading will increase to 33%

Blueprint Instructional Infrastructure Component	**MDE supports**	**OS supports**
<u>Vision of High Quality Subject Specific Instruction</u> -District will ensure all meetings, professional learning, and data conversations are centered around the Visions of High Quality Subject specific Instruction by ensuring that the documents are present at all sessions and agendas are aligned to the documents. -Professional Learning on Curriculum and Instruction Benchmarking to increase Engagement, Alignment, Rigor -Professional learning on aligning instructional practices to the Vision for HQ Instruction -Professional Learning on Engagement Strategies -Professional Learning on practices that engage students at the DOK 3 and 4 level utilizing practices such as Project-based Learning -SIOP Training for each Building **(ELL Instructional Strategy)** -Explicit Instruction Training for Each Building **(Special Education Instructional Strategy)** <u>Curriculum and Assessment</u> -Improve core instruction through utilization of grade specific instructional practices and assessment tools within the MTSS structure. Core Content Area Teachers and Intervention Specialists will support students with "on-time" instruction within the MTSS structure. Intervention Teachers and Intervention Specialists support skill development and the closing of achievement gaps within the MTSS structure.	-Financial support for IRRE Engagement, Curricular Benchmarking and Rigor professional learning and support through the Regional Assistance Grant or other means - extending support to Whitman Elementary as well. -Reduce student days to 175 for the year and provide 5 teacher days for planning around student data and PL to support student needs **or** provide additional funding to secure 5 extra PL days with teachers -Support for Spanish Learning classes for all staff -Full time math and literacy coaches for every building -Full time math and literacy interventionists for every building -Staff to perform resource audit -Funding to ensure availability of necessary resources ((ie books to support readers workshop, classroom libraries, graphing calculators, etc.) -Instructional coach that supports teachers in working with ELL's (K-12) -Instructional coach that supports teachers in working with Special Education Students - Assist with finding other opportunities to support Dual enrollment or early college -Reduction in required State Assessments or providing a Benchmarking/State Assessment system that would allow district to no longer use NWEA -Reduce the state reporting assessment requirements. (i.e. NWEA -11th grade from 3 times a year to 2 times a year)	-Core subject area consultants will align all work with district to the Vision of High Quality Subject Specific Instruction -OS Subject Area consultant to provide curricular and instructional support in each subject area -OS will co-learn Engagement, Curricular Benchmarking and Rigor to provide aligned support -OS will provide SIOP trainers -Staff ELL training for emerging through ELL 4 classes(Additional staff needed) (9-12) -OS MTSS team will work with District Leadership to solidify MTSS Structure -OS MI-Star consultant will assist in capturing all Tiered level of supports -Core Subject area consultants will collaborate with district and building level leads to support curriculum work. -Atlas Rubicon Consultants will support district in their process - Continue to look for opportunities to find additional student slots in the Career and Technical Education Program -Assessment consultants will support

Blueprint Instructional Infrastructure Component	MDE supports	OS supports
Tier I ****Curriculum Alignment and benchmarking to be focus for 2017-2018** --Curriculum Resource Audit will occur to Determine availability of necessary student/teacher instructional resources -Strengthen Core Instructional Practices by ensuring alignment of curricular practices at all grade levels with District Adopted Curriculum -The Atlas Rubicon Curriculum Mapping System will be utilized to house our guaranteed and viable curriculum , pacing guides and common assessments. -Teachers will ensure instructional practices are aligned to Visions for High Quality Subject Specific Instruction in curricular delivery -Teachers will focus on instructional strategies that support higher levels of engagement, inclusive for strategies that focus on supporting ELL's (K-12) and Special Education Students. -Continued use of the 150 Career and Technical Education available to the district. -Per the Pontiac budget availability the district will continue to allocate $100,000 for the purpose of Dual Enrollment ****Balanced Assessment System to be focus for 2018-2019** - Teachers will utilize a District outlined Balanced assessment system to make instructional and programmatic decisions. -Professional learning on Formative, Benchmarking, and Summative Assessment practices	- Funding for Tiered level teachers and resources for English Language Development and Sheltered Content classes (9-12) -Support (financial) for intense intervention program in every elementary building -Support (financial) for AARI at the secondary level -Funding for Math Intervention Teachers -Funding for Newcomer center teacher and interactive software (9-12) -Funding for Saturday and after-school programs for intense tutorial sessions Funding for Adaptive Schools Training through Regional Assistance Grant -Funding for Instructional Coaches	district in developing a balanced assessment system with Illuminate integration -Project-based learning consultant will support teachers in integrating PBL. -ESL consultant will provide support to develop structured supports for all EL students (K-12) -AARI consultant will support teachers within that program -ESL consultant will support district in establishing Newcomer center (9-12) -Math consultant will provide support within that program -OS team will co-learn Adaptive Schools Strategies to provide aligned support -OS consultants will support coaches to establish common practices district-wide -Atlas Rubicon Consultants will support district in their process -OS will provide teacher leadership programming -OS consultants will support Collaborative Inquiry process

Blueprint Instructional Infrastructure Component	MDE supports	OS supports
****Pedagogies for Deeper Learning to be focus for 2019-2020** -Intentional focus for all teachers to strengthen Practices around attending to rigor -Teachers will incorporate Project Based Learning when applicable to instructional content ***Tier II*** Students identified through Student Identification process will be provided on-time support through the use of: **Install 2017-2018** -NWEA Skills Navigator. -Identified Differentiated Support Periods scheduled (ie advisory period, acceleration period, intercession) -Transitions Algebra Course -English Language Development classes for Secondary (9-12) -Sheltered content Classes for Secondary (9-12) **Install 2018-2019** -Benchmark activities developed by Core Content Area Teachers, Intervention Teachers and Intervention Specialists. ****Tier III*** Students identified through the *Getting Ready* Student Identification process will be provided support through the use of Intervention Teachers and Intervention Specialists to support skill development and the closing of achievement gaps **Install 2017-2018** -Intensive Elementary Reading Intervention Program - Adolescent Accelerated Reading Initiative (AARI) at the		

Blueprint Instructional Infrastructure Component	MDE supports	OS supports
secondary level -Newcomer center for Secondary (9-12) **Install 2018-2019** -Intensive Math Intervention Program Instructional Improvement Network **Install 2018-2019** -Professional Learning on Adaptive Schools -Each building will utilize Instructional Coaches to support teachers in core content areas. -District and building level support teams developed to support instructional staff and students with increasing academic achievement. -The Atlas Rubicon Curriculum Mapping System will be utilized to allow cross-district collaborative planning and sharing. -Develop leadership among staff in preparation to facilitate district, grade level band Professional Development and Professional Learning Communities -Staff will become proficient in inquiry based instruction via curriculum review and adjustments, instruction review during PLC's, planning collaboratively with teachers and academic coaching support, and the use of discourse -Implement PLCs utilizing the Problem Solving Protocol to discuss instructional strategies, perform data analysis, develop data collection plans, and create data based instruction action plans.		

GOAL 3 : The district will install the Student Support Network system of the Blueprint to ensure that all students have access to necessary Social, Emotional, Nutritional and Health supports that allow access to learning.

This is in alignment with the District Improvement Goal-
The District will establish academically and socially supportive learning environments and increase student growth by decreasing classroom and school distractions.

Analysis of Relevant Data to Support this Goal

The data indicates the need for a comprehensive support network to address the needs of the whole child.
Administrative time spent on behavior management exceeds instructional leadership time that essential to impacting student achievement. The data also indicates the need for the district to establish programs and processes district wide to support students as we have a disproportionate number who experience trauma on a regular basis and these issues become part of the learning environment with staff that have limited training to assess and assist the student in the appropriate manner. Students and staff could benefit from additional support staff to lead the training and provide the necessary resources. Student suspensions, time out of school, repeat offenses may be reduced with more support staff.

Challenges:

- Due to lack of funding, inability to put adequate supports in place for students of poverty to ensure barriers to achievement are removed that might improve attendance, reduce behavior issues, reduce number of health issues
- Inability to provide adequate substitute teacher coverage causing teachers to miss valuable learning opportunities

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Intense Student Support Network System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

2-year target - Student Attendance will be at 90%
2-year target- The percent of students who meet positive behavior expectations will increase to 90%(no office referrals).

3-year target - Student Attendance will be at 95%
3-year target-The percent of students who meet positive behavior expectations will increase to 95%(no office referrals).

Blueprint Student Support Component	MDE supports	OS supports
Student Support Network Vision **Install 2016-2017** -District will ensure all meetings, professional learning, and data conversations concerning non-academic student outcomes are centered around the Student Support Network Vision by ensuring that the vision is present at all sessions and agendas are aligned to the documents.		-OS Supervisor team will participate in SSN and work collaboratively with the Superintendent to support Student Support Network Vision
Social, Emotional, Health **Install 2016-2017** -District will continue to articulate and align processes to the Social, Emotional, Health Planning tool. -Positive Behavior Intervention Supports will implemented and monitored at scale to assist with decreasing office discipline referrals as well as suspension and expulsions.	-Provide/ensure that school health services are in every building. Restore teen health centers at both secondary schools with nursing staff at both centers.	-OS Social, Emotional, and Health consultants will provide support as needed
Network Delivery System -Improve system in which students receive support to ensure that all students are provided necessary services. ***Tier I*** -Professional learning on aligning classroom practices to the Student Support Network Vision -Teachers will ensure practices are aligned to Student Support Network Vision -Teachers will focus on social-emotional and culturally responsive teaching practices, as well as elements of Pastoral Care. -Professional Learning on New Practices in supporting students of Poverty	-Funding for MTSS staff training for all staff -Funding for attendance family advocate position for each building	-OS SSN Supervisor team will coordinate OS services to design of PSD services -OS MI-Star consultant will assist in capturing all Tiered level of supports

Blueprint Student Support Component	MDE supports	OS supports
-Professional Learning will be provided to support existing PBIS structures including around social-emotional learning (RULER) and culturally responsive teaching practices ***<u>Tier II</u>*** Students identified through Student Identification process will be provided on-time support through the use of Intervention Teachers,-Homeless -homeless liaison will work with students, families and community agencies to ensure students are being provided with supports per the McKinney Vento Act ***<u>Tier III</u>*** Students identified through the *Getting Ready* Student Identification process will be provided support through the use of Intervention Teachers, Family Advocate and Intervention Specialists for families of English Learner students. (K-12) -Homeless -homeless liaison will work with students, families and community agencies to ensure students are being provided with supports per the McKinney Vento Act	-Behavior Interventionist to have caseloads on students who are Tier II and Tier III students -Specific point persons from community agencies assigned to the building for student and parent resources (i.e. Easter Seals, Common Ground, Oakland Family Services)	

EXHIBIT H

BLUEPRINT ACCELERATION PLAN