

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

Partnership District	Great Lakes Academy
Partnership Agreement	March 2018
Amendment 1	November 26, 2018
Amendment 2	August 26, 2019
Amendment 3	

Partnership Agreement for Public School Academies July 2018

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on <date> between the Michigan Department of Education (MDE), the State School Reform/ Redesign Officer (SRO), the Eastern Michigan University and:

Great Lakes Academy
46312 Woodward Avenue
Pontiac, MI 48342
Philip Yaccick, Principal/Chief Administrative Officer
Sandra L. Rolle, Academy Board President
Eastern Michigan University, Authorizing Agent

(Each a "Party," collectively "the Parties").

The above-named Parties agree that upon the commencement date of this Agreement, they shall be deemed to have mutually agreed upon goals and outcomes for the Academy. The agreed upon goals and outcomes set forth in this Agreement shall be consistent with the educational goals and outcomes set forth in the Academy's charter contract, which includes all charter contract amendments, issued to the Academy by the Authorizer (collectively the "Contract"). Contract goals will be amended to align to Partnership goals with the partnership goals superseding contract goals during this agreement. The partnership agreement will be between the MDE and the Public School Academy board.

The purposes, terms and conditions of this Agreement are as follows:

- 1) PURPOSE OF THIS AGREEMENT:** The Parties enter into this Agreement with the purpose of working collaboratively in setting -[18]month benchmarks and [36] month outcome goals for the Academy with the intent to significantly increase student achievement in the Academy school(s) named in this Agreement; and to determine the next level of accountability if the [18]-month benchmark(s) or [36]month goal(s) set forth in this Agreement are not be met by the Academy.

Michigan Law requires the Superintendent of Public Instruction (State Superintendent) to publish a list identifying the public schools in the State that MDE has determined to be among the lowest achieving 5% of all public schools in the State. The Academy school(s) subject to this Agreement are either identified as Comprehensive Support and Improvement (CSI) Schools or are electively added to this agreement per the request of <PUBLIC SCHOOL ACADEMY BOARD>. 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 school. The SRO is executing its statutory responsibilities defined in MCL 380.1280c by assigning the oversight of the Academy school(s) named in this agreement to the Michigan Department of Education (MDE) for the duration of this agreement, pending the Next Levels of Accountability (NLA) defined in Paragraph 20 do not require implementation as defined therein. This partnership agreement will further facilitate the achievement of that purpose, create greater stability,

maintain school governance at the Academy, and avoid the threat of action by the SRO under Section 1280c.

Likewise, the Code requires that the Academy operate pursuant to the Contract issued by the Authorizer. The Code defines the Contract as the executive act taken by the Authorizer evidencing the authorization of the Academy and establishes, subject to the constitutional powers of the State Board of Education and applicable law, the written instrument executed by the Authorizer conferring certain rights, franchises, privileges, and obligations on the Academy and confirms the status of the Academy as a public school in this State. The Contracts contains specific requirements for the Academy to operate as a public school, including the educational goals and programs for the school, the curricula and methods of pupil assessment (collectively "Educational Program"). The Academy is required to implement the Educational Program identified in the Contract. The updated goals and benchmarks set forth in this contract shall be consistent with the newly identified Educational Program agreed upon in the partnership agreement. The Code provides that Authorizer is responsible for overseeing compliance by the Academy's Board of Directors with the Contract and applicable law, but this responsibility does not relieve any other government entity of its own enforcement or supervisory responsibility.

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at Great Lakes Academy for its/their academic improvement.

- 2) TERMS AND CONDITIONS:** The Great Lakes Academy Board of Directors retains control of the school named in this Agreement. The Parties will provide mutually agreed upon support to the Academy to meet the benchmarks and goals defined below.
- 3) SCHOOLS SUPPORTED BY THIS AGREEMENT:**
 - A) Great Lakes Academy
- 4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY Great Lakes Academy:**
 - A) Goal 1 [18] Month interim Benchmark 1: Great Lakes Academy will increase student performance on Math MSTEP by 7% during the 2018-2019 school year
 - B) Goal 2 [18] Month interim Benchmark 2: Great Lakes Academy will increase student performance on ELA MSTEP by 7% during the 2018-2019 school year.
 - C) Goal 3 [18] Month interim Benchmark 3: Great Lakes Academy will increase student progress on Math and ELA MSTEP by 7% during the 2018-2019 school year
- 5) THIRTY-SIX MONTH GOALS TO BE MET BY Great Lakes Academy:**

- A) Goal 1 [36] Month interim Benchmark 1: Great Lakes Academy will increase student performance on Math MSTEP by an additional 7% during the 2019-2020 school year
- B) Goal 2 [36] Month interim Benchmark 2: Great Lakes Academy will increase student performance on ELA MSTEP by an additional 7% 2019-2020 school year.
- C) Goal 3 [36] Month interim Benchmark 3: Great Lakes Academy will increase student progress on Math and ELA MSTEP by an additional 7% 2019-2020 school year

6) ANALYSIS OF RELEVANT DATA

- A) Please see attachment #D for school trend data related to demographics and performance data.
- B) The data indicates that MSTEP math scores have decreased over the past 3 years.
- C) The data indicates that MSTEP ELA scores have demonstrated variation over the past 3 years. Scores ranged from 22% to 16%.
- D) The data indicates that student progress on the MSTEP math test was 30% lower than the state average. GLA scored a 5%
- E) The data indicates that student progress on the MSTEP ELA test was 30% lower than the state average. GLA scored 16%
- F) Special education and Hispanic subgroups were analysed for both ELA and math. Both subgroups score significantly higher than African American students.
- G) Student count for the school was 159 for the 2016-17 school year. (EOY)

7) STRENGTHS AND WEAKNESSES OF Great Lakes Academy

- A) Strengths include:
 1. Operating for more than 20 years in the city has allowed the development of strong ties to neighboring organizations and community members.
 2. Governing by a Board of Directors that is willing to make quick and effective changes to meet student and staff needs
 3. An intimate environment that facilitates a “family” atmosphere among teachers and staff, this extends to relationship with students, allowing us to pay closer attention to each student’s success.
 4. The ability to offer small class sizes allows staff more opportunities for direct student involvement

- B) Weaknesses include:
 1. Frequent school leader turnover
 2. Ineffective communication from school administration to staff, parents and board members

3. High teacher turnover, resulting in long term substitute teachers in core classrooms
4. Lack of teacher professional development
5. Ineffective implementation of teacher evaluation process
6. Lack of PLC collaboration opportunities
7. Lack of user friendly and efficient assessment tools for both teachers and students
8. Lack of assessment data awareness for stakeholders; resulting in lack of data driven instruction
9. Ineffective implementation of curriculum
10. Ineffective utilization of technology
11. Lack of curriculum and/or resources in core subject areas
12. Ineffective RTI program
13. Ineffective implementation of PBIS program
14. Lack of enrichment and extracurricular opportunities for students
15. Lack of afterschool tutoring for students
16. Low parent engagement
17. Building repairs and maintenance issues

8) STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

The board chose the Turnaround Model, which includes among other actions, replacing the principal and at least 50 percent of the school's staff and implementing a new or revised instructional program, to address the requirements placed on the school due to low performance.

Develop School Leadership and Teacher Effectiveness

Describe how the building principal was replaced. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal.

Strategy 1 A new principal has been hired for the 2018-2019 academic year. His name is Mr. Philip Yaccick. The search was led by the human resources department and conducted by HR, board members and building level staff members. He has over 10 years administrative experience and in total has 18 years experience in education. He was the Principal and Superintendent of a former SIG Cohort 1 school. During his time as school leader, he participated in extensive school improvement training and collaborative opportunities. This SIG school made significant progress. This school moved from the lower 5% to 11% to 22% to 31% in the MDE top to bottom rankings. He has over 18 years of experience working with students who fit the demographics of GLA.

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive

approach to substantially increase student achievement or increase graduation rates.

Strategy 2 GLA is a charter school. The school leader has the authority to make calendar, time and budgeting recommendations to the board. The district has given the school the flexibility to implement a comprehensive approach to substantially increase student achievement.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Strategy 3 School leader and teacher incentives will be used through a collaboratively developed evaluation process that combines the domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities (Enhancing Professional Practice, A Framework for Teaching, Danielson, Charlotte) with targeted student achievement goals.

Strategy 4 The evaluation process will provide a rigorous, transparent and fair evaluation for all staff. A similar evaluation procedure will be developed for school leaders. School leaders and teachers who fall under the needs improvement category of the evaluation rubric will be provided with multiple opportunities to improvement their areas of deficit, however, if the improvement is still not evident the staff member will be released.

Strategy 5 The incentive program provides financial incentives to teachers and leaders who meet the criteria established through the performance evaluation plan which is based on a variety of factors including student academic performance, overall school performance, student retention, perception surveys, observations, demonstrated teacher leadership. A financial incentive of up to 3% of annual salary will be allocated to staff members meeting the incentive criteria. (Merit pay)

Specify how the school will screen all existing staff and rehire no more than 50 percent.

Strategy 6 90 percent of the staff was removed at the end of the 2017-2018 school year. The principal will screen all returning staff to ensure the proper fit with the new turnaround model. This screening will include both instructional and non instructional staff members. The rubric will designed to represent the domains of the Charlotte Danielson framework and the new direction the school is taking. The screening rubric will be dually utilized as an interview rubric for incoming staff.

Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a turnaround model school.

Strategy 7 The reforms undertaken in the Turnaround model require systemic changes that will over time become embedded in teacher instructional practices. Through teacher leadership training as well as train the trainer professional development, school staff members will be able to provide continuing job-embedded training on teacher instructional practices. In addition, increasing staff salaries to match the regional average will help to both attract and retain staff to meet the needs of the students. Closing this salary gap will help GLA to sustain progress that will be made. Merit pay will help with this as well. In addition, teacher leader opportunities will be provided through the roles of Lead Teacher and PLC/SIG Chairs.

Comprehensive Instructional Reform Strategies

Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Strategy 8.... The leadership will ensure that research based curriculum and training is provided for all teachers and students. The school will utilize Go Math, Success for All Reading and 6 plus 1 writing will become the core curriculum at Great Lakes Academy.

Strategy 9..... The school will provide a tablet for each student in grades K-2 and a chrom and tablets will be used by each student

Strategy 10 The school will ensure that teachers have what they need to become masters at their craft by aiding in the management of professional development, teacher evaluation, and evaluator training, as well as providing relevant learning and collaboration opportunities. Professional learning, employee evaluation,

evaluator calibration management and Learning/Collaboration resources will be utilized to provide the infrastructure needed to successfully ensure that teachers are improving their teaching.

Strategy 11 The creation of a comprehensive professional development plan that places emphasis on job-embedded professional development, such as the use of 6 Plus 1 Traits Writing, Go Math and Success for All coaches.

Strategy 12 Success for All (SFA) - (Attachment C) whole-school improvement approach proposal for Great Lakes Academy School. This document includes the following contents:

- i. The Success for All approach and research
- ii. SFA Common Core State Standards and alignments
- iii. Elements of success - SFA comprehensive integrated components
- iv. Three-year implementation plan
- v. Proposed implementation schedule

Strategy 13 Go Math (Attachment D) professional development learning outcomes will include:

- b. Build understanding and confidence to ensure a strong implementation
- c. Support differentiation, assessment, and effective whole and small group instruction using HMH program resources and instructional tools
- d. Enhance instructional delivery and student learning using HMH technology
- e. Interact with program components and instructional strategies from the perspective of a student
- f. Examine resources for lesson planning and differentiation, along with assessment tools to monitor progress.
- g. Explore the platform/learning system, including digital tools for managing classes, assigned work and reporting.
- h. Collaboratively plan for the first/next three weeks.
- i. Determine student learning targets
- j. Establish team goals

- k. Observe and investigate lessons
- l. Analyze student work to identify patterns and determine adjustments to instruction or assessments
- m. share and explore instructional practices
- n. Develop content skills to support effective instruction.

Strategy 14 To support authentic job-embedded, a Great Lakes University lead by the Principal. The GLA University will be and Onsite Professional Development for all new teachers. The school will hold 14 two hour classes throughout the school year. Charlotte Danielson, CHAMPS, GO Math, 6 Plus 1 Writing, Success for All, Compass Learning training materials will be utilized. These two hour classes will take place after school.

Strategy 15 The school leader will observe, model, evaluation and provide feedback to improve instructional delivery as it relates to improving student achievement.

Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Strategy 16 We will schedule the assessments that we will administer by marking period, on a Common Assessment Calendar for each grade level. This Common Assessment Calendar will list the assessments we will administer in all of the classrooms in each grade level during each marking period. Utilizing data results from Achievement Series, NWEA MAP, MSTEP, SRI assessments and teacher input, the team will utilize the RTI framework and support systems to determine MTSS groupings. Title I teacher and paraprofessionals will provide small group instructional opportunities during the school day. This data will also be utilized to determine groupings for after school tutoring and SFA reading groups.

Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.

Strategy 17 The development and use of local formative assessments (Achievement Series Assessment Tool) will provide more authentic data to further drive targeted instructional strategies as well as provide Tier I data to better facilitate the implementation

of a Response to Intervention program to assist struggling students in math and reading.

Strategy 18 The school will increase learning time during the day by 10 minutes a day. This consists of a daily 90 minute literacy block (Success for All) and a 90 minutes of Math instruction delivered to all of our students. A comprehensive balanced literacy model Success for All (SFA) calling for daily guided, shared and independent reading using leveled readers and writing as well as vocabulary and word study instruction will be fully implemented in all classrooms. Compass Learning reading will be utilized. An additional 90 minutes will utilize the GO Math and Compass Learning curriculum resources. This is our opportunity to provide Tier 1 Instruction.

Increased Learning Time and Community Engagement

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

Strategy 19 The leadership will redesign the structure and schedule of the Middle school program for the 2018-19 school year. Grades 6,7, 8 will become self-contained classes. This is a departure from a middle school design that included subject area teachers and transition between classes. With this change, an estimated increase of 20 minutes instructional time will be added to grades 6,7,8.

Strategy 20 The instructional day for grades K-8 will increase by 15 minutes per day. During the 2017-18 school year school ended at 3:30 pm. Starting with the 2018-19 School Year dismissal will be 3:45 pm, this will add an additional 75 minutes per week instructional time and enrichment activities.

Strategy 21 To address the need for additional teacher collaboration time, the school has decided to create the GLA University for teachers. This will provide staff with 28 additional hours for professional development. Teachers will be financially compensated for this time.

Strategy 22 After School Tutoring/Enrichment . The school will facilitate three 7 week sessions. Three days a week.

Detail how the school will provide appropriate social, emotional and community services that support students.

Strategy 23 CHAMPS, a research-based classroom management program with over thirty years of classroom research, will be used by staff to teach behavior expectations throughout the school day.

Strategy 24 For non-academic issues that can negatively affect the student's participation and outcomes in school, the Social Worker will assist with supportive counseling for behavioral issues, special needs, appropriate discipline, child abuse, and crisis intervention, providing referrals to the appropriate outside agencies as needed.

Strategy 25 Established and new relationships with local organizations will be utilized as needed (i.e. Mobile Dentist, Gleaners Food Pantry, Lighthouse, etc.)

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

Professional Learning Opportunity #1

The creation of a comprehensive professional development plan that places emphasis on job-embedded professional development, such as the use of 6 Plus 1 Traits Writing, Go Math and Success for All coaches.

Professional Learning Opportunity #2

Success for All (SFA) PD

Professional Learning Opportunity #3

Go Math professional development

Professional Learning Opportunity #4

To support authentic job-embedded, a Great Lakes University lead by the Principal. The GLA University will be an onsite PD opportunity for all teachers. The school will conduct 14 two hour classes throughout the school year. Charlotte Danielson, CHAMPS, GO Math, 6 Plus 1 Writing, Success for All, Compass Learning training materials will be utilized. These two hour classes will take place after school.

Professional Learning Opportunity #5

Teachers will engage in professional development 2 weeks prior to the start of school. Also, for PD days that are scheduled on the calendar, the PD opportunities listed above will be covered.

10) Great Lakes Academy BOARD OF DIRECTORS ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND PARTNERSHIP GOALS:

- A) The Board will be united in its commitment to Great Lakes Academy by actively attending Board meetings.
- B) The Board will review Great Lakes Academy's progress towards meeting its partnership goals.
- C) The Board will approve resources needed to ensure the successful completion of the partnership goals.

11) Great Lakes Academy Principal's ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B) At least bi-annually, the Academy's Principal shall convene a community meeting and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- C) The Academy's Principal will given the operational flexibility to conduct diagnostic audits on systems and be able to problem solve and have decision making processes in the Academy's PLC.

12) Eastern Michigan University (EMU) ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Provide professional development opportunities and support for GLA staff.
- B) Provide outreach opportunities and enrichment activities for GLA students.
- C) Provide support through the EMU CSO's School Support Specialist.

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

- A. A Partnership Liaison, will serve as primary point-of-contact for MDE.
- B. Work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- C. Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- D. Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- E. Facilitate discussions and meetings related to the Partnership Agreement.
- F. Participate in regular quarterly check-ins with partners to discuss Partnership Agreement progress.

- G. 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.
- H. Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- I. Attend District School Board meetings to collaboratively present with the Superintendent updates on the implementation of the Partnership Agreement.
- J. Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.

14) BUDGET (Attachment #4): Local, State and Federal funds will be used for staffing, programs, initiatives and activities based on data trends, needs assessments and best practices. Significant support will be provided to professional development of staff. These funding sources will also be used to provide student and teacher classroom resources including technology, web-based site licenses, curriculum resources and supplemental Math & ELA resources.

15) PARTNERS: The Parties serve as the primary decision-making bodies for purposes of this Agreement. The following entities have been identified and will serve as additional partners (collectively "the Partners") in pursuit of achieving the benchmarks and goals defined in this Agreement:

- A) Great Lakes Academy School District and its Board
 - 1) Provide support in financing goals with the local budget, vote on all appropriate and relevant items necessary to ensure completion of those goals and work collaboratively with school leaders and sister schools to ensure Academy meets all goals.
- B) Eastern Michigan University
 - 1) Eastern Michigan University will actively support the School District efforts to achieve the goals of each phase identified in paragraph staff and partners to:
 - a. Support the collection, review and analysis of the data and profiles for Great Lakes Academy.
 - b. Work collaboratively with school leaders and the Academy's Board to ensure Academy meets all goals.
 - c. Align the Academy's reauthorization contract with the Partnership agreement.

16) TERM OF AGREEMENT:

- A) Except as otherwise provided in this section, the Agreement shall commence on the date of the last signature affixed below, and expire at the end of the [third] complete school year after that date. The term of this Agreement shall not extend past the term of the Contract.

- B) The board, the authorizer or the MDE may terminate this Agreement early upon delivery of written notice to all Parties at least 30 days in advance of the prospective termination date. Termination of this Agreement by any 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.
- C) If any of the above named Parties terminates this Agreement, that Party 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.
- D) A termination of this Agreement by any Party shall not affect the term of the Contract.
- E) In the event that the Authorizer terminates or does not reauthorize the Contract, this Agreement shall automatically terminate on the same day as the Contract terminates without any further action of the Parties.
- F) A Partner does not have the ability to terminate this Agreement, but a Partner does have the ability to withdraw from the Agreement upon 30 days' notice to the Parties.

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

[Option 1: Authorizer has not reconstituted school prior to Agreement]

- A) If the Academy school(s) covered by this Agreement [do][does] not meet the [18]-month benchmark(s) set forth in this Agreement, the Authorizer may reconstitute the Academy in accordance with the Contract and the Code, and in conjunction and notification to the MDE of this option. The reconstitution will minimally consist of a new school board and/or management organization.
- B) If the Authorizer elects not to reconstitute the Academy for the Academy school(s) not meeting the [18]-month benchmark(s) set forth in this Agreement, the SRO may implement one of the Next Level of Accountability Measures at the end of the [second][third] school year:
 - 1) Recommend to the State Superintendent the appointment of a Chief Executive Officer in the Academy as authorized under Section 1280c of the Code, MCL 380.1280c; or
 - 2) If the Academy school(s) covered by this Agreement [meet][meets] the criteria for closure under section [507] [528] (5) and (6) of the Code, MCL 380.[507] [528] (5) and (6), the SRO may issue a notice to the Authorizer that the Academy school(s) identified in this Agreement shall be closed before the start of the next school year.

- C) If after the [second full year and a half of test] [third full year of test] results, it appears that the Academy school(s) covered by this Agreement will fail to meet the [36] month goal(s), the Authorizer shall give notice to the Academy that the Contract will be amended at the end of the current school year, without further action of the Authorizer and Academy, to eliminate the Academy's authority to operate the Academy school(s) subject to this Agreement. If all Academy schools are covered by this Agreement and are closed for failing to meet the [36]-month goal(s), then the Authorizer shall notify the Academy that the Academy's Contract shall be terminated at the end of the current school year or, if the Academy is in the Contract reauthorization process, that the Contract will not be reauthorized.
- D) Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.
- E) Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

[Option 2: Authorizer has reconstituted school prior to Agreement]

- A) If the Academy school(s) covered by this Agreement [do][does] not meet the [18]-month benchmark(s) set forth in this Agreement, the Authorizer may elect to require additional changes in the Academy's Educational Program.
- B) If the Authorizer elects not to require additional changes in the Academy's Educational Program for the Academy school(s) not meeting the [18]- [24] month benchmark(s) set forth in this Agreement, the SRO may implement one of the Next Level of Accountability Measures at the end of the [second][third] school year:
 - 1) Recommend to the State Superintendent the appointment of a Chief Executive Officer in the Academy as authorized under Section 1280c of the Code, MCL 380.1280c; or
 - 2) If the Academy school(s) covered by this Agreement [meet][meets] the criteria for closure under section [507] [528] (5) and (6) of the Code, MCL 380.[507] [528] (5) and (6), the SRO may issue a notice to the Authorizer that the Academy school(s) identified in this Agreement shall be closed before the start of the next school year.
- C) If after the [second full year and a half of test][third full year of test] results, it appears that the Academy school(s) covered by this Agreement will fail to meet the [36]-month goal(s), the Authorizer shall give notice to the Academy that

the Contract will be amended at the end of the current school year, without further action of the Authorizer and Academy, to eliminate the Academy's authority to operate the Academy school(s) subject to this Agreement. If all Academy schools are covered by this Agreement and are closed for failing to meet the [36]-month goal(s), then the Authorizer shall notify the Academy that the

Academy's Contract shall be terminated at the end of the current school year or, if the Academy is in the Contract reauthorization process, that the Contract will not be reauthorized.

- D) Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.
- E) Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

18) COMMUNITY ENGAGEMENT: The following actions will be completed by Great Lakes Academy School Leader, Board of Directors, and Partners to ensure that the school community is meaningfully engaged in the implementation of this Agreement:

- A) The MDE, GLA Board member, GLA Partnership team and the GLA district partners will complete a partnership implementation worksheet that is updated quarterly in conjunction with being part of the Partnership Implementation and Accountability Team to ensure the meaningful engagement of the school/district community by August 1, 2018.
- B) The MDE, GLA Board member, GLA Partnership team and the GLA District partners will review the implementation partnership implementation worksheets that is updated quarterly in the Partnership Implementation and Accountability Team meetings to ensure the meaningful engagement of the school/district community by December, 2018.
- C) The MDE, GLA Board member, GLA Partnership team and the GLA district partners will analyze the partnership implementation worksheet that is updated quarterly and identify obstacles and make recommendations for resolutions and solutions to these obstacles in the Partnership Implementation and Accountability Team meetings to ensure the meaningful engagement of the school/district community by December, 2018.

19) CHECKLIST OF ACTIONS: 3) The following actions will be completed by Great Lakes Academy School Leader, Board of Directors and Partners as specified below:

- A) By August 1, 2018, the district will create an implementation plan to ensure that all components of the partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, person(s) responsible, and progress notes.
- B) By August 1, 2018, the district will create an evaluation and monitoring process to ensure that Great Lakes Academy stays on target with the partnership agreement.
- C) By August 1, 2018, the district will create a quarterly calendar and determine locations for the signatories to this agreement to monitor progress of the partnership agreement.

20) FUTURE MEETING DATES: Great Lakes Academy and MDE have established the following meeting dates in order to engage in collaborative discussion, gauge implementation progress, identify barriers, and discuss relevant issues regarding this Agreement:

- A) Biannual Community Meetings
- B) Quarterly staff review of Partnership goals
- C) Monthly updates to Eastern Michigan University

21) AMENDMENTS: If a 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. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.

22) ENTIRE AGREEMENT: This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.

23) INVALIDITY OR ENFORCEABILITY; SEVERABILITY; CONFLICT WITH CONTRACT: 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 by any court of competent jurisdiction in part or degree will be severed from the Agreement, and the Agreement will remain in full force and effect to the extent not held invalid or unenforceable. If any provision of this Agreement conflicts with a provision in the Contract, the Contract provision shall control.

- 24) 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.
- 25) 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.
- 26) GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.
- 27) 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.
- 28) NO INDEMNIFICATION:** There shall be no indemnification of any Party by any other in 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.
- 29) 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 electronic mail, facsimile transmission, courier delivery service or by U.S. 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 mail, 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 Academy:
Great Lakes Academy
46312 Woodward Avenue
Pontiac, MI 48342
Attn: Philip Yaccick, Academy School Leader
Sandra L. Rolle, President, Board of Directors
Email addresses: yaccickp@greatlakesacademy.org and rolles@greatlakesacademy.org.
- ii) If to Authorizer:

Eastern Michigan University
310 Porter Building
Ypsilanti, MI 48197
Attn: Christopher Shropshire, Associate Director
Email address: cshrops1@emich.edu

iii) If to Michigan Department of Education:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Superintendent of Public Instruction
Email address: _____

iv) If to SRO:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: State School Reform/ Redesign Officer
Email address: _____

30) 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.

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

Michigan Department of Education

Philip Yaccick, Principal/CAO

Name: Sheik W. Alla

Name: Philip Yaccick

Title: Interim State Supt.

Title: Principal/CAO

Date: 7-12-18

Date: July 5, 2018

Great Lakes Academy

Eastern Michigan University

Board of Directors President

Charter Schools Office

Sandra L. Rolle
Sandra L. Rolle

Malverne C. Winborne
Name: Malverne C. Winborne

President

Title: Director

Date: July 5, 2018

Date: 7/6/18

Office of Partnership Districts

Dedrick Martin, Ed.D.

7-10-18

Dedrick Martin, Director

Date

ATTACHMENT A: [THIRTY-SIX][FORTY-EIGHT] 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			\$ 1,621,733	\$ 75,541	\$ 193,088	\$ 287,681	\$ 2,178,043
2			\$ 1,622,300	\$ 67,191	\$ 132,551	\$ 286,681	\$ 2,108,723
3			\$ 1,622,884	\$ 67,191	\$ 132,551	\$ 286,681	\$ 2,109,307
Grand Total			\$ 4,866,917	\$ 209,923	\$ 458,190	\$ 861,043	\$ 6,396,073

Note: All Academy staff are leased from Employee's Only/America's Back Office, so all staff compensation appears as purchased services

Great Lakes Academy MSTEP Trend Data

Student Performance on State Test Math	All Grades		
MSTEP	GLA	State	% Difference
16-17	6%	35%	-29
15-16	7%	35%	-28
14-15	16%	34%	-18

Student Performance on State Test ELA	All Grades		
MSTEP	GLA	State	% Difference
16-17	16%	46%	-30
15-16	13%	47%	-34
14-15	22%	45%	-23

Student Progress on State Test Math	All Grades		
MSTEP	GLA	State	% Difference
16-17	5%	35%	-30%

Student Progress on State Test ELA	All Grades		
MSTEP	GLA	State	% Difference
16-17	24%	47%	-23%

Demographics	2016-17	2015-16	2014-15
Enrollment (EOY)	159	168	216
Gender			
Female	78	95	118
Male	81	73	98
Race/Ethnicity			
Black	128	143	191
White	13	9	11
Pacific Islander	0	1	0
Hispanic	18	15	14
Special Ed	23	25	25
Homeless	12	1	9
SNE (free/reduced)	157	138	186



July 2, 2018

Great Lakes Academy
Attn: Phil Yaccick

Re: Adopting Success for All: a brief description of services, materials, and costs

Dear Mr. Yaccick,

We are excited that you have inquired about Success for All K-6 as a tool to assist in your efforts to improve the achievement of your students.

Although this document lists our K-6 program, please note that we have materials available through grade 8 for Wings that students in grades 6-8 will be able to utilize to bring them to on-grade level reading and beyond.

The following proposal provides a summary of services and materials and illustrates how Success For All K-6 can be the solution to your school-improvement needs. A cost estimate for these services and materials is also included. This plan is based on the information your school provided regarding the number of students and teachers at Great Lakes Academy. This information is summarized in the table at the end of this letter.

Please note that this is an estimate only, and actual costs and schedules may change as we learn more about your school, students, and teachers. I will contact you within a few days to discuss this estimate and to gather additional information to refine this plan.

We look forward to working with you in the near future. Please call me with any questions that you might have. I can be reached at 419-350-4846 or at anappier@successforall.org

Sincerely,
Amanda Nappier
Amanda Nappier
Regional Area Manager

Success for All Whole-School Improvement Approach Proposal for Great Lakes Academy School

The Success for All Foundation is pleased to submit this proposal for the implementation of Success for All (SFA) at Great Lakes Academy. Following are the contents of this proposal:

- The Success for All approach and research
- Success for All Common Core State Standards and alignments
- Elements of success—Success for All comprehensive integrated components
- Three-year implementation plan at Great Lakes Academy
- Pricing
- Partnership expectations
- Sample implementation schedule
- Other components available to Great Lakes Academy

The Success for All approach has been proven to increase student achievement.

The Success for All Foundation (SFAF) believes that all students deserve an education that will challenge, inspire, and prepare them for a better future. Our goal is to help all students achieve at the highest levels. Our top priority is the education of disadvantaged and at-risk students in pre-K through grade 8. Our programs and services are based on extensive research to help schools better meet the needs of all their students. We know that every child can learn, and we help schools ensure that this goal is met.

The SFA whole-school improvement model weaves together four essential strategies to help you ensure the success of your students:

Powerful Instruction: All instruction in SFA is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tools provide individualization and extra instructional time for struggling readers.

Leadership for Continuous Improvement: School leaders, teachers, and other school staff work in collaboration to set quarterly goals, select leverage points for improvement, measure progress, and celebrate success.

Schoolwide Support and Intervention Tools: Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn.

Professional Development and Coaching: Implementation is supported by extensive job-embedded professional development and coaching that enables teachers and school leaders to make the most of the research-proven approach.

Success for All has been extensively researched and rigorously evaluated.

Researched by over thirty institutions for more than two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

Success for All is aligned with the Common Core State Standards.

The objectives, materials, and professional development activities offered as part of the SFA approach are fully aligned with the Common Core State Standards and supplemental standards specified by the state of Michigan. The Response to Intervention (RtI) model is built into the SFA approach. The approach is designed to provide individualized instruction for all students. Using formative data and appropriate assessment tools, children are placed in the appropriate instructional groups each quarter. Those with serious reading difficulties receive small-group tutoring. Data is used to tailor instruction to meet the individual educational needs of each student. For more information, request our RtI brochure.

SFA helps to address the needs of English language learners by embedding SIOP® strategies (Sheltered Inclusion Observation Protocol), integrating GLAD™ strategies (the Guided Language Acquisition Design), and by aligning with and supporting TESOL standards (Teachers of English to Speakers of Other Languages).

Success for All is a comprehensive approach to school improvement.

The SFA comprehensive approach to school improvement focuses on ensuring grade-level performance in reading for every student—the key to success in school. The approach relies on these important components:

- Cooperative learning is the basis of the Cycle of Effective Instruction. Students work together productively to learn and take responsibility for one another.
- Reading approaches and materials emphasize phonemic awareness, phonics, comprehension, vocabulary, and fluency.
- Technology is deeply embedded in daily teaching and learning.

- Students are highly motivated and engaged and discuss curricular content every day.
- Proven strategies are used to support English language learners.
- The pace of instruction is fast, and the students keep up with the pace.
- Every minute of teaching is well planned, exciting, and engaging.
- Learning is consistently monitored, and problems are solved immediately.
- Teachers teach the whole child—social/emotional learning, behavior, and cooperation are as important as academics.
- Professional development is high quality and continuous. Teachers know their craft and apply it with intelligence and adapt it to students' needs.
- Everyone is involved in supporting student success—teachers, parents, community members, and the students themselves.
- A facilitator from the school's own faculty helps every teacher succeed and grow in skill and sophistication.
- Teachers work in teams to help one another develop as professionals.
- A coach is assigned to each site to assist and guide each school in refining its implementation.

Draft

Elements of Success - Success for All comprehensive integrated components

Leadership for Continuous Improvement

The SFA collaborative leadership system focuses energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. The Leading for Success component provides the framework for a collaborative leadership approach. Easy-to-use online data-management tools organize the information necessary to keep school leaders, teachers, students, and parents all ready to celebrate success, and the online Member Center provides flexible access to this important information.

Leading for Success

Leading for Success is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every student. Together, staff members:

- assess the current status,
- set annual and quarterly goals for growth,
- identify measurable targets for short-term improvement,
- make a detailed action plan based on root causes and leverage points to ensure achievement of those targets, and
- review progress quarterly, celebrate targets met, and then plan the actions to be taken.

The Leading for Success process is built around teams of staff members who take responsibility for different aspects of building school and student success.

Instructional teams examine student progress and address the implementation quality for each of the academic components. Team members support one another to improve instruction and increase student learning.

Schoolwide Solutions teams, including those for attendance, intervention (which focuses on referrals of individual students from teachers), parent and family involvement, cooperative culture, and community connections, focus on creating systems to support students, parents, and teachers. They design solutions to meet the needs of individual students.

Every team makes a quarterly plan, meets regularly to put it in place, and reports progress to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no student falls between the cracks.

Online Data Tools: Member Center

The Success for All Member Center allows each teacher to have an ongoing record of students' progress to facilitate differentiated instruction, celebration of students' successes, and easy communications with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students' spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.

Professional Development and Coaching

The SFA approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of Success for All's research-proven approach.

Each Success for All partner school in the United States is assigned an area manager in its region. Additionally, each school is assigned one or more point coaches who specialize in components of the program. These individuals are the school's first points of contact with SFAF, and they ensure that other supports are available as needed. The relationship with SFAF coaches is developed through topic-specific workshops, school visits, telephone conferences, e-mail, online resources, and online data sharing. The SFAF coaching network is comprised of more than one hundred former teachers, school leaders, principals, and superintendents. SFAF coaches monitor schools' reading-achievement data and work with school leaders to create schoolwide and individual-student achievement goals through achievement planning, data reviews, and program monitoring.

Schoolwide Support and Intervention Tools

Our research-proven strategies for solutions involve a cross section of your school's community working together in a problem-solving model that begins in the classroom and extends beyond the school doors. We help schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health.

- The **parent involvement team** sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.
- Schoolwide Solutions teams design a **schoolwide behavior-management** plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:
 - behavior-tracking mechanisms,
 - proactive behavior management,
 - behavior-management workshops, and
 - end-of-year data reviews to update plans.
- **Getting Along Together** is the Success for All Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams.
- Attendance
- Community Connections
- Structured **individualized student interventions** to help individual students who are identified as having difficulty

Cooperative Learning and Powerful Instruction

Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative-learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Teachers still initiate the learning process with exciting, fast-paced lessons, but after the initial instruction, more of the responsibility for learning rests on students and

teams, allowing teachers to spend more time working with individuals and small groups of learners doing the kind of teaching that originally drew them to the field.

People learn in communities. Together they accomplish more than as individuals, and they have more fun in the process. Students are no different. Research shows that opportunities for cognitive rehearsal, clarification, and reteaching have a positive effect on academic achievement.

When students collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get to practice new ideas and ask questions in a small group before speaking to the whole class or finishing a written product. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. And they learn that, in the end, the responsibility for learning still rests with them.

The SFA curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving. The task is not only to do something as a team, but also to learn something as a team. Because individual students compare their scores only with their own past performance, every team member is able to contribute equally to the success of the team.

Differentiation and Grouping

In SFA schools, all teachers of grades 1–5 teach reading for ninety minutes at the same time each day. During this time, students move to reading classes in which every student is reading at one instructional level. Students are grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students' progress in developing reading skills. Each grading period each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year.

Programs Proposed for Implementation at Great Lakes Academy:

All programs listed below are available for use on the interactive whiteboard

KinderCorner (kindergarten):

KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of their language, literacy, math, interpersonal, and self-help skills and science and social studies concepts.

KinderCorner consists of thematic units that are designed to relate to children's lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose from among Learning Labs and engage in reflection activities to promote their problem-solving skills. The literacy development emphasized through KinderCorner also includes the development of phonics and during the second half of the school year, a formal introduction to reading phonetically controlled text through KinderRoots. KinderRoots provides kindergarten students with an introduction to reading, beginning halfway through the school year. Through fun lessons and Shared Stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension.

Reading Roots (reading level 1):

Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading levels every quarter to ensure that they receive the most focused instruction.

Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second- and third-grade nonreaders can be regrouped into Reading Roots classes.

Extensive video vignettes and electronic materials for use on interactive whiteboards, computers with projectors, or DVDs include numerous presentations of letter sounds, sound blending, and vocabulary in addition to modeling of cooperative learning.

Reading Wings (reading levels 2–6):

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.

To ensure that students become proficient readers, Reading Wings uses the Success for All Foundation's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository texts.

Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension-strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and expository texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning.

Tutoring: Early intervention computerized instruction for students who demonstrate a need for additional help. Instruction is within a targeted group and it is aligned to the classroom objectives being taught.

Draft

Implementation of Success for All at Great Lakes Academy

Year 1 – Beginning Implementation

Introductory Workshops

The principal, the Success for All facilitator, and the Schoolwide Solutions coordinator attend a five-day New Leaders Conference in Baltimore. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach. (Conference registrations do not include travel or hotel expenses.)

Your Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff.

Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for introductions to KinderCorner, Reading Roots, and Reading Wings.

Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with three days of workshops over the course of the year to develop the Schoolwide Solutions program for the school.

Ongoing Coaching

Success for All coaches will visit throughout the year (approximately two to four days per month) to provide coaching related to all aspects of SFA implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Start-up Materials

Materials for schoolwide structures provided for start-up include the New Leader's Guide (provided at the New Leaders Conference), the *Leading for Success Schoolwide Solutions Guide*, and Getting Along Together classroom materials. Instructional materials include teachers' guides and a wide variety of student and teacher materials for all the components that you are implementing. During the first year, Reading Wings students will use the comprehension-strategy instruction materials *The Savvy Reader—Clarifying* and *The Savvy Reader— Summarizing*.

Great Lakes Academy plans to use trade books rather than a reading textbook. The trade books used with Success for All allow for rigorous, well-coordinated strategy instruction with skill development scaffolded across all reading levels. Trade books must be purchased directly from outside vendors. Estimated costs are included in this letter.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers that provide tools to track student progress on both classroom measures and formal assessments throughout the year and provide a wide variety of reports. In addition, teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the Success for All Foundation community for implementation support. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members to the five-day New Leaders Conference and to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 2 – Refining Implementation

Workshops

Your Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 2 refinement workshops for the full staff.

On-site days for refinement workshops involving all staff members will focus on areas in which improved implementation can accelerate student growth in achievement (see sample schedule below).

Ongoing Coaching

Success for All coaches will visit throughout the year to provide coaching related to all aspects of SFA implementation. Specific activities will be geared toward observing the levels of implementation of all program elements and utilizing classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Year 2 Materials

New materials for comprehension-strategy instruction, *The Savvy Reader—Predicting* and *The Savvy Reader—Questioning*, are included for the Reading Wings instructional groups.>> In addition, you may need to replenish consumable materials for KinderCorner, Reading Roots, and Reading Wings.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the Success for All Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 3 – Building Internal Capacity for Supporting Implementation Quality

Workshops

Your Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team. This meeting will be at the school site in preparation for the year 3 capacity-building workshops for the full staff.

On-site capacity-building workshops involving all staff members focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of your school (see sample schedule below).

Ongoing Coaching

Success for All coaches will conduct on-site support days distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Year 3 Materials

You may need to replenish consumables for KinderCorner, Reading Roots, and Reading Wings.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Draft

Pricing Information for Great Lakes Academy Using trade books as the Core Reading Text

Year 1 Estimated Costs:

Total professional development, including conference registration fees	\$33,000
Total SFA materials	\$28,499
Technology / Licensing Fees	\$1,300
Year 1 total estimated SFA costs	\$62,799
<i>Trade book titles to be purchased from another vendor—required- (25 class set)</i>	<i>\$23,100</i>
Total Combined Year 1 Costs	\$85,899

Year 2 Estimated Costs:

Total professional development, including conference registration fees	\$19,900
Total SFA materials	\$3,835
Technology / Licensing Fees	\$1,300
Year 2 total estimated SFA costs	\$25,035
<i>Suggested allowance for consumable materials</i>	<i>\$2,100</i>

Year 3 Estimated Costs:

Total professional development, including conference registration fees	\$19,900
Technology / Licensing Fees	\$1,300
Year 3 total estimated SFA costs	\$21,200
<i>Suggested allowance for consumable materials</i>	<i>\$2,100</i>

Three-Year Total Estimated SFA Costs:	\$132,134
Average Annual Cost per Student	\$226

School information used in this proposal

Grade	Students	Teachers
K	20	1
1	20	1
2	20	1
3	20	1
4	20	1
5	25	1
6	25	1
7	25	1
8	25	1
Special Education	-	-
Additional Teachers		1

Partnership Expectations

As part of the implementation of Success for All, schools are very involved in the professional-development and structural adjustments needed to build the foundation for a strong implementation and achieve rapid and sustained results. Following are some of the required expectations for successful implementation of SFA.

Schoolwide Structures

- The school will hold a vote to attain a 75 percent commitment by the staff to implement SFA with fidelity.
- Each quarter the school will regroup students in grades 1 and above across grades and classes for rapid advancement in reading.
- Every teacher will teach reading during the ninety-minute uninterrupted reading block at the same time each day for grades 1–6.
- The school will designate a full-time facilitator to handle the day-to-day supervision of program implementation.
- The school will have at least one certified teacher-tutor, plus other certified or paraprofessional tutors, for the tutoring component.
- It is strongly recommended teachers support their data collection using the on-line Member Center.

Leadership Commitment

- School leaders and staff will attend all training sessions: New Leaders Conference (school leaders, 4.5 days in Baltimore, MD); program-introduction workshops (all staff, three days on site); Leading for Success workshops (Leadership team on site), etc.
- The principal and the facilitator will participate in walk-throughs with SFAF staff during support visits.
- The school Leadership team will reassess every quarter and review data to regroup students across grade levels for rapid advancement.
- The school Leadership team will conduct quarterly schoolwide data reviews focused on student progress in reading with goal setting for continuous improvement.
- Teams will be developed to address attendance, interventions, parent and family involvement, community connections, and cooperative culture in addition to instructional component teams for KinderCorner, Reading Roots, and Reading Wings.

Instructional Commitment

- Teachers will use cooperative learning with a high degree of fidelity. For example, teachers will create heterogeneous teacher-assigned teams that remain together for four to eight weeks, and team rewards will be based on individual accountability for learning.
- Teachers will implement the instructional process contained in KinderCorner, Reading Roots, or Reading Wings daily.

Attachment 1: The following is a sample professional-development and coaching schedule for a school similar in size to yours. Your specific schedule will be created with you and your area manager and based on your individual school calendar.

Sample Professional Development and Coaching Schedule for Year 1

Month	Description	On-Site Days
June/July		
August	Day 1 faculty overview with faculty (Principal/Leadership team presents part of this day.)	1
August	Program-introduction workshops (all school staff)	5
August/September	Schoolwide Solutions introduction (principal, facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members)	1
August/September	Baseline assessment and implementation visit: <ul style="list-style-type: none"> • Regrouping • Initial coaching with all faculty • Leading for Success • Meeting with principal • Setting goals 	1
November/December (prior to implementation visit)	Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)*	-
November/December	Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members) <ul style="list-style-type: none"> • Assessment and regrouping assistance • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Setting targets • Reviewing data 	2
January/February (prior to implementation visit)	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff	-
January/February	Second quarter review – implementation visit: <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 	2
January/February	Webinar training for Reading Roots teachers (online)	-

Month	Description	On-Site Days
January/February	Leading for Success follow-up implementation <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting. 	1
February	Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide Solutions coordinator (2 registrations)	-
April/May (prior to implementation visit)	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff	-
April/May	Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members): <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 	1
TOTAL ON-SITE DAYS		14

*Telephone, e-mail, and webinar supports are available to you at all times throughout the year.

Sample Professional-Development and Coaching Schedule for Year 2

Month	Description	On-Site Days
August (prior to training and implementation visit)	Planning for upcoming site visit (via phone conference or webinar)*	-
August/September	Program workshop refresher training sessions (all school staff)	3
November/December (prior to implementation visit)	Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)	-
November/December	Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 	2
January/February (prior to implementation visit)	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff	-
January/February	Second quarter review – implementation visit: <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 	2
February	Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide Solutions coordinator (2 registrations)	-
April/May (prior to implementation visit)	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff	-
April/May	Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning 	1
TOTAL ON-SITE DAYS		8

*Telephone, e-mail, and webinar supports are available to you at all times throughout the year.

Sample Professional-Development and Coaching Schedule for Year 3

Month	Description	On-Site Days
August (prior to training and implementation visit)	Planning for upcoming site visit (via phone conference or webinar)*	-
August/September	Program workshop refresher training sessions (all school staff)	3
November/December (prior to implementation visit)	Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)*	-
November/December	Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 	2
January/February (prior to implementation visit)	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff	-
January/February	Second quarter review – implementation visit: <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 	2
February	Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide Solutions coordinator (three registrations)	-
April/May (prior to implementation visit)	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff	-
April/May	Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning 	1
TOTAL ON-SITE DAYS		8

*Telephone, e-mail, and webinar supports are available to you at all times throughout the year.

Attachment 2:

Other Success for All Solutions Available to Great Lakes Academy

Curiosity Corner

Curiosity Corner is a comprehensive program for three- and four-year-old preschoolers designed to provide a strong foundation in language and literacy, mathematics, science, listening and social skills, creative expression, and positive self-esteem through a holistic, thematic approach to instruction.

Curiosity Corner provides teachers with well-structured thematic units that are aligned with state and national early learning guidelines. The program includes detailed instructions and provides many of the materials necessary to implement a stimulating, engaging program while training and supporting the educators who are implementing it.

PowerTeaching

PowerTeaching is an instructional multiday framework composed of research-proven instructional strategies that increase student achievement. PowerTeaching provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use.

The PowerTeaching professional-development series gives a fresh approach to instruction that can be directly applied to the mathematics textbook or curriculum. Using the Cycle of Effective Instruction and cooperative-learning strategies, you and your colleagues will create a professional learning community to support your PowerTeaching implementation and instruction.

To ensure effective implementation, the PowerTeaching professional-development series incorporates ongoing coaching and support, both inside and outside the classroom. Ultimately, PowerTeaching empowers students to work together to improve their understanding of mathematics concepts and encourages students to take ownership of their learning during multiple opportunities for practice and evaluation. Simply put, PowerTeaching leads to academic success by establishing a student-centered classroom through the use of compelling concept presentations, assessments for learning, and student learning teams.

Writing from the Heart

Writing from the Heart teaches students in grades 1 & 2 that they can express themselves creatively on paper. It teaches them the joy of writing by allowing them to be authors. Using a simplified writing process, Writing from the Heart starts the students' journey on a lifelong road of writing enjoyment.

Writing Wings

A complete curriculum for students in grades 3–5 that is designed to actively and cooperatively involve students in each stage of the writing process while emphasizing ideas, organization, style, and mechanics. It integrates lively classroom media with engaging instruction in the writing process to help all students improve all aspects of their writing.

4Sight Common Core Online Assessments

4Sight aligns to the Common Core State Standards to predict how your students would perform on tests aligned to the standard, such as those to be released by PARCC and SBAC, if it were given on the same day the 4Sight test was given. By administering 4Sight throughout the year, you can see students' growth on diagnostic scales and continue to set new targets. Results from your assessments form the best tool to target instruction and track grade, class and individual progress, throughout the school.



Technology Specifications/Requirements for Success for All Implementation

Software-Based Applications 2018-19, Testing has been performed using the minimum hardware and software combinations listed below.

2018–19 Software-Based Applications								
		Curiosity Corner 2nd Edition	KinderCorner 2nd Edition Plus	Reading Roots 4th Edition	Reading Wings 4th Edition Trade Books	Reading Wings Wonders Basal Series	Reading Wings Journeys 2014 Basal Series	The Reading Edge 2nd Edition
Supported Operating Systems	Windows	Windows 7 or higher						
	MAC	Mac 10.8 or higher						
Internet Browsers	Supported Browsers	N/A	N/A	Internet Explorer (IE) 11.0 or higher, Firefox 3.6 or higher	N/A	N/A	N/A	N/A
	Recommended Screen Resolution	1024 x 768 or higher						
Computer	CPU	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz	Windows–Intel Core 2 Duo, 2 GHz Mac–Intel Core 2 Duo, 2 GHz
	RAM	N/A	N/A	256 MB (512 MB recommended)	N/A	N/A	N/A	N/A
	ActivInspire (personal free edition)	N/A	N/A	N/A	N/A	N/A	2.3 or higher	N/A
	Hard Drive Space	N/A	N/A	2 GB Optional	N/A	N/A	N/A	N/A
	DVD Player	N/A	N/A	Required	N/A	N/A	N/A	N/A
	Speakers	Required	Required	Optional	Required	Required	Required	Required
	Flash	N/A	N/A	v9 or higher	N/A	N/A	v8 or higher	N/A
	Java	N/A	N/A	N/A	N/A	N/A	Java 1.6	N/A
	USB 2.0 port	Required	Required	N/A	Required	Required	Required	Required
Network	Internet Speed	N/A						
	Internet Protocols	N/A						
	Caching	N/A						
	Firewalls	N/A						

Software-based applications—including Curiosity Corner 2nd Edition, KinderCorner 2nd Edition Plus, The Reading Edge Middle Grades 2nd Edition, and Wonders—are not supported by touch-enabled devices.



Technology Specifications/Requirements for Success for All Implementation, Web-Based Applications 2018-2019

2018-19 Web-Based Applications				
		Member Center	Tutoring with the Lightning Squad	4Sight/ 4Sight Common Core Online
Supported Operating Systems	Windows	Windows 7 or higher	Windows 7	Windows 7 or higher
	MAC	Mac 10.8 or higher	Mac 10.9	Mac 10.8 or higher
	Android	N/A	Version 4.4	N/A
	Apple	N/A	iOS 10 iPad 4	N/A
Internet Browsers	Supported Browsers	Internet Explorer (IE) 11.0 or higher, Firefox 22 or higher, Safari 7.0 or higher, Chrome 35.0 or higher	Internet Explorer (IE) 11.0, Microsoft Edge Google Chrome 40 Apple Safari 10	Internet Explorer (IE) 11.0 or higher, Firefox 22 or higher, Safari 7.0 or higher, Chrome 35.0 or higher
	Recommended Screen Resolution	1024 x 768 or higher	1024 x 768 or higher	1024 x 768 or higher
Computer	CPU	Windows – Intel Core 2 Duo or faster processor	Windows – Intel Core 2 Duo or faster processor	Windows – Intel Core 2 Duo or faster processor
	RAM	1 GB	1 GB	1 GB
	ActivInspire	N/A	N/A	N/A
	Hard Drive	N/A	N/A	N/A
	DVD Player	N/A	N/A	N/A
	Speakers	N/A	Required	N/A
	Flash	N/A	N/A	N/A
Tablet/ Other Devices	Chromebook	N/A	Google Chrome 40	N/A
	Apple	N/A	iPad 4	N/A
	Display	N/A	7" or larger	N/A
Network	Internet Speed	1.5 Mb/s	1.5 Mb/s	1.5 Mb/s
	Firewalls (Local and/or Network)	All traffic and protocols over Port 80/443 to SFA sites (See notes section for URLs).	All traffic and protocols over Port 80/443 to SFA sites (See notes section for URLs).	All traffic and protocols over Port 80/443 to SFA sites (See notes section for URLs.)
	Caching	Caching should be disabled for SFAF sites at the network level (proxy servers included).	Caching should be disabled for SFAF sites at the network level (proxy servers included).	Caching should be disabled for SFAF sites at the network level (proxy servers included).
	Notes	SFAF Member Center Websites: https://members.successforall.org	SFAF Lightning Squad Websites: https://lightningsquad.successforall.org https://lsapi.successforall.org http://lightningsquad.s3.amazonaws.com	SFAF Online Testing Center Websites: https://test.successforall.org

Getting Started Course Agenda

OVERVIEW

In this introductory course, participants engage in a variety of hands-on activities to learn about program organization and design. Through direct instruction and guided practice, participants will also experience program resources both from a student and teacher perspective.

LEARNING OUTCOMES:

- Build understanding and confidence to ensure a strong implementation
- Support differentiation, assessment, and effective whole and small group instruction using HMH® program resources and instructional tools
- Enhance instructional delivery and student learning using HMH technology

This course is available as a half-day or full-day* in-person course or via webinar.

* The full-day course devotes additional time to differentiation, assessment, and technology (platform and digital tools).

TOPICS

OUTCOMES

CREATE THE LEARNING CLIMATE

Discuss the learning outcomes, and agree to the learning climate for the course.

THE STUDENT EXPERIENCE

Interact with program components and instructional strategies from the perspective of a student.

TEACHING WITH THE PROGRAM

Examine resources for lesson planning and differentiation, along with assessment tools to monitor progress.

PLATFORM/LEARNING SYSTEM BASICS

Explore the platform/learning system, including digital tools for managing classes, assigning work, and reporting.

PLANNING YOUR FIRST THREE WEEKS

Collaboratively plan for the first/next three weeks of instruction.

CULMINATING YOUR LEARNING

Revisit the learning outcomes, summarize, and evaluate the course.

OTHER RECOMMENDED SERVICES

FOLLOW-UP COURSES*

*Please note not all programs offer Follow-Up Courses.

- PLAN EFFECTIVELY
- MONITOR STUDENT PROGRESS
- SUPPORTING ENGLISH LEARNERS

COACHING

- INDIVIDUAL, TEAM AND ONLINE COACHING OPTIONS

We look forward to supporting your implementation with a personalized professional learning plan.

Contact Information:

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<Number- ex:1st> AMENDMENT
to the
Great Lakes Academy Partnership Agreement

In accordance with section 21 of the Great Lakes Academy Partnership Agreement:

“If a 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. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.”

All parties agree to the following:

- Amend section 4 EIGHTEEN MONTH BENCHMARKS TO BE MET BY Great Lakes Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - A. Goal 1 [18] Month interim Benchmark 1: Great Lakes Academy will increase student **proficiency** on Math MSTEP by **4 percentage points during the 2018-2019 school year. GLA Math score for the 2017-2018 MSTEP assessment cycle was 0%. For the 2018-2019 school year GLA will increase student proficiency to 4%.**
 - B. Goal 2 [18] Month interim Benchmark 2: Great Lakes Academy will increase student **proficiency** on ELA MSTEP by **4 percentage points during the 2018-2019 school year. GLA ELA score for the 2017-2018 MSTEP assessment cycle was 10%. For the 2018-2019 school year GLA will increase student proficiency to 14%.**
 - C. Goal 3 [18] Month interim Benchmark 3:
50 percent of full academic year students will meet their growth target on NWEA Mathematics MAP growth.
- Amend section 5 THIRTY-SIX MONTH GOALS TO BE MET BY Great Lakes Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - A) Goal 1 [36] Month interim Benchmark 1: Great Lakes Academy will increase student proficiency on Math MSTEP by an **additional 4 percentage points during the 2019-2020 school year. 2018-2019 school year target goal is 4% in this category. For the 2019-2020 school year, GLA will increase student proficiency to 8%.**

B) Goal 2 [36] Month interim Benchmark 2: Great Lakes Academy will increase student **proficiency** on ELA MSTEP by an additional **4 percentage points during the 2019-2020 school year. GLA ELA score for the 2017-2018 MSTEP assessment cycle was 10%. The 2018-2019 school year GLA target goal is 14%. For the 2019-2020 school year, GLA will increase ELA student proficiency to 18%.**

C) Goal 3 [36] Month interim Benchmark 3
50 percent of full academic year students will meet their growth target on NWEA Mathematics MAP growth.

- Amend section 13 MDE ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS: Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

A. A Partnership Liaison **Dr. Traci Teasley** will serve as primary point- of-contact for MDE.

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:

Great Lakes Academy
Board of Education President

Name: *Andrew L. Kalla*

Date: *9-28-18*

Great Lakes Academy
Superintendent

Name: *Philip T. ...*

Date: *9-28-18*

Michigan Department of Education,
Interim Superintendent of Public Instruction

Name: *Sheela A. Allen*

Date: *11-20-18*

Office of Partnership Districts
Director, SRO Officer

Name: *Yvonne J. ...*

Date: *11-26-18*

Eastern Michigan university Charter Schools Office
Director/ Designee

Name: *[Signature]*

Title: *Director EMU Charter Schools Office*

Date: *9/28/18*

SECOND AMENDMENT to the Great Lakes Academy Partnership Agreement

In accordance with section 21 of the Great Lakes Academy Partnership Agreement:

“If a 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. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.”

All parties agree to the following:

- Amend section 4 EIGHTEEN MONTH BENCHMARKS TO BE MET BY Great Lakes Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

18-Month Benchmark 1: Great Lakes Academy will increase student proficiency on Math MSTEP by 4 percentage points during the 2018-2019 school year. GLA Math score for the 2017-2018 MSTEP assessment cycle was 0%. For the 2018-2019 school year GLA **combined grades 3 through 7 will increase student **math** proficiency to 4% **on average or increase student math proficiency by 4% for at least one of the tested grades, grades 3 thru 7.****

18-Month Benchmark 2: Great Lakes Academy will increase student proficiency on ELA MSTEP by 4 percentage points during the 2018-2019 school year. GLA ELA score for the 2017-2018 MSTEP assessment cycle was 10%. For the 2018-2019 school year GLA will increase student proficiency to 14%. For the 2018-2019 school year GLA **combined grades 3 through 7 will increase student **ELA** proficiency to 14% **on average or increase student ELA proficiency by 4%.****

18-Month Benchmark 3: 50 percent of full academic year students will meet their growth target on NWEA Mathematics MAP growth.

18-Month Benchmark 4: 50 percent of full academic year students will meet their growth target on NWEA Reading MAP growth.

18-Month Benchmark 5: 50 percent of full academic year students will meet their target growth on the SRI Reading Assessment.

18-Month Benchmark 6: Identify and incorporate MTSS best practices to create protocols and procedures aligned to meet the academic and nonacademic needs of all students.

18-Month Benchmark 7: Provide differentiated and customized professional development opportunities for instructional staff aligned to the Charlotte Danielson domains to support teachers with their Individualized Professional Development Plans for improved instruction.

18-Month Benchmark 8: Create a system to address the needs of the whole child through well-rounded educational opportunities, at school and in the community.

- Amend section 5 THIRTY-SIX MONTH GOALS TO BE MET BY Great Lakes Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

36-month Goal 1:

For the 2020-2021 school year, GLA combined grades 3 through 7 will increase student math proficiency on math M-STEP to 8% on average or increase student math proficiency by 4 percentage points for at least one of the tested grades, grades 3 thru 7, from 2018-19 to 2020-2021

36-month Goal 2:

For the 2020-2021 school year, GLA combined grades 3 through 7 will increase student proficiency on ELA M-STEP to 18% on average or increase student ELA proficiency by 4 percentage points for at least one of the tested grades, grades 3 thru 7, from 2018-19 to 2020-2021

36-month Goal 3: The percent of combined full academic year students, grades K-8, who score above the 50 percentile mark will increase by 4 percentage points or at least one of the tested grades of full academic year students, grades K-8, who score above the 50 percentile mark will increase by 4 percentage points on NWEA Mathematics MAP.

36-Month Goal 4: The percentage of students scoring at or above the college readiness benchmark for PSAT Evidence-Based Reading and Writing (ERW) or Mathematics will increase from Spring 2019 to Spring 2021.

36-Month Goal 5: The percent of combined full academic year students, grades K-8, who score above the 50 percentile mark will increase by 4 percentage points or at least one of the tested grades of full academic year students, grades K-8, who score above the 50 percentile mark will increase by 4 percentage points on NWEA Reading MAP.

36-Month Goal 6: The percent of combined full academic year students grades 2-8 students who score at or above grade level will increase by 4 percentage points or at least one of the tested grades of full academic year students, grades K-8, who score at or above grade level will increase by 4 percentage points on the Scholastic Reading Inventory (SRI) Reading Assessment.

36-Month Goal 7: 90% of staff will implement the MTSS best practices, protocols and procedures aligned to meet the academic and nonacademic needs of all students by the 36-Month Evaluation of Partnership Agreement (EPA) as measured by the MTSS team's reflection tools.

36-Month Goal 8: The average legacy teacher (i.e. employed at least two consecutive years at GLA) on Charlotte Danielson's Domains evaluation rating will increase by at least 0.4 points or the overall average of all teachers currently employed at GLA on Charlotte Danielson's Domains evaluation rating will increase by at least 0.4 points.

36-Month Goal 9: Address the needs of the whole child using attendance, discipline and extracurricular activity participation data.

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:

Great Lakes Academy
Board of Education President

Name:

Sandra L. Rolfe

Date:

August 20, 2019

Michigan Department of Education
Superintendent of Public Instruction

Name:

Date:

Great Lakes Academy
Principal

Name:

Philip Piccotti

Date:

August 21, 2019

Office of Partnership Districts
Director

Name:

William Pearson

Date:

8.26.19

Eastern Michigan University Charter Schools Office
Director/Designee

Name:

[Signature]

Title:

Director

Date:

August 20, 2019