

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

Partnership District	School District of the City of Saginaw
Partnership Agreement	March 2017
Amendment 1	September 4, 2019
Amendment 2	
Amendment 3	

Jessie Loomis Elementary

Partnership Agreement

This Partnership Agreement (**Agreement**) is entered into by and among the Saginaw Public Schools Board of Education and Saginaw Public Schools, a general powers school district established by the Michigan Revised School Code (**SPSD**), Saginaw Intermediate School District (**SISD**), a Michigan intermediate school district, the Michigan Department of Education (**MDE**), and the State School Reform Office (**SRO**) as part of the State Department of Technology, Management and Budget, as of May 1, 2017.

PREMISES

WHEREAS, the parties desire to improve the educational experience and success of students enrolled in Jessie Loomis Elementary School (**Partnership Schools**); and

WHEREAS, MDE has offered to work collaboratively and to enter into this Agreement with SPSP and SISD to further facilitate the achievement of that purpose, and to avoid the threat of action by the SRO under Section 1280c of the Revised School Code (**School Code**), MCL 380.1280c; and

WHEREAS, SPSP intends to engage with other partners as appropriate to meet the needs and conditions at each partnership school in its efforts to achieve the purposes and goals of this Agreement; and

WHEREAS, MDE is committed to collaborate with SPSP in various ways, including but not limited to (i) providing waivers of certain reporting requirements, (ii) providing flexibility in the use of resources, (iii) identifying and providing additional resources in support of the goals of this agreement, and (iv) engaging other state departments and social service agencies to provide support to partnership school students and their families; and

NOW THEREFORE, based on the foregoing, the parties desire to enter into this Agreement and on the commencement date of this partnership, shall be deemed to have become partners in meeting the mutually determined goals and outcomes for the schools named in this document. The purposes, terms, and conditions of this partnership are as follows:

1) LOCAL CONTROL

Saginaw Public School District retains control of all schools identified in this agreement. The Michigan Department of Education and partners named in this agreement will provide mutually determined support to meet the benchmarks and goals defined below.

2) Term of Agreement and Expiration.

- A. Except as otherwise provided herein, the term of this Agreement shall commence on May 1, 2017, and shall end on June 30, 2020, unless extended by mutual agreement of the parties.

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- B. During the term of this Agreement, neither MDE nor the SRO shall take any action to close either partnership school or apply or enforce any other remedy under Section 1280c of the School Code, MCL 380.1280c.
- C. Either SPSD or MDE may terminate its participation in this Agreement at any time by agreement with SPSD or for cause, on 30 days' prior written notice to the other parties hereto. For purposes of this Agreement, "cause" shall include any illegal action or material breach of a party's promises and obligations contained within this Agreement.
- D. It is agreed that if either partnership school substantially achieves its established goals at the expiration of this Agreement, then it will be released from the requirements of Section 1280c and/or from any threat of closure or takeover from any other similar or corresponding legislative enactment that may be in effect at the expiration of this Agreement.
- E. In the event that Section 1280c of the School Code is repealed and not replaced with any corresponding legislative enactment or in the event that a court determines that the SRO is illegally configured, the Executive Order No. 2015-9 is invalid, or the SRO has taken illegal actions in identifying and selecting SPSD partnership schools for closure or takeover, then at SPSD's option this Agreement shall be void, and the SPSD partnership schools shall have the same standing as any other public school which has not been identified among the lowest achieving 5% of public schools or subject to the requirements of Section 1280c.
- F. In the event that Section 1280c of the School Code is modified or replaced by another legislative enactment relating to school reform, then the parties agree that that this Agreement shall be grandfathered under such legislative enactment and will be protected by the constitutional doctrines that forbid impairment of contract and ex post facto laws, Mich. Const. Art 1, Section 10. However, within SPSD sole discretion, SPSD can declare this Agreement void and elect to operate its partnership schools under the new legislative enactment.
- G. At the expiration of the Agreement, the parties agree that before any lawful recommendation is made regarding school closure or takeover of either SPSD partnership schools, SPSD will have the option to reconfigure the partnership school with different school administration and staff and/or different school

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programs, and the replacement of the partnership school with different school administration and staff and/or different school programs will be an acceptable outcome in lieu of actual school closure and/or takeover.

3) SCHOOL(S) SUPPORTED BY THIS AGREEMENT:

- A) Jessie Loomis Elementary
- B) All SPSD Schools Identified with a Next Level of Accountability - there is a systemic need for school reform initiatives and resource support for At-Risk SPSD schools feeding into priority designated schools. Therefore, these schools should receive the benefit of resources allocated to partnership schools.
- C) Partners will honor services outlined for the Saginaw Public School District within the initial Partnership Agreement (See Exhibit A) adopted by the Saginaw Board of Education on September 1, 2016.

4 – 9) BENCHMARKS AND GOALS TO BE MET BY SAGINAW PUBLIC SCHOOLS:

In adopting the following goals, the parties intend to establish and implement a process, the phases of which will identify the challenges, strengths, and opportunities for each partnership school, engage the staff, students, families, community, and partners of each partnership school, develop recommendations, identify supports, engage additional partners for the implementation of those recommendations, and determine the data to be collected and analyzed for growth measures to be adopted in later phases of the partnership, in a collaborative effort to improve the educational experience and success of students enrolled in the partnership schools.

Concrete, Pictorial, Abstract (CPA) Math Focus

In the first year of implementing the Reform/Design plan, Jessie Loomis Elementary, focused on Mathematics. Teachers were trained how to implement the Concrete, Pictorial, Abstract strategy in their mathematics instruction. All teachers created Instructional Learning Cycle (ILC) documents for each unit of math instruction. Professional Learning Communities (PLC) were used to look at formative assessment data as well as pre- and post-test data and instructional decisions were made based on that data. Teachers documented their results and reflections in their ILC documentation. Moving forward we will continue to use this process with fidelity. In addition, Loomis Academy is part of the 21st Century After-school Program grant application that will target students struggling in math. The district will continue to seek grant opportunities that provide supplemental math assistance.

Goal # 1 - Math: 3% annual increase of all third through sixth grade students at the proficient or advanced proficient level at each grade on the Math M-STEP

Analysis of Relevant Data

Analysis of 2016 M-STEP data supports the 36-month Math Goal 1 and the 18-month Benchmark 1 because only 5% of third through sixth grade students were proficient indicating a need for a math focus. In addition, local summative assessments indicate that although scores in the lower elementary grades (K-2) average 73%, the average in upper elementary (3-6 grade) is 46% and supports the need for this goal.

System for Monitoring: AIMSweb benchmark scores will be entered in the Rank and Serve Document and monitored by the principal and Title I Team in the Fall, Winter and Spring. Formative Assessment data will be monitored using completed PLC Protocol B. Teachers will turn in district summative assessment data at the end of each unit. Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Re-teaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: 18 Month Benchmark 1- Math: 3% more students in third through sixth grade at each grade level will score proficient or advanced proficient on the 2018 Math M-STEP compared to the 2017 Math M-STEP.

36 Month Goal: 3% annual increase of third through sixth grade students at each grade level will score proficient or advanced proficient on the Math M-STEP.

Implementation Timeline: September 2017- September 2020

Academic Assessment Cycle: AIMSweb benchmark testing (Fall, Winter, Spring), AIMSweb Progress monitoring weekly for students who receive Tier II and Tier III interventions, Formative assessments during instruction, District Summative Math Assessments at the end of each unit of instruction, M-Step (Spring of 2017 – Sept. 2020)

Assessments: Ongoing teacher collaboratively created formative assessments, AIMSweb benchmark and progress monitoring, district summative unit assessments, M-Step

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Integrate Kagan Strategies (All Goals)
- Utilize (CPA) Concrete, Pictorial and Abstract Approach (Math)
- Implement PBIS strategies to create culture of learning

Professional Learning Needed to Meet Goals and/or Benchmarks

- Upper Elem (3-6th) CPA training from district math coach
- Lower Elem (Kindergarten-2nd) CPA training using the Abstract model of the CPA approach
- Classroom Management - Culture of Learning
- Kagan Strategies follow-up training

Reading and Writing Focus

In the second year implementing the Reform/Redesign plan, Jessie Loomis Elementary focused on Science and Social studies. Reading, which will continue to support achievement in all content areas, is the focus for the third year (2017-2018) of the Reform/Redesign plan. Teachers will complete Instructional Learning Cycle (ILC) documents for each unit of ELA instruction. They will look at formative assessment data as well as pre- and post-test data in Professional Learning Communities (PLC) and make instructional decisions based on that data. Teachers will document their results and reflections in their ILC documentation. In addition, Loomis Academy is part of the 21st Century After-school Program grant application that will target students struggling in reading. The district will continue to seek grant opportunities that provide supplemental reading and writing assistance.

Goal # 2 - ELA: 3% annual increase of all third through sixth grade students at the proficient or advanced proficient level at each grade on the ELA M-STEP

Analysis of Relevant Data

Analysis of 2016 M-STEP data supports the 36-month ELA Goal 2 and the 18-month Benchmark 2 because only 8% of third through sixth grade students were proficient indicating a need for an ELA focus. In addition, local summative assessments indicate that although scores in the lower elementary grades (K-2) average 72%, the average in upper elementary (3-6 grade) is 46%. This supports the need for this goal as well.

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System for Monitoring: AIMSweb benchmark scores will be entered in the Rank and Serve Document and monitored by the principal and Title I Team in the Fall, Winter and Spring. Formative Assessment data will be monitored using completed PLC Protocol B. Teachers will turn in Pearson Balanced Unit Assessment data at the end of each unit. Principal will monitor the summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Re-teaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: 18 Month Benchmark 2 ELA: 3% more students in third through sixth grade at each grade level will score proficient or advanced proficient on the 2018 ELA M-STEP compared to the 2017 ELA M-STEP.

36 Month Goal: 3% annual increase of third through sixth grade students at each grade level will score proficient or advanced proficient on the ELA M-STEP.

Implementation Timeline: September 2017- September 2020

Academic Assessment Cycle: AIMSweb benchmark testing (Fall, Winter, Spring), AIMSweb Progress monitoring weekly for students who receive Tier II and Tier III interventions, Formative assessments during instruction, Pearson Balanced Unit Assessments at the end of each unit of instruction, M-Step (Spring of 2017, 2018 and 2019)

Assessments: Ongoing teacher collaboratively created formative assessments, AIMSweb benchmark and progress monitoring, Pearson Balanced Unit Assessments, M-Step

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Integrate Kagan Strategies
- Develop Guided Reading Practice - Tier II
- Use Reading Street for reading and writing with fidelity in a 2 hour uninterrupted core block
- Implement PBIS strategies to create a culture of learning

Professional Learning Needed to Meet Goals and/or Benchmarks

- Classroom Management - Culture of Learning

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- Kagan Strategies follow-up training
- Pearson consultant to train on Reading Street: integrating reading and writing including instructional coaches
- Follow-up job embedded coaching (Reading Street) by instructional coaches
- Guided Reading training and modeling of strategies by instructional coaches

Classroom Climate and Culture Focus

Jessie Loomis Elementary staff participated in Restorative Practices training in the summer of 2015 or in a two day training during the 2016-2017 school year. Teachers have been trained in restorative circles. A Promoting Positive School Climate (PPSC) leadership team currently works to design and implement Positive Behavior Interventions and Supports (PBIS) throughout the building which includes a student incentive program. A behavior interventionist works with students who frequently experience difficulty maintaining acceptable school behavior. Interventions include small group restorative circles, one-on-one conversations, pushing into classrooms to support students whose behavior has been identified as Tier III.

Goal # 3 - Classroom Culture and Climate: Referrals for classroom educational disruptions will be reduced by 30% by the spring of 2020.

Analysis of Relevant Data

Analysis of Skyward Discipline Referrals for past 3 years data supports the 36-month Classroom Climate and Culture Goal 3 and the 18-month Benchmark 3 because 65% of Kindergarten through 6th grade students referrals originated in the classrooms. Since January 2017, 69% of the referrals were major infractions as indicated in our School-Wide Information System (SWIS).

System for Monitoring: All discipline referrals will be entered into Skyward by teachers or building secretary, if referred by support staff. The PBIS Leadership Team will meet monthly to monitor this data. All major infractions will also be entered in SWIS by the Behavior Interventionist. He will run a report and share this data at the monthly PPSC team meeting. Principal will monitor referral and suspension activity.

18 Month Benchmark: 18 Month Benchmark 3 - Classroom, Climate, and Culture: Educational disruptions in the classroom will be reduced by 15% by Spring 2018 and reduced by 30% by Spring 2020.

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36 Month Goal: Referrals for classroom educational disruptions will be reduced by 30% by Spring 2020.

Implementation TimeLine: September 2017- September 2020

Assessment Cycle: Implementation of Promoting Positive School Climate (PPSC). Quarterly Reports (November, January, March, June) on origin of discipline referrals, decrease in total discipline referrals, and suspensions. Perception surveys administered two times per year at Fall and Spring Parent Teacher Conferences.

Assessments: Analysis of 3-5 year trend data on origin of discipline referrals, decrease in total discipline referrals, suspensions, and overall number of referrals. Perception surveys from students, staff, and parents.

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Integrate Kagan Strategies (All Goals)
- Teachers will implement PBIS strategies (To improve classroom climate and culture)
- Follow discipline protocols before sending students to the office, and Inform and engage the parent/guardian's within the process of discipline

Professional Learning Needed to Meet Goals and/or Benchmarks

- PBIS Team will facilitate PD connected to defining PPSC S.T.A.R. structure in the classroom at each grade level; staff will come to consensus about behaviors that are the cause for classroom referrals
- Eric Jensen book study on how to address the Needs of our Students
- Participate in ongoing Restorative Practices professional development
- SWIS Training for all staff responsible for entering referral data
- Illuminate training for all staff

STRENGTHS OF Saginaw Public School District

- Instructional coaching for job embedded professional development
- Technology infrastructure for innovative lesson design, formative and summative assessment
- Family and community engagement
- Multi-Tiered Systems of Support
- Collaborative relationships with unions and community partners

WEAKNESSES OF Saginaw Public School District

- Need for a comprehensive data warehousing system to assist with data

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analysis

- Teacher turnover due to fiscal challenges
- Mobility patterns of families within the district
- Establishing consistent efficiency practices and systems
- Preserving instructional time in the face of fulfilling compliance requirements

10) SAGINAW PUBLIC SCHOOL DISTRICT'S BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

The Saginaw Board of Education agrees to:

- Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.
- Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed
- Actively foster relationships with community partners to bring talent and resources into the district
- Have an open door policy for the partners listed within this agreement
- Update policies and maintain currency of same

11) Saginaw Public School District SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The District Superintendent/Saginaw Public School District agree to:

- Oversee the Partnership Agreement and keep the SPSD Board of Education informed of the progress on the Agreement
- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals
- Create a communications plan to inform staff and community of goals and measures
- Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings
- Utilize a superintendents' resource network
- Have an open door policy for the partners listed within this agreement

12) THE SAGINAW INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The Saginaw Intermediate School District agrees to:

1. Format of Support
 - a. Intervention Specialist and School Improvement Facilitators will be the

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- primary point of contact between the district and the SISD.
- b. Monthly meetings will occur between the SISD Instructional Team with Loomis and Saginaw High. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine qualitative and quantitative data, and provide feedback.
 - c. Loomis and Saginaw High will also participate in Instructional Rounds with the SISD Instructional Team quarterly.
2. Regional Assistance Grant
- a. Continuation of Professional Development for current initiatives in place.
 - b. Public Consulting Group Mentor Assigned to Each
 - i. Bi-Monthly PLCs, both face-to-face and virtual
 - ii. Monthly onsite one-to-one meetings
 - c. Intervention Specialist
 - i. Blueprint Implementation
 - ii. Monthly meetings with Superintendent around Priority School needs and Service Plan Implementation
 - iii. Monthly Meetings with Principals around individual school needs and Transformation Plan/SIP implementation
 - iv. Provide training aimed at improving the methodology of instructional coaches currently funded by the district
 - v. Assistance with Progress Monitoring Requirements for Mi-Excel
 - d. School Improvement Facilitator
 - i. Examine and support implementation of best-practices and curriculum
 - ii. Provide training aimed at improving the methodology of instructional coaches currently funded by the district
 - iii. Instructional coaching and support for each academic goal 12-20 days a month.
 - iv. Will complete compliance measures that support full utilization and monitoring of grant funds
3. MTSS
- a. SISD will take part in the implementation of the Early Warning System
 - b. Recommended that Saginaw High and Loomis attend MTSS Cohort II Training
 - c. All MTSS Coordinators and Interventionist should attend SISD MTSS Network Meetings
4. Data Support
- a. Will assist with data collection and analysis with content coaches
 - b. SISD will take part in the implementation of Illuminate and Early Warning System
 - c. Provide support through the Data Agreement currently in place
5. Content Specialist

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- a. Content Specialist at the SISD will be available for consultation and professional development as needed.
- b. Offer support for educator evaluation and training
6. Culture and Climate
 - a. Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
 - b. SWIS facilitation will be provided by the SISD
 - c. PBIS support will be provided by the SISD
7. Have an open door policy for the partners listed within this agreement

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

The State Superintendent of Public Instruction (SPI) and the Michigan Department of Education (MDE) agree to the following:

- At the district's request, attend Saginaw Board meetings to provide information on requested topics
- Provide technical assistance and personnel at the district's request to cover topics including, but not limited to:
 - Survey of Enacted Curriculum (to measure efficacy of district curriculum)
 - Multi-Tiered Systems of Support (MTSS)
 - Data teams to review district's assessment results and accountability measures
 - Assistance with automating the data into a data warehouse
 - Financial assistance with services to positively impact academic programming
 - Assistance in acquiring wraparound services and linking to state agencies such as DHHS
 - Assistance with grant applications outside of state competitive grants as permitted
 - MI Excel Blueprint Training
 - Truancy Abatement Measures and Practices
 - Promoting Positive School Climate (PPSC)
 - African-American Young Men of Promise Initiative
- Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
- Have an open door policy for the partners listed within this agreement
- Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations
- Support SPSD's application for the 21st Century After-school Program Grant

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

- Vic Bugni, Partnership Liaison, will serve as primary point-of-contact for MDE.

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- Partnership Liaison (PL) will work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- PL will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- PL will work with Superintendent and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- PL will facilitate discussions and meetings related to the Partnership Agreement when requested.
- PL will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.

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

- A) Support the Partnership Agreement
- B) Release SPSP from PERIS reporting for all buildings

15) BUDGET:

Saginaw Public Schools will share budget information, including allocations for state and federal grants, and other elements when available. Resources will be aligned to address the needs identified and prioritized through the comprehensive needs assessment process. Significant support will be provided which includes instructional coaching supports, in-services for culture/climate initiatives, trainings for Instructional Learning Cycles, Tier I implementation of reading and math supports, intervention resources, and other needs identified. Please see Attachment A, 36-Month Budget Overview.

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Attachment A: Professional Development Budget Sheet

Partnership Agreement revised 4-10-17

Goal 1: Math

Year	Activity (Topic) *	Target Audience *	Resources Needed *	Funding Source *	Salaries + Benefits or Purchased Service Contracts	Person Responsible **	Timeframe and Deadline **
Year 1	Concrete Pictorial Abstract (CPA) Approach Integration Training	Upper Elementary (Gr. 3-6)	Materials	Title II	Added Compensation \$2500	District Math Coaches Principal	August 2017
Year 1	CPA Training Using Abstract Model	Lower Elementary (Gr.K-2)	Materials	Title II	Added Compensation \$2500	District Math Coaches Principal	August 2017
Year 2	EnVision Math Series Follow-up	Gr. K-6	Materials	Title II	Added Compensation \$2500	District Math Coaches Principal	August 2018
Year 3	Review & Update Training for the Concrete Pictorial Abstract (CPA Approach and the EnVision Math Series	Gr. K - 6	Materials	Title II	Added Compensation \$2500	District Math Coaches Principal	Sept. 2019 - June 2020

Goal 2: ELA

Year	Activity (Topic) *	Target Audience *	Resources Needed *	Funding Source *	Salaries + Benefits or Purchased Service Contracts	Person Responsible **	Timeframe and Deadline **
Year 1	Reading Street integration with Writing	Classroom Teachers	N/A	Title II	Consultant Fees (\$2300) & Added Compensation \$5000	District ELA Coaches Pearson Consultant Principal	August 2017
Year 1	Follow Up Job Embedded/Modeling & Instructional Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: \$119.19 x 5 days = \$595.95	District ELA Coaches Principal	September 2017 – June 2018
Year 2	Guided Reading: Modeling	Classroom Teachers (Gr. 4 – 6)	N/A	Title II	Consultant Fees (\$2300) & Substitute Costs: \$119.19 x 5 days = \$595.95	Scholastic Trainers District ELA Coaches Principal	September 2018
Year 2	Guided Reading: Job-Embedded Coaching	Classroom Teachers (Gr. 4 – 6)	N/A	Title II	Consultant Fees (\$2300) & Substitute Costs: \$119.19 x 5 days = \$595.95	Scholastic Trainers District ELA Coaches Principal	October 2018 – May 2019
Year 3	Review & Update Training for Reading Street Integration with Writing and Guided Reading Modeling	Classroom Teachers (Gr. 4 – 6)	N/A	Title II	Added Compensation \$2500 Substitute Costs: \$119.19 x 5 days = \$595.95	District ELA Coaches Principal	October 2019 - May 2020

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Goal 3: Culture and Climate

Year	Activity (Topic) *	Target Audience *	Resources Needed *	Funding Source *	Salaries + Benefits or Purchased Service Contracts	Person Responsible **	Timeframe and Deadline **
Year 1	Classroom Management Strategies/Referral Form Training	Classroom Teachers	PPSC & Restorative Practice Materials	Title I PPSC	Resource books and printing (\$1000)	PPSC Leadership Team & Behavior Interventionist Martha Fordham (MTSS coordinator) Principal	August PD (Opening Staff Meeting) & Monthly Staff Meetings: September 2017 – May 2018 (15 min)
Year 1	Kagan Strategies	New teachers & Review for returning teachers	Training videos & Materials	Title I	IEE Consultant (district and ISD expense) Videos-\$850	Rwaida Bates Lindsey Beyerlein IEE Consultant Principal	Bank Days: October 12, 2017 (1 hour) & February 8, 2018 (1 hour)
Year 1	Eric Jensen Book Study	All Teachers	Books & Book Study Protocol	Title I	Jensen Book - \$500	PPSC Team Leader & Team Principal	4 th PLC in October 2017, November 2017, January 2018, February 2018 & April 2018
Year 2	Identify strategies for Tier 2-3 behavior students	Classroom Teachers	PPSC Resource Books & Information	PPSC Grant	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 – May 2019 (15 min)
Year 2	Restorative Practice Data Review	All Staff	Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	Data Collection at the end of each quarter: September 2018 - May 2019
Year 3	Review SWIS Data and Restorative Practice	All Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	Data Collection at the end of each quarter: September 2018 - May 2019

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ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

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

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

16) ADDITIONAL PARTNERS: Saginaw Public School District and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. Saginaw Public School District and the Michigan Department of Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The Saginaw Education Association agrees to:

- Improve education outcomes for students, parents, and community members
- Collaboratively and continually address issues with the Board and Administration to improve and sustain student achievement
- Foster collegial work relations to support teamwork, innovation, and customer service
- Enhance teaching quality through relevant, professional development, etc.
- Support the Partnership Agreement

The Saginaw Public Library System agrees to:

- Engage SPSD students in the Summer Reading Program for grades 1-6.
- Provide students with a working knowledge of the library system throughout the school year to encourage reading proficiency and use of resources

- Assist teachers with identifying texts that support reading at or above grade level
- Work with the school to incentivize reading to build readers' confidence
- Assist administrators with developing a reading culture within the building that supports 3rd grade reading proficiency rates

Saginaw Public School District Families agree to:

- Ensure that students arrive to school on time.
- Act as catalysts to encourage reading proficiency and use of district resources to improve student achievement
- Monitor students' online activity on social media to assist in supporting a safe and secure school environment
- Monitor grades, attendance, and citizenship through use of Skyward's online Parent Portal
- encourage students to complete homework
- work with the Parent Teacher Student Association
- Attend Parent-Teacher Conferences, Title I Parent Engagement Activities, and other events that support student achievement

Community Partners

Community Partners are essential to the success of the district. They provide supportive services to help in classrooms by establishing relationships that foster support for students. Organizations and entities such as READ, Business and Industry, Retired Educators, Saginaw Valley State University and Delta College will support our students with tutoring, opportunities for hands on activities in science and math, and provide tutors and mentors to help students excel academically in reading, math, and other subjects.

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

Once the parties sign this agreement:

- A. If the district substantially fails to meet the 18-month benchmark(s), the signatories agree that SISD will:
 1. Work with the superintendent and the district team to identify strengths and barriers in implementation.
 2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.

3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.
 4. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.
- B. If the district substantially fails to meet the 18-month goal(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection.
- C. If the district substantially fails to meet the 36-month benchmark(s), the signatories agree that SISD will:
1. Work with the superintendent and the district team to identify strengths and barriers in implementation.
 2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.
 3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.
 4. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.
- D. If the district substantially fails to meet the 36-month goal(s) benchmark(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection. SPSD, SISD, and MDE will also discuss if the school(s) need to be reconstituted in some way.

18) Checklist of Actions: The following actions will be completed by the Saginaw Public School District, the Michigan Department of Education, and identified partners: establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

- a) By May 5, 2017, create a communication plan to share the signed Partnership Agreement with partners. SPSD staff, parents, students, and community members
- b) By May 15, 2017 create a transition plan from the date of the Partnership Agreement to August 1, 2017, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement

- c) By May 30, 2017 reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates
- d) By May 30, 2017, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for , for monitoring completion of tasks, resource acquisition, and identified deadlines

19) FUTURE MEETING DATES:

Saginaw Public Schools, the Saginaw Intermediate School District, and the Michigan Department of Education will establish quarterly meeting dates to engage in collaborative discussion, gauge implementation progress, identify barriers to implementation, and discuss relevant issues regarding this agreement.

20) AMENDMENTS

This Agreement shall not be modified, altered, or amended except by written agreement duly executed by all parties to this Agreement in accordance with the terms hereof, including the option to add additional at risk schools to this Agreement. If either party requests modification of this agreement, the parties shall confer in good faith, upon reasonable notice of the proposed modification by the party desiring the change, to determine the feasibility of such modification. Modifications shall not be effective until signed by duly authorized representatives of both SPSD and MDE.

21) 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.

22) 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 or in any way shall affect this Agreement or the construction of any provision hereof.

23) GOVERNING LAW

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

24) 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.

25) NO IDEMNIFICATION

There shall be no indemnification of either party by the other regarding 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.

26) EXISTING LITIGATION

By entering into this Agreement, SPSD does not waive any argument it may have in the case captioned *Kalamazoo Public Schools, et. al. v Natasha Baker, et al, State of Michigan in the Court of claims*, Court of Claims No. 17-000044-MZ.

27) NOTICES

Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by facsimile transmission, courier delivery service, or 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 courier delivery service, or (c) four business days after being deposited in the mails, with proper postage for first-class registered or certified mail, prepaid.

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

If to Spisd: Nathaniel B. McClain, Supt.
 c/o Saginaw Board of Education
 550 Millard Street
 Saginaw, Michigan 48607

If to SISD: _____

If to MDE:

If to SRO:

28) INVALIDITY OF ANY PROVISION

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

29) 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.

30) ENTIRE AGREEMENT

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

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

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

SAGINAW PUBLIC SCHOOL DISTRICT

By: Nathaniel B. McClain

Its: Superintendent

SAGIANW INTERMEDIATE SCHOOL DISTRICT

By: [Signature]

Its: DIRECTOR OF INSTRUCTIONAL SERVICES

MICHIGAN DEPARTMENT OF EDUCATION

By: [Signature] 5/27/17

Its: State Superintendent

STATE SCHOOL REFORM OFFICE

By: [Signature]

Its: Deputy Director

Jessie Loomis Elementary
Partnership Agreement
Draft

IN WITNESS WHEREOF, the Parties have caused the Agreement to be executed on this date: April 25, 2017

Saginaw Board of Education President

Name: Rudy Pollerson
Title: President
Date: 4-25-17

Saginaw Board of Education Vice-President

Name: Matt Thompson
Title: Vice-President
Date: 4/25/2017

Saginaw Board of Education Secretary

Name: Ann E. Choyn
Title: Secretary
Date: 4/25/2017

Saginaw Board of Education Treasurer

Name: Kim Hammett
Title: Treasurer
Date: 4/25/2017

Saginaw Board of Education Trustee

Name: Renee Seals
Title: Trustee
Date: 04/25/2017

Saginaw Board of Education Trustee

Name: Ruth Ann Kasper
Title: Trustee
Date: 25 April 17

Saginaw Board of Education Trustee

Name: Sumasa Mural
Title: Trustee
Date: 4/26/17

MASA
Michigan Department of Education
Name: Tina Kerr Tina Kerr
Title: Dep. Exec. Director
Date: 4/27/17

Saginaw Public School District Superintendent
Name: Matthew R. Meade
Title: Superintendent
Date: 4/25/17

State Reform Office
Name: Mark DeWitt
Title: Deputy Director
Date: 4/27/2017

Saginaw Education Association
Name: Eric Spayne
Title: President
Date: 4/27/17

Saginaw Intermediate School District
Name: REBEKAH HOWARD
Title: DIRECTOR OF INSTRUCTIONAL SERVICES
Date: 4/27/17

Middle Cities Education Association
Name: Ray Deeman
Title: ex. dir
Date: 4-27-17

MAISA
Name: David Cary D. S.
Title: Operations Director
Date: 4/27/17

Michigan Association of School Boards
Name: Jay Bennett JA
Title: Consultant
Date: 4-27-17

MDE
[Signature]
State Superintendent
4/27/17

EXHIBIT A

AGREEMENT for a MICHIGAN EDUCATION PARTNERSHIP MODEL for the SAGINAW PUBLIC SCHOOL DISTRICT

September 1, 2016

Saginaw Public School District (SPSD):

The Saginaw Public School District serves just over 6,500 students within ten elementary, one middle, three high schools, an early childhood development center, and a career and technical education facility. The district is led by the seven-member Saginaw Board of Education and Superintendent Nathaniel B. McClain. There are more than 500 educators and support staff employed by the district. SPSD has 62% of its students deemed economically disadvantaged and one hundred percent of its students participate in the free and reduced lunch program. Saginaw Public School District has an average top to bottom ranking at the 21st percentile since 2012. The district's graduation rate over the past five years has trended up from 60.03% in 2011 to 74.10% in 2015. During this timeframe the dropout rate has been reduced from 19.45% to 13.52% respectively.

Highlights of the district include: Handley Elementary School — a Reward School with its award-winning IB programming for academically talented students grades K-5; Saginaw Arts and Sciences Academy — a Reward School with a STEAM focus; Saginaw Career Complex — with its business partnerships to provide 17 CTE programs; and the Saginaw Promise scholarship program, which has awarded over \$552,776 to 356 students since its inception in 2012. The graduating classes of 2016 from Saginaw High School, Arthur Hill High School, and the Saginaw Arts and Sciences Academy have accumulated a total of \$8,309,502 in scholarship monies. Seniors from the Saginaw Career Complex have also earned over \$479,400 in scholarships towards a post-secondary education.

Saginaw Public Schools, like most urban districts in Michigan, have experienced significant decline in enrollment due to poor economic conditions and families leaving the region in search of employment. Since 2003, the district's enrollment has dropped from 11,708 students to 6,449 students — a decline of 55%. This reflects a population decline of both Michigan and the City of Saginaw. The Saginaw Board of Education, administration, and bargaining units have worked collaboratively to right-size the district. SPSD also has completed its Deficit Elimination Plan and now demonstrates a fund balance for the first time since 2010. The Saginaw Board of Education has demonstrated a willingness to update its policies, support the district superintendent, and focus on student achievement. The learners and educators of SPSD require a reinvestment of time, talent, and resources by its local board, its community, and the state. For these reasons, SPSD is an excellent candidate to engage in a district turnaround initiative through this Partnership Model.

Introduction to the Partnership Model:

School takeover has become a controversial practice of questionable success in communities, like Detroit, Highland Park, and Muskegon Heights, to rectify financial and academic deficiencies in school districts; however the loss of local control within these communities has raised concerns. In an effort to set a new vision for how school turnaround may be implemented in the state of Michigan, addressing both academics and fiscal matters, the State Superintendent of Public Instruction selects to invest in a Michigan Partnership Model.

The Partnership Model is a cooperative, district-wide reform initiative that comes with the kind of reinvestment and community-and state-based support needed to help a district continue to grow academically and show success. The district is willing to work with various partners in an effort to create an environment that maintains financial stability and increases academic progress.

The Partnership Model sets up a commitment of support through a variety of local, regional, and state partners. In this effort, the education partners for the local school district and its school board may include: the intermediate school district, the Michigan Association of School Boards, the Michigan Association of School Administrators/the Michigan Association of Intermediate School Administrators, the Middle Cities Education Association, and the Michigan Department of Education. Additional state agencies such as the Michigan Department of Treasury and the Michigan Department of Health and Human Services also may be called upon to provide assistance.

Agreement Objective:

The purpose is to create collaborative agreement between the Saginaw Board of Education and the entities mentioned above to ensure a partnership that will lead to improved academic outcomes for the school district while maintaining the autonomy of the local board. The decision to sign or not is up to the Board and all signing parties. Continuation in the Partnership Agreement by all agencies shall be determined at the conclusion of each academic year based on the district's official instructional calendar.

Partnership Expectations:

The Saginaw Board of Education agrees to:

- Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.
- Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed
- Actively foster relationships with community partners to bring talent and resources into the district

- Have an open door policy for the partners listed within this agreement
- Update its policies and maintain currency of same

The District Superintendent/Saginaw Public School District agree to:

- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals
- Create a communications plan to inform staff and community of goals and measures
- Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings
- Utilize a superintendents' resource network
- Have an open door policy for the partners listed within this agreement

The Saginaw Intermediate School District agrees to:

- Assist the district with curriculum alignment and establishing academic goals and measures
- Continue to offer professional development especially focused on math, ELA, and Restorative Justice
- Offer support for educator evaluation and training
- Assist with data collection and analysis to support quality implementation, enhancing services, supports and best outcomes (e.g. Illuminate MOU)
- Involve district principals in the SISR instructional leadership network to build capacity for teaching and learning
- Provide training aimed at improving the methodology of coaches currently funded by the district
- Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
- Continue offering county collaborations to increase networking across district lines
- Foster communications among LEAs and include Saginaw Public School District
- Continue fostering a collaborative career education focus and provide support for implementing tools procured through county-wide agreements.
- Assist with compliance measures that support full utilization and monitoring of grant funds
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The State Superintendent of Public Instruction (SPI) and the Michigan Department of Education (MDE) agree to the following:

- At the district's request, attend Saginaw Board meetings to provide information on requested topics
- Provide technical assistance and personnel at the district's request to cover topics including, but not limited to:
 - Survey of Enacted Curriculum (to measure efficacy of district curriculum)
 - Multi-Tiered Systems of Support (MISS)
 - Data teams to review district's assessment results and accountability measures
 - Assistance with automating the data into a data warehouse
 - Financial assistance with services to positively impact academic programming
 - Assistance in acquiring wraparound services and linking to state agencies such as DHHS
 - Assistance with grant applications outside of state competitive grants as permitted
 - Mi Excel Blueprint Training
 - Truancy Abatement Measures and Practices
 - Promoting Positive School Climate (PPSC)
 - African-American Young Men of Promise Initiative
- Serve as a liaison with other state agencies to garner additional supports to SPSD

- Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
- Have an open door policy for the partners listed within this agreement
- Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations

Realizing Partnership Potential:

It is the intention of the Michigan Department of Education and identified agencies to fully support the Saginaw Public School District in meeting the expectations set forth in this agreement to discourage further identification of schools having priority status. The following actions will help to ensure successful implementation of the Partnership Agreement:

- Full engagement of the associations' aligned services with SPSD as defined in this Partnership
- Acknowledgement that student achievement must improve to avoid academic sanctions from the State School Reform/Redesign District

Extend all Board members the option to participate in Partnership meetings to enhance transparency and communication amongst all stakeholders

Saginaw High School

Partnership Agreement

This Partnership Agreement (**Agreement**) is entered into by and among the Saginaw Public Schools Board of Education and Saginaw Public Schools, a general powers school district established by the Michigan Revised School Code (**SPSD**), Saginaw Intermediate School District (**SISD**), a Michigan intermediate school district, the Michigan Department of Education (**MDE**), and the State School Reform Office (**SRO**) as part of the State Department of Technology, Management and Budget, as of May 1, 2017.

PREMISES

WHEREAS, the parties desire to improve the educational experience and success of students enrolled in Saginaw High School (**Partnership Schools**); and

WHEREAS, MDE has offered to work collaboratively and to enter into this Agreement with SPSP and SISD to further facilitate the achievement of that purpose, and to avoid the threat of action by the SRO under Section 1280c of the Revised School Code (**School Code**), MCL 380.1280c; and

WHEREAS, SPSP intends to engage with other partners as appropriate to meet the needs and conditions at each partnership school in its efforts to achieve the purposes and goals of this Agreement; and

WHEREAS, MDE is committed to collaborate with SPSP in various ways, including but not limited to (i) providing waivers of certain reporting requirements, (ii) providing flexibility in the use of resources, (iii) identifying and providing additional resources in support of the goals of this agreement, and (iv) engaging other state departments and social service agencies to provide support to partnership school students and their families; and

NOW THEREFORE, based on the foregoing, the parties desire to enter into this Agreement and on the commencement date of this partnership, shall be deemed to have become partners in meeting the mutually determined goals and outcomes for the schools named in this document. The purposes, terms, and conditions of this partnership are as follows:

1) LOCAL CONTROL

Saginaw Public School District retains control of all schools identified in this agreement. The Michigan Department of Education and partners named in this agreement will provide mutually determined support to meet the benchmarks and goals defined below.

2) Term of Agreement and Expiration.

- A. Except as otherwise provided herein, the term of this Agreement shall commence on May 1, 2017, and shall end on June 30, 2020, unless extended by mutual agreement of the parties.

Saginaw High School

Partnership Agreement

- B. During the term of this Agreement, neither MDE nor the SRO shall take any action to close either partnership school or apply or enforce any other remedy under Section 1280c of the School Code, MCL 380.1280c.
- C. Either SPSD or MDE may terminate its participation in this Agreement at any time by agreement with SPSD or for cause, on 30 days' prior written notice to the other parties hereto. For purposes of this Agreement, "cause" shall include any illegal action or material breach of a party's promises and obligations contained within this Agreement.
- D. It is agreed that if either partnership school substantially achieves its established goals at the expiration of this Agreement, then it will be released from the requirements of Section 1280c and/or from any threat of closure or takeover from any other similar or corresponding legislative enactment that may be in effect at the expiration of this Agreement.
- E. In the event that Section 1280c of the School Code is repealed and not replaced with any corresponding legislative enactment or in the event that a court determines that the SRO is illegally configured, the Executive Order No. 2015-9 is invalid, or the SRO has taken illegal actions in identifying and selecting SPSD partnership schools for closure or takeover, then at SPSD's option this Agreement shall be void, and the SPSD partnership schools shall have the same standing as any other public school which has not been identified among the lowest achieving 5% of public schools or subject to the requirements of Section 1280c.
- F. In the event that Section 1280c of the School Code is modified or replaced by another legislative enactment relating to school reform, then the parties agree that that this Agreement shall be grandfathered under such legislative enactment and will be protected by the constitutional doctrines that forbid impairment of contract and ex post facto laws, Mich. Const. Art 1, Section 10. However, within SPSD sole discretion, SPSD can declare this Agreement void and elect to operate its partnership schools under the new legislative enactment.
- G. At the expiration of the Agreement, the parties agree that before any lawful recommendation is made regarding school closure or takeover of either SPSD partnership schools, SPSD will have the option to reconfigure the partnership school with different school administration and staff and/or different school

Saginaw High School

Partnership Agreement

programs, and the replacement of the partnership school with different school administration and staff and/or different school programs will be an acceptable outcome in lieu of actual school closure and/or takeover.

3) SCHOOL(S) SUPPORTED BY THIS AGREEMENT:

- A) Saginaw High School
- B) All SPSD Schools Identified with a Next Level of Accountability - there is a systemic need for school reform initiatives and resource support for At-Risk SPSD schools feeding into priority designated schools. Therefore, these schools should receive the benefit of resources allocated to partnership schools.
- C) Partners will honor services outlined for the Saginaw Public School District within the initial Partnership Agreement (See Exhibit A) adopted by the Saginaw Board of Education on September 1, 2016.

4 – 9) BENCHMARKS AND GOALS TO BE MET BY SAGINAW PUBLIC SCHOOLS:

In adopting the following goals, the parties intend to establish and implement a process, the phases of which will identify the challenges, strengths, and opportunities for each partnership school, engage the staff, students, families, community and partners of each partnership school, develop recommendations, identify supports, engage additional partners for the implementation of those recommendations, and determine the data to be collected and analyzed for growth measures to be adopted in later phases of the partnership, in a collaborative effort to improve the educational experience and success of students enrolled in the partnership schools.

Professional Learning Communities – SHS Guiding Coalition

PLCs that Work were introduced for the current school year, with professional development with Dr. Anthony Muhammad. Four sessions were attended by twelve teachers, the MTSS Specialist, the Assistant Principal and the Principal. District coaches for math, PLCs, and ELA/SS also attended sessions. The purpose of the PLC work is to strengthen the use of data in guiding the work of Saginaw High teachers, and giving the school teacher leaders a voice in creating a high performing school. The group involved in the training has formed the Guiding Coalition of Saginaw High School. The group is representative of all core areas, electives, and special education teachers. Within the group, we anticipate making decisions that will propel Saginaw High to a new level of performance and accountability. The group will focus on creating plans that serve the unique needs of our staff and students. This PD was also sponsored by the Saginaw Intermediate School District, through the Regional Assistance Grant (RAG) funds, and is listed in our Service Plan.

Saginaw High School

Partnership Agreement

Teachers will use data to modify instruction through the PLC process, make instructional adjustments based upon data collection/analysis, maintain and update a data wall that will include formative assessment, grade distribution data, and attendance data, and complete an ILC for each unit every 3-5 weeks.

Goal # 1 –All instructional staff will implement professional learning communities with fidelity to increase student proficiency by 3 percentage points annually within each core content area over the next three years.

Analysis of Relevant Data

Ninety-four percent of the Saginaw High staff are singleton teachers, who are the only teacher of the subject within the content area (four ELA teachers, one at each grade level). This makes relevant PLC conversations difficult and points to the need to reorganize and refocus PLC work. Another area of concern is the completion rate of Instructional learning cycles (ILC). The submission rate for completed ILCs is 58% for Cycle I, Cycle II is 7%, and Cycle III is 7%. This is also a function of singleton teachers in a subject area, and limited opportunities for collaboration, which also points to the need to increase the effectiveness of PLCs.

System for Monitoring: Review of Unit Plans/PLC Protocols/ILC Documentation, Common Formative Assessments, District Summative Assessments, State Assessments. Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Reteaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: 75% of staff fully implemented / 3 percentage point increase on identified assessments by Spring of 2018.

36 Month Goal: 100% of staff fully implemented / 3 percentage point increase annually from 2017 baseline data on identified assessments through Spring of 2020.

Implementation Timeline: Sept. 2017 – Sept. 2020

Academic Assessment Cycle: Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA)

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Implement and follow the PLC Protocols/ILC process
- Be able to describe how common formative assessments look at their content area

Saginaw High School

Partnership Agreement

- Be able to identify, explain, and implement their lessons in the varying quadrants (A, B, C, D).
- Be able to create and implement performance task Quadrant D rigorous lessons or several Quad D moments with each unit.
- Understand how Lesson Design Qualities are embedded in the Rigor and Relevance framework.
- Know the expectations and participate with the job-embedded coaching support
- Follow subject content standards and curriculum in which they are teaching.
- Design and display “I can” statements that reflect content standards and objectives along with the daily learning focus and academic vocabulary.
- Have a clear understanding of what the collaborative instructional process for PLCs entails.
- During PLCs, discuss R&R instructional strategies: Active Participation, Learning Environment, Formative Process & Tools, Meaningful work, Learning Connections, Authentic Resources, Thoughtful work, Academic Discussion, High-Level Questioning
- Build in time to work with other district schools to create common formative assessments with other teachers of the same content area, and to set aside dates for times to meet. Early release or late start days will be designated.

Professional Learning Needed to Meet Goals and/or Benchmarks

- One-on-one coaching – Instructional Strategies
- small group coaching – PLC/ILC Process
- content area coaching – Formative Assessments
- Modeling by District/ISD Coaches
- Curriculum support with District/ISD Coaches

Content Specific Instructional Strategies

As outlined in our Unpacking Tool Big Idea #1, Saginaw High has identified strategies that each department will use to increase students' performance.

Social Studies – Graphic Organizers including Venn Diagrams, T-notes

Math – Know-Find-Answer (KFA)

Science – 4 Square Concept, Vocabulary Self Rating

ELA – Writing to Learn including Quick Writes and Exit Slips,

All Core and Elective areas - Content area reading and Writing to Learn

Goal # 2 - All Instructional Staff will increase MME/SAT scores by 3% annually within the core content areas of math, English, science, and Social Studies.

Analysis of Relevant Data

Analysis of 2011 to 2015 ACT and 2016 SAT scores supports the 18-month benchmark 2 and 36-month goal 2. The ACT ELA average score increased by .8 percent from 2014 to 2015 and the 2016 SAT EBRW was 13% proficient. ACT Math average scores decreased by .1 percent from 2011 to 2015 and the 2016 SAT Math was 3% proficient. Similar trends occur in Science

Saginaw High School

Partnership Agreement

and Social Studies which indicates a need to focus on all core areas. MME science data has been relatively stagnant from 2013-2016. Social Studies data illustrates a negative trend.

Saginaw High ACT Trend Data

School Year	English	Math	Reading	Science	Composite
2011	12.9	15.2	14.4	15.1	14.6
2012	13.1	15.6	13.8	14.9	14.5
2013	13.5	15.6	14.5	16.0	15.0
2014	12.5	15.4	14.9	15.2	14.6
2015	13.3	15.1	15.2	15.0	14.8

Saginaw High SAT* Spring 2016

2016 SAT Results

N Tested	Avg SAT TOTAL	Avg EBRW	Avg MATH Section	Avg READING	Avg WRIT_LANG	Met EBRW Benchmark	Met Math Benchmark
105	794	411	383	20.55	20.77	13%	3%

MME Science and Social Studies Trend Data

School Year	Science Proficient or Above	Social Studies Proficient or Above
2013	1	7
2014	1	6
2015	.9	3.5
2016	1.9	1.9

Saginaw High School

Partnership Agreement

System for Monitoring: Walkthrough Documentation/Frequency of Use of Strategies/ILC Monitoring Document, Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA). . Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Reteaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools

18 Month Benchmark: 3 percentage point annual increase on identified assessments by Spring of 2018.

36 Month Goal: 3 percentage point increase from 2017 baseline data on identified assessments through Spring of 2020.

Implementation Timeline: Sept. 2017 – Sept. 2020

Academic Assessment Cycle: Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA) at the end of each unit

Professional Learning Needed to Meet Goals and/or Benchmarks:

Teachers will need:

Training in specific instructional strategies by department with Content Area Coaches

Release time for teacher leadership team for planning and monitoring implementation

Whole staff training on PLCs that Work with Dr. Muhammad (Saturday or summer stipends), or subs for pullout training.

Science Support - As support for classroom instruction and student intervention, we are proposing a partnership with Saginaw Valley State University Science Department. SVSU will support our biology and chemistry classes with a mobile lab that will visit the school twice per week to provide students with science experiments that will promote inquiry based learning and higher order thinking skills. Dr. Karpovich (SVSU Professor) has worked with Saginaw High School in previous years, and is supporting this initiative.

Math Support - We are also seeking math support through Delta College (staff and students) for Math Intensive Programming for struggling learners and Math Enrichment for students in higher level math.

Climate and Culture

Saginaw High School

Partnership Agreement

As a district, we have implemented a MTSS model to address the academic and behavioral needs of students. For Saginaw High, the Unpacking Tool Big Idea #2 focuses on the climate and culture of the school. Staff was trained initially in the summer of 2015 in Restorative Practices. Staff turnover and new leadership left some with limited knowledge of practices for the next school year. Additional training during the summer of 2016, as well as, February and March 2017 has brought number of trained staff up to about 85%. The staff includes two Behavior Interventionists and the school social worker, who monitor effects of the Restorative Practices for all grade levels. Teachers also practice RJ for the classroom. The Behavior Intervention Program data collected thus far shows that 32 students are identified as Tier III for behavior, in grades 9-12. Fifty-seven (57) students have participated in Peace Circles to resolve conflict and avoid suspension. Students identified in Tier III also participate in weekly circles to help students navigate situations that impact their ability to willingness to make positive choices.

Our students are identified for academic intervention by Tiers I, II, and III. For Tier III, our students most in need, we have Strategic Reading and Math as an hour of instruction. Students are identified by grades, summative test scores, and progress monitoring tests. Students are scheduled for the additional support, and are released when academic progress is demonstrated. Ninth and tenth grade students are targeted for the Tier III intervention, as the intervention is addressed early in their high school careers. We also employ two Academic Interventionists, who work with Tier III students in the classroom settings. They perform small group intervention within the classroom. Tier II support takes place daily in Academic Intervention classes (4th period). Students are placed according to tier level and specific academic focus is identified to the meet the needs of each group. Tier II intervention at the 9th and 10th grade level focuses on reading skills and math skills. For the junior level, students are engaged in all four cores, and focus on test preparation for summative Spring assessments. The instruction is administered by core content experts for all students, and is differentiated to meet the needs of Tier II students. The MTSS process also allows for Structured Tutoring after school for additional intervention for students in need.

Goal # 3 - All instructional staff will work towards reduction of tardiness by 20%, referrals to Main Office by 20%, and Suspensions by 20%.

Analysis of Relevant Data

Analysis of Skyward tardiness rates, number of referrals, and number of suspensions supports the 18-month benchmark 3 and 36-month goal 3. There were 716 first hour tardies during the 1st semester of the 2016-2017. There were 480 referrals in 2015-2016 and 738 referrals from September to March of the 2016-17 school year. There were 236 suspensions during the 2015-2016 school year and 140 suspensions for first semester of 2016-2017 indicating a need to reduce suspensions to increase instructional time for at-risk students.

Strategies to Reach Goals and Benchmarks

Saginaw High School

Partnership Agreement

Instructional Staff will:

- Participate in ongoing Restorative Practices professional development
- Implement Promoting Positive School Climate
- Initiate discipline protocol prior to sending students to the office, and inform and engage the parent/guardian's within the process of discipline
- Engage students in proactive relationship building through Restorative Circles
- Establish an Attendance Review Committee to work with truancy officers and abatement clerks

System for monitoring: All discipline referrals will be entered into Skyward by teachers or building secretary, if referred by support staff. The PBIS Leadership Team will meet monthly to monitor this data. All major infractions will also be entered in SWIS by the Behavior Interventionist. He will run a report and share this data at the monthly PPSC team meeting. Principal will monitor referral and suspension activity by using Skyward Attendance and Behavioral Reports/Safe Schools Healthy Students Reports/Perception Surveys/Truancy Documentation (Truancy Officer & Abatement Clerk)/Behavior Interventionists Caseloads/, Restorative Practices (Conferences and Circles). Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: Reduction of tardiness by 10%, referrals to Main Office by 10%, and Suspensions by 10%

36 Month Goal: Reduction of tardiness by 20%, referrals to Main Office by 20%, and Suspensions by 20%

Implementation Timeline: Sept. 2017 – June 2020

Assessment Cycle: Implementation of Promoting Positive School Climate (PPSC). Quarterly Reports (November, January, March, June) on origin of discipline referrals, decrease in total discipline referrals, and suspensions. Perception surveys administered two times per year at Fall and Spring Parent Teacher Conferences.

Assessments: Analysis of 3-5 year trend data regarding attendance patterns, origin of discipline referrals, decrease in total discipline referrals, suspensions, and overall number of referrals. Perception surveys from students, staff, and parents.

Professional Learning Needed to Meet Goals and/or Benchmarks:

- Restorative Practices Training for current untrained administrative and instructional staff and incoming staff members. Training should be inclusive of Security, Academic Interventionists, Truancy staff (Officer and Abatement Clerk), and Special Education Aides
- Professional Development for staff in building relationships with students and families
- SWIS Training for all staff responsible for entering referral data

Saginaw High School

Partnership Agreement

- Illuminate training for all staff
- District Support in the rollout of PPSC (Promoting Positive School Climate) - Kick off will take place in January 2018

STRENGTHS OF Saginaw Public School District

- Instructional coaching for job embedded professional development
- Technology infrastructure for innovative lesson design, formative and summative assessment
- Family and community engagement
- Multi-Tiered Systems of Support
- Collaborative relationships with unions and community partners

WEAKNESSES OF Saginaw Public School District

- Need for a comprehensive data warehousing system to assist with data analysis
- Teacher turnover due to fiscal challenges
- Mobility patterns of families within the district
- Establishing consistent efficiency practices and systems
- Preserving instructional time in the face of fulfilling compliance requirements

10) SAGINAW PUBLIC SCHOOL DISTRICT'S BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

The Saginaw Board of Education agrees to:

- Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.
- Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed
- Actively foster relationships with community partners to bring talent and resources into the district
- Have an open door policy for the partners listed within this agreement
- Update its policies and maintain currency of same

11) Saginaw Public School District SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The District Superintendent/Saginaw Public School District agree to:

- Oversee the Partnership Agreement and keep the SPSD Board of Education informed of the progress on the Agreement
- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals

Saginaw High School

Partnership Agreement

- Create a communications plan to inform staff and community of goals and measures
- Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings
- Utilize a superintendents' resource network
- Have an open door policy for the partners listed within this agreement

12) THE SAGINAW INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The Saginaw Intermediate School District agrees to:

1. Format of Support

- a. Intervention Specialist and School Improvement Facilitators will be the primary point of contact between the district and the SISD.
- b. Monthly meetings will occur between the SISD Instructional Team with Loomis and Saginaw High. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine qualitative and quantitative data, and provide feedback.
- c. Loomis and Saginaw High will also participate in Instructional Rounds with the SISD Instructional Team quarterly.

2. Regional Assistance Grant

- a. Continuation of Professional Development for current initiatives in place.
- b. Public Consulting Group Mentor Assigned to Each
 - i. Bi-Monthly PLCs, both face-to-face and virtual
 - ii. Monthly onsite one-to-one meetings
- c. Intervention Specialist
 - i. Blueprint Implementation
 - ii. Monthly meetings with Superintendent around Priority School needs and Service Plan Implementation
 - iii. Monthly Meetings with Principals around individual school needs and Transformation Plan/SIP implementation
 - iv. Provide training aimed at improving the methodology of coaches currently funded by the district
 - v. Assistance with Progress Monitoring Requirements for Mi-Excel
- d. School Improvement Facilitator
 - i. Examine and support implementation of best-practices and curriculum
 - ii. Provide training aimed at improving the methodology of coaches currently funded by the district
 - iii. Instructional coaching and support for each academic goal 12-

Saginaw High School

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20 days a month.

- iv. Will complete compliance measures that support full utilization and monitoring of grant funds

3. MTSS

- a. SISD will take part in the implementation of the Early Warning System
- b. Recommended that Saginaw High and Loomis attend MTSS Cohort II Training
- c. All MTSS Coordinators and Interventionist should attend SISD MTSS Network Meetings

4. Data Support

- a. Will assist with data collection and analysis with content coaches
- b. SISD will take part in the implementation of Illuminate and Early Warning System
- c. Provide support through the Data Agreement currently in place

5. Content Specialist

- a. Content Specialist at the SISD will be available for consultation and professional development as needed.
- b. Offer support for educator evaluation and training

6. Culture and Climate

- a. Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
- b. SWIS facilitation will be provided by the SISD
- c. PBIS support will be provided by the SISD

7. Have an open door policy for the partners listed within this agreement

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

The State Superintendent of Public Instruction (SPI) and the Michigan Department of Education (MDE) agree to the following:

- At the district's request, attend Saginaw Board meetings to provide information on requested topics
- Provide technical assistance and personnel at the district's request to cover topics including, but not limited to:
 - Survey of Enacted Curriculum (to measure efficacy of district curriculum)
 - Multi-Tiered Systems of Support (MTSS)
 - Data teams to review district's assessment results and accountability measures
 - Assistance with automating the data into a data warehouse
 - Financial assistance with services to positively impact academic programming
 - Assistance in acquiring wraparound services and linking to state agencies such as DHHS
 - Assistance with grant applications outside of state competitive grants as permitted

Saginaw High School

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- MI Excel Blueprint Training
 - Truancy Abatement Measures and Practices
 - Promoting Positive School Climate (PPSC)
 - African-American Young Men of Promise Initiative
- Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
 - Have an open door policy for the partners listed within this agreement
 - Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations
 - Support SPSD's application for the 21st Century After-school Program Grant

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

- Vic Bugni, Partnership Liaison, will serve as primary point-of-contact for MDE.
- Partnership Liaison (PL) will work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- PL will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- PL will work with Superintendent and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- PL will facilitate discussions and meetings related to the Partnership Agreement when requested.
- PL will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.

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

- A) Support the Partnership Agreement
- B) Release SPSD from PERIS reporting for all buildings

15) BUDGET:

Saginaw Public Schools will share budget information, including allocations for state and federal grants, and other elements when available. Resources will be aligned to address the needs identified and prioritized through the comprehensive needs assessment process. Significant support will be provided which includes coaching supports, in-services for culture/climate initiatives, trainings for Instructional Learning Cycles, Tier I implementation of reading and math supports, intervention resources, and other needs identified. Please see Attachment A, 36-Month Budget Overview.

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

Saginaw High School

Partnership Agreement

Note: The budget overview is for planning purposes only. The terms of the Agreement **do not grant explicit advanced approval for expenditure of federal funds.** Final approval for 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.**

Saginaw High School

Partnership Agreement

Saginaw High School Attachment A: Professional Development Budget Sheet Partnership Agreement

Goal 1: Professional Learning Communities

Timeframe and Deadline **	Person Responsible **	Salaries + Benefits or Purchased Service Costs	Funding Source *	Resources Needed *	Target Audience *	Activity (Topic) *	Year
August 2017-June 2018	Dr. Muhammad, Solution Tree PLCs That Work	Added Compensation \$4200 (6 hours)	Title II Title I	Materials PLC Books "Learning by Doing" (\$500)	All staff (teachers, academic interventionists, paraprofessional (aides)	Professional Development with Dr. A. Muhammad for all staff	Year 1
August 2017-June 2018	District PLC Coach Principal	Fee for Dr. Muhammad \$30,000 (6 days)	RAG- ISD	Materials	All staff	2 Days for all staff, 4 follow up visits for the 17-18 school year	Year 1
August 2018- June 2019	District PLC Coaches Principal	Subs for PD - (120 x 4=\$480) Additional support days - Dr. Muhammad (4 x \$5000=\$20,000)	Title II RAG- ISD	Materials	All staff	Training of new staff, support of current staff	Year 2
August 2019 - June 2020	District PLC Coaches Principal	Subs for PD - (120 x 4 = \$480) Additional support days - Dr. Muhammad (4 x \$5000=\$20,000)	Title II RAG-ISD	Materials	All staff	Training of new staff, support of current staff	Year 3

Saginaw High School

Partnership Agreement

Goal 2: Increase SAT/MME Scores in Core Subject Areas

Timeframe and Deadline **	Person Responsible **	Salaries + Benefits or Purchased Service Costs	Funding Source *	Resources Needed *	Target Audience *	Activity (Topic) *	Year
August 2017	District ELA Coaches Principal ISD Coaches for core instruction MTSS Specialist	Consultant Contracted through ISD District Coaches PD for staff (subs) 120.00 x 31 = \$3720 Services - Partnership with SVSU Mobile Lab Services for Chemistry NSpire Training for new staff (district) Delta Math Tutors	Title I Supplies Title II SVSU (donated services) Delta (donated services)	Notebooks Pens and Pencils Folders Scholastic Magazines (content specific) Novels Lab equipment and materials donations from SVSU for Chemistry, Biology Manipulatives Batteries NSpire Replacements	Classroom Teachers	ELA – Writing to Learn Science- Vocabulary Building – 4 Square Social Studies – Graphic Organizers Math – Know Find Answer (KFA) All departments – Reading across content areas	Year 1
September 2017 – June 2018	District ELA Coaches Principal	Substitute Costs: \$120.00 x 16 days = \$1920 (half days for 31 teachers)	Title II	N/A	Classroom Teachers	Follow Up Job Embedded/Modeling & Coaching	Year 1
September 2018	Scholastic Trainers (READ180) District ELA Coaches Principal	Consultant Fees (?) & Substitute Costs: \$120 x 4=\$480	Title II ISD Instr. Coaches	N/A	Classroom Teachers	Training of new staff	Year 2
October 2018 – May 2019	Scholastic Trainers District ELA Coaches Principal	Sub Costs: \$120 x 8 days = \$960	Title II	N/A	Classroom Teachers	Continue Job-Embedded Coaching	Year 2
October 2019 - May 2020	District ELA Coaches Principal	Added Compensation \$1810.00 for after school PD	Title II	N/A	Classroom Teachers	Train new staff and Continue Job-embedded Coaching	Year 3

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Goal 3: CULTURE & CLIMATE

Timeframe and Deadline **	Person Responsible **	Salaries + Benefits or Purchased Service Costs	Funding Source *	Resources Needed *	Target Audience *	Activity (Topic) *	Year
August PD (Opening Staff Meeting) & Monthly Staff Meetings: September 2017 – May 2018 (15 min)	PPSC Leadership Team & Behavior Interventionist Martha Fordham (MTSS coordinator) Principal	Resource books and printing (\$1000)	Title I PPSC Title II	PPSC & Restorative Practice Materials Teacher Institutes for Classroom management	Classroom Teachers	Classroom Management Strategies/Referral Form Training	Year 1
Professional Development Days - Nov. 2017, Mar 2018	Lisa Coney, SSHS, MTSS Specialist Principal	Safe Schools Healthy Students Office	Title I	Training sessions & Materials	New teachers and teachers yet untrained	Restorative Practices Training	Year 1
PLC - Grade Levels-2nd Tuesday of each month October - March (6 sessions)	PPSC Leadership Team Principal	Jensen Book - \$545.00	Title I	Books & Book Study Protocol	All Teachers	Eric Jensen Book Study	Year 1
August PD & Monthly Staff Meetings/SQT	MTSS Specialist PPSC Leadership Team & Behavior Interventionists Principal	N/A	PPSC Grant	PPSC Resource Books & Information	Classroom Teachers	Identify strategies for Tier 2-3 behavior students	Year 2
Data Collection at the end of each quarter: September 2018 - May 2019	MTSS Specialist PPSC Leadership Team & Behavior Interventionists Principal	N/A	N/A	Restorative Practice Materials	All Staff	Restorative Practice Data Review	Year 2
Data Collection at the end of each quarter: September 2019- May 2020	MTSS Specialist PPSC Leadership Team & Behavior Interventionists Principal	N/A	N/A	PPSC and Restorative Practice Materials	All Staff	Review SWIS Data and Restorative Practice	Year 3

16) ADDITIONAL PARTNERS: Saginaw Public School District and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. Saginaw Public School District and the Michigan Department of Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The Saginaw Education Association agrees to:

- Improve education outcomes for students, parents, and community members
- Collaboratively and continually address issues with the Board and Administration to improve and sustain student achievement
- Foster collegial work relations to support teamwork, innovation, and customer service
- Enhance teaching quality through relevant, professional development, etc.
- Support the Partnership Agreement

The Saginaw Public Library System agrees to:

- Engage SPSD students in the Summer Reading Program
- Provide students with a working knowledge of the library system throughout the school year to encourage reading proficiency and use of resources

- Assist teachers with identifying texts that support reading at or above grade level
- Work with the school to incentive reading to build readers' confidence
- Assist administrators with developing a reading culture within the building that supports reading proficiency

Saginaw Public School District Families agree to:

- Ensure that students arrive to school on time.
- Act as catalysts to encourage reading proficiency and use of district resources to improve student achievement
- Monitor students' online activity on social media to assist in supporting a safe and secure school environment
- Monitor grades, attendance, and citizenship through use of Skyward's online Parent Portal
- encourage students to complete homework
- work with the Parent Teacher Student Association
- Attend Parent-Teacher Conferences, Title I Parent Engagement Activities, and other events that support student achievement

Community Partners

Community Partners are essential to the success of the district. They provide supportive services to help in classrooms by establishing relationships that foster support for students. Organizations and entities such as READ, Business and Industry, Retired Educators, Saginaw Valley State University and Delta College will support our students with tutoring, opportunities for hands on activities in science and math, and provide tutors and mentors to help students excel academically in reading, math, and other subjects.

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

Once the parties sign this agreement:

- A. If the district substantially fails to meet the 18-month benchmark(s), the signatories agree that SISD will:
 1. Work with the superintendent and the district team to identify strengths and barriers in implementation.
 2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.

3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.
 4. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.
- B. If the district substantially fails to meet the 18-month goal(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection.
- C. If the district substantially fails to meet the 36-month benchmark(s), the signatories agree that SISD will:
1. Work with the superintendent and the district team to identify strengths and barriers in implementation.
 2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.
 3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.
 4. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.
- D. If the district substantially fails to meet the 36-month goal(s) benchmark(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection. SPSD, SISD, and MDE will also discuss if the school(s) need to be reconstituted in some way.

18) Checklist of Actions: The following actions will be completed by the Saginaw Public School District, the Michigan Department of Education, and identified partners: establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

- a) By May 5, 2017, create a communication plan to share the signed Partnership Agreement with partners. SPSD staff, parents, students, and community members
- b) By May 15, 2017 create a transition plan from the date of the Partnership Agreement to August 1, 2017, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement

- c) By May 30, 2017 reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates
- d) By May 30, 2017, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for , for monitoring completion of tasks, resource acquisition, and identified deadlines

19) FUTURE MEETING DATES:

Saginaw Public Schools, the Saginaw Intermediate School District, and the Michigan Department of Education will establish quarterly meeting dates to engage in collaborative discussion, gauge implementation progress, identify barriers to implementation, and discuss relevant issues regarding this agreement.

20) AMENDMENTS

This Agreement shall not be modified, altered, or amended except by written agreement duly executed by all parties to this Agreement in accordance with the terms hereof, including the option to add additional at risk schools to this Agreement. If either party requests modification of this agreement, the parties shall confer in good faith, upon reasonable notice of the proposed modification by the party desiring the change, to determine the feasibility of such modification. Modifications shall not be effective until signed by duly authorized representatives of both SPSD and MDE.

21) 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.

22) 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 or in any way shall affect this Agreement or the construction of any provision hereof.

23) GOVERNING LAW

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

24) 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.

25) NO IDEMNIFICATION

There shall be no indemnification of either party by the other regarding 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.

26) EXISTING LITIGATION

By entering into this Agreement, SPSD does not waive any argument it may have in the case captioned *Kalamazoo Public Schools, et. al. v Natasha Baker, et al, State of Michigan in the Court of claims*, Court of Claims No. 17-000044-MZ.

27) NOTICES

Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by facsimile transmission, courier delivery service, or 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 courier delivery service, or (c) four business days after being deposited in the mails, with proper postage for first-class registered or certified mail, prepaid.

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

If to Spsd: Nathaniel B. McClain, Supt.
c/o Saginaw Board of Education
550 Millard Street
Saginaw, Michigan 48607

If to SISD: _____

If to MDE:

If to SRO:

28) INVALIDITY OF ANY PROVISION

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

29) 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.

30) ENTIRE AGREEMENT

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

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

SAGINAW PUBLIC SCHOOL DISTRICT

By: _____

Its: _____

SAGIANW INTERMEDIATE SCHOOL DISTRICT

By: _____

all prior agreements and understandings relating to the subject matter hereof.

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

SAGINAW PUBLIC SCHOOL DISTRICT

By:

Its:


Nathaniel B. McLean
Superintendent

SAGIANW INTERMEDIATE SCHOOL DISTRICT

By:

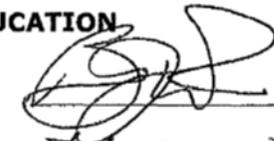
Its:


DIRECTOR OF INSTRUCTIONAL SERVICES

MICHIGAN DEPARTMENT OF EDUCATION

By:

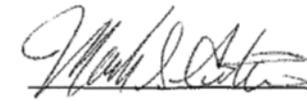
Its:

 4/27/17
State Superintendent

STATE SCHOOL REFORM OFFICE

By:

Its:


Deputy Director

Saginaw High School
Partnership Planning Goal Overview
Draft

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on this date: **April 25, 2017**

Saginaw Board of Education President

Name: Rudy Gallerson
Title: President
Date: 4-25-17

Saginaw Board of Education Vice-President

Name: Matthe Thompson
Title: Vice president
Date: 4/25/2017

Saginaw Board of Education Secretary

Name: Jean E. Choyn
Title: Secretary
Date: 4/25/2017

Saginaw Board of Education Treasurer

Name: Kevin Harriott
Title: Treasurer
Date: 4/25/2017

Saginaw Board of Education Trustee

Name: Steve Seals
Title: Trustee
Date: 4/25/2017

Saginaw Board of Education Trustee

Name: Ruth Amstrong
Title: Trustee
Date: 25 April 17

Saginaw Board of Education Trustee

Name: Lanana McKae
Title: Trustee
Date: 4/26/17

Michigan Department of Education

Name: [Signature]

Title: State Superintendent

Date: 4-27-17

Saginaw Public School District Superintendent

Name: [Signature]

Title: Superintendent

Date: 4/25/17

State Reform Office

Name: [Signature]

Title: Deputy Director

Date: 4/27/2017

Saginaw Education Association

Name: [Signature]

Title: PRESIDENT

Date: 4/27/17

Saginaw Intermediate School District

Name: [Signature]

Title: DIRECTOR OF INSTRUCTIONAL SERVICES

Date: 4/27/17

Middle Cities Education Association

Name: [Signature]

Title: ex. Dir

Date: 4.27.17

MAISA

Name: [Signature]

Title: Operations Director

Date: 4/27/17

Michigan Association of School Boards

Name: [Signature]

Title: Consultant

Date: 4.27.17

Michigan Assoc. of School Admin
Tina Kerr Lia Ker
Deputy Exec. Director
4/27/17

EXHIBIT A

AGREEMENT for a MICHIGAN EDUCATION PARTNERSHIP MODEL for the SAGINAW PUBLIC SCHOOL DISTRICT

September 1, 2016

Saginaw Public School District (SPSD):

The Saginaw Public School District serves just over 6,500 students within ten elementary, one middle, three high schools, an early childhood development center, and a career and technical education facility. The district is led by the seven-member Saginaw Board of Education and Superintendent Nathaniel B. McClain. There are more than 500 educators and support staff employed by the district. SPSD has 62% of its students deemed economically disadvantaged and one hundred percent of its students participate in the free and reduced lunch program. Saginaw Public School District has an average top to bottom ranking at the 21st percentile since 2012. The district's graduation rate over the past five years has trended up from 60.03% in 2011 to 74.10% in 2015. During this timeframe the dropout rate has been reduced from 19.45% to 13.52% respectively.

Highlights of the district include: Handley Elementary School — a Reward School with its award-winning IB programming for academically talented students grades K-5; Saginaw Arts and Sciences Academy — a Reward School with a STEAM focus; Saginaw Career Complex — with its business partnerships to provide 17 CTE programs; and the Saginaw Promise scholarship program, which has awarded over \$552,776 to 356 students since its inception in 2012. The graduating classes of 2016 from Saginaw High School, Arthur Hill High School, and the Saginaw Arts and Sciences Academy have accumulated a total of \$8,309,502 in scholarship monies. Seniors from the Saginaw Career Complex have also earned over \$479,400 in scholarships towards a post-secondary education.

Saginaw Public Schools, like most urban districts in Michigan, have experienced significant decline in enrollment due to poor economic conditions and families leaving the region in search of employment. Since 2003, the district's enrollment has dropped from 11,708 students to 6,449 students — a decline of 55%. This reflects a population decline of both Michigan and the City of Saginaw. The Saginaw Board of Education, administration, and bargaining units have worked collaboratively to right-size the district. SPSD also has completed its Deficit Elimination Plan and now demonstrates a fund balance for the first time since 2010. The Saginaw Board of Education has demonstrated a willingness to update its policies, support the district superintendent, and focus on student achievement. The learners and educators of SPSD require a reinvestment of time, talent, and resources by its local board, its community, and the state. For these reasons, SPSD is an excellent candidate to engage in a district turnaround initiative through this Partnership Model.

Introduction to the Partnership Model:

School takeover has become a controversial practice of questionable success in communities, like Detroit, Highland Park, and Muskegon Heights, to rectify financial and academic deficiencies in school districts; however the loss of local control within these communities has raised concerns. In an effort to set a new vision for how school turnaround may be implemented in the state of Michigan, addressing both academics and fiscal matters, the State Superintendent of Public Instruction selects to invest in a Michigan Partnership Model.

The Partnership Model is a cooperative, district-wide reform initiative that comes with the kind of reinvestment and community-and state-based support needed to help a district continue to grow academically and show success. The district is willing to work with various partners in an effort to create an environment that maintains financial stability and increases academic progress.

The Partnership Model sets up a commitment of support through a variety of local, regional, and state partners. In this effort, the education partners for the local school district and its school board may include: the intermediate school district, the Michigan Association of School Boards, the Michigan Association of School Administrators/the Michigan Association of Intermediate School Administrators, the Middle Cities Education Association, and the Michigan Department of Education. Additional state agencies such as the Michigan Department of Treasury and the Michigan Department of Health and Human Services also may be called upon to provide assistance.

Agreement Objective:

The purpose is to create collaborative agreement between the Saginaw Board of Education and the entities mentioned above to ensure a partnership that will lead to improved academic outcomes for the school district while maintaining the autonomy of the local board. The decision to sign or not is up to the Board and all signing parties. Continuation in the Partnership Agreement by all agencies shall be determined at the conclusion of each academic year based on the district's official instructional calendar.

Partnership Expectations:

The Saginaw Board of Education agrees to:

- Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.
- Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed
- Actively foster relationships with community partners to bring talent and resources into the district

- Have an open door policy for the partners listed within this agreement
- Update its policies and maintain currency of same

The District Superintendent/Saginaw Public School District agree to:

- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals
- Create a communications plan to inform staff and community of goals and measures
- Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings
- Utilize a superintendents' resource network
- Have an open door policy for the partners listed within this agreement

The Saginaw Intermediate School District agrees to:

- Assist the district with curriculum alignment and establishing academic goals and measures
- Continue to offer professional development especially focused on math, ELA, and Restorative Justice
- Offer support for educator evaluation and training
- Assist with data collection and analysis to support quality implementation, enhancing services, supports and best outcomes (e.g. Illuminate MOU)
- Involve district principals in the SISD instructional leadership network to build capacity for teaching and learning
- Provide training aimed at improving the methodology of coaches currently funded by the district
- Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
- Continue offering county collaborations to increase networking across district lines
- Foster communications among LEAs and include Saginaw Public School District
- Continue fostering a collaborative career education focus and provide support for implementing tools procured through county-wide agreements.
- Assist with compliance measures that support full utilization and monitoring of grant funds
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The State Superintendent of Public Instruction (SPI) and the Michigan Department of Education (MDE) agree to the following:

- At the district's request, attend Saginaw Board meetings to provide information on requested topics
- Provide technical assistance and personnel at the district's request to cover topics including, but not limited to:
 - Survey of Enacted Curriculum (to measure efficacy of district curriculum)
 - Multi-Tiered Systems of Support (MISS)
 - Data teams to review district's assessment results and accountability measures
 - Assistance with automating the data into a data warehouse
 - Financial assistance with services to positively impact academic programming
 - Assistance in acquiring wraparound services and linking to state agencies such as DHHS
 - Assistance with grant applications outside of state competitive grants as permitted
 - Mi Excel Blueprint Training
 - Truancy Abatement Measures and Practices
 - Promoting Positive School Climate (PPSC)
 - African-American Young Men of Promise Initiative
- Serve as a liaison with other state agencies to garner additional supports to SPSD

Saginaw High School

Partnership Planning Goal Overview

Draft

- Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
- Have an open door policy for the partners listed within this agreement
- Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations

Realizing Partnership Potential:

It is the intention of the Michigan Department of Education and identified agencies to fully support the Saginaw Public School District in meeting the expectations set forth in this agreement to discourage further identification of schools having priority status. The following actions will help to ensure successful implementation of the Partnership Agreement:

- Full engagement of the associations' aligned services with SPSD as defined in this Partnership
- Acknowledgement that student achievement must improve to avoid academic sanctions from the State School Reform/Redesign District
- Extend all Board members the option to participate in Partnership meetings to enhance transparency and communication amongst all stakeholder

Jessie Rouse Elementary

Partnership Agreement

This Partnership Agreement (**Agreement**) is entered into by and among the Saginaw Public Schools Board of Education and Saginaw Public Schools, a general powers school district established by the Michigan Revised School Code (**SPSD**), Saginaw Intermediate School District (**SISD**), a Michigan Intermediate school district, the Michigan Department of Education (**MDE**), and the State School Reform Office (**SRO**) as part of the State Department of Technology, Management and Budget, as of September 4, 2018.

PREMISES

WHEREAS, the parties desire to improve the educational experience and success of students enrolled in Jessie Rouse Elementary School (**Partnership Schools**); and

WHEREAS, MDE has offered to work collaboratively and to enter into this Agreement with SPSP and SISD to further facilitate the achievement of that purpose, and to avoid the threat of action by the SRO under Section 1280c of the Revised School Code (**School Code**), MCL 380.1280c; and

WHEREAS, SPSP intends to engage with other partners as appropriate to meet the needs and conditions at each partnership school in its efforts to achieve the purposes and goals of this Agreement; and

WHEREAS, MDE is committed to collaborate with SPSP in various ways, including but not limited to (i) providing waivers of certain reporting requirements, (ii) providing flexibility in the use of resources, (iii) identifying and providing additional resources in support of the goals of this agreement, and (iv) engaging other state departments and social service agencies to provide support to partnership school students and their families; and

NOW THEREFORE, based on the foregoing, the parties desire to enter into this Agreement and on the commencement date of this partnership, shall be deemed to have become partners in meeting the mutually determined goals and outcomes for the schools named in this document. The purposes, terms, and conditions of this partnership are as follows:

1) LOCAL CONTROL

Saginaw Public School District retains control of the schools named in this agreement. The Michigan Department of Education and partners named in this agreement will provide mutually determined support to meet the benchmarks and goals defined below.

Jessie Rouse Elementary

Partnership Agreement

2) Term of Agreement and Expiration.

- A. Except as otherwise provided herein, the term of this Agreement shall commence on September 4, 2018, and shall end on September 7, 2021, unless extended by mutual agreement of the parties.
- B. During the term of this Agreement, neither MDE nor the SRO shall take any action to close either partnership school or apply or enforce any other remedy under Section 1280c of the School Code, MCL 380.1280c.
- C. Either SPSD or MDE may terminate its participation in this Agreement at any time by agreement with SPSD or for cause, on 30 days' prior written notice to the other parties hereto. For purposes of this Agreement, "cause" shall include any illegal action or material breach of a party's promises and obligations contained within this Agreement.
- D. It is agreed that if either partnership school substantially achieves its established goals at the expiration of this Agreement, then it will be released from the requirements of Section 1280c and/or from any threat of closure or takeover from any other similar or corresponding legislative enactment that may be in effect at the expiration of this Agreement.
- E. In the event that Section 1280c of the School Code is repealed and not replaced with any corresponding legislative enactment or in the event that a court determines that the SRO is illegally configured, the Executive Order No. 2015-2 is invalid, or the SRO has taken illegal actions in identifying and selecting SPSD partnership schools for closure or takeover, then at SPSD's option this Agreement shall be void, and the SPSD partnership schools shall have the same standing as any other public school which has not been identified among the lowest achieving 5% of public schools or subject to the requirements of Section 1280c.
- F. In the event that Section 1280c of the School Code is modified or replaced by another legislative enactment relating to school reform, then the parties agree that that this Agreement shall be grandfathered under such legislative enactment and will be protected by the constitutional doctrines that forbid impairment of contract and ex post facto laws, Mich. Const. Art 1, Section 10. However, within SPSD sole discretion, SPSD can declare this Agreement void and elect to operate its partnership schools under the new legislative enactment.

Jessie Rouse Elementary

Partnership Agreement

- G. At the expiration of the Agreement, the parties agree that before any lawful recommendation is made regarding school closure or takeover of either SPSD partnership schools, SPSD will have the option to reconfigure the partnership school with different school administration and staff and/or different school programs, and the replacement of the partnership school with different school administration and staff and/or different school programs will be an acceptable outcome in lieu of actual school closure and/or takeover.

3) SCHOOL(s) SUPPORTED BY THIS AGREEMENT:

- A) Jessie Rouse Elementary
- B) All SPSD Schools Identified with a Next Level of Accountability - there is a systemic need for school reform initiatives and resource support for At-Risk SPSD schools feeding into priority designated schools.
- C) Partners will honor services outlined for the Saginaw Public School District within the initial Partnership Agreement adopted by the Saginaw Board of Education on September 1, 2016.

BENCHMARKS AND GOALS TO BE MET BY SAGINAW PUBLIC SCHOOLS: (Items 4 – 9)

Goal # 1 - ELA: 3% annual increase of all third through sixth grade students at the proficient or advanced proficient level on the ELA M-STEP

Reading Focus

In year one, Jessie Rouse Elementary is focused on phonics instruction. The staff analyzed trend data and found a major deficit area in phonics mastery at all levels K-6. Professional Learning Communities (PLC) and Professional Development were used to look at the phonics component in each unit for all grade levels. After reviewing these components, the decision was made to intentionally focus on repetitively teaching phonological awareness and phonics daily. Moving forward teachers in K-6 will use small group work and/ or center-based learning to target and reinforce deficit areas. Teachers will utilize DRA2 mini lessons, Florida Center for Reading Research (FCRR) and Words Their Way to support phonics instruction. Teachers will incorporate summative and formative assessment data to monitor student growth in the area of phonological awareness and phonics.

Jessie Rouse Elementary

Partnership Agreement

Analysis of Relevant Data

Analysis of 2017 M-STEP data supports the 36-month ELA Goal 2 and the 18-month Benchmark 2 because 11.2% of third through sixth grade students were proficient indicating a need for an ELA focus. In addition, local summative assessment data indicates that the average score in grades K-6 is 43.9%. This supports the need for this goal as well.

System for Monitoring: AIMSweb benchmark scores will be entered in the Rank and Serve Document and monitored by the principal and Title I Team in the Fall, Winter and Spring. Formative Assessment data will be monitored using completed PLC Protocol B. Teachers in K-2 will turn in Pearson Unit Assessment data and teachers in 3-5 will turn in Pearson Balanced Unit Assessment data at the end of each unit. The sixth grade teacher will turn in MAISA end of unit assessment data at the end of each unit. Principal will monitor the summative assessment data.

18 Month Benchmark: 18 Month Benchmark 2 ELA: 3% more students in third through sixth grade at each grade level will score proficient or advanced proficient on the 2020 ELA M-STEP compared to the 2018 ELA M-STEP.

36 Month Goal: 3% annual increase of third through sixth grade students at each grade level will score proficient or advanced proficient on the ELA M-STEP.

Implementation Timeline: September 2018- September 2021

Academic Assessment Cycle: AIMSweb benchmark testing (Fall, Winter, Spring), AIMSweb Progress monitoring weekly for students who receive Tier II and Tier III interventions, Documented weekly progress monitoring, Formative assessments during instruction, Pearson Balanced Unit Assessments at the end of each unit of instruction, M-Step (Spring of 2019, 2020 and 2021)

Assessments: On-going teacher collaboratively created formative assessments, AIMSweb benchmark and progress monitoring, Pearson Balanced Unit Assessments, M-Step

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Guided Reading, Words Their Way, DRA2 mini lessons, FCRR strategies - Tier I & II

Jessie Rouse Elementary

Partnership Agreement

- Use Reading Street for reading with fidelity in a 1½ hour uninterrupted core block
- Teachers will implement PPSC-SWPBIS structures to create a culture of learning

Professional Learning Needed to Meet Goals and/or Benchmarks

- Classroom Management - Culture of Learning
- Follow-up job embedded coaching by district coaches
- Guided Reading, Words Their Way, FCRR strategies, DRA2 mini lesson training and follow-up modeling and coaching by district coaches

Goal # 2 - Math: 3% annual increase of all third through sixth grade students at the proficient or advanced proficient level on the Math M-STEP

Targeted Number Sense and Computation Focus

In year two, Jessie Rouse Elementary will focus on Mathematics with a targeted number sense and computation fluency focus. The staff analyzed trend data and found a major deficit area in these areas at all levels K-6. Professional Learning Communities (PLC) and Professional Development were used to analyze the areas of weakness and to determine research based strategies to improve student achievement. Moving forward, teachers in K-6 will use small group work and/ or center-based learning to target and reinforce deficit areas. Teachers will utilize Fast Math, Do the Math, Pearson Math Diagnosis and Intervention System (MDIS) and Number World to support number sense and computation instruction. Teachers will incorporate summative and formative assessment data to monitor student growth in the area of number sense and computation skills.

Analysis of Relevant Data

Analysis of 2016-17 M-STEP data supports the 36-month Math Goal 1 and the 18-month Benchmark 1 because 6.8% of third through sixth grade students were proficient indicating a need for a math focus. In addition, local summative assessment data indicates that the average score in grades K-6 is 40.7%. This data supports the need for this goal.

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System for Monitoring: AIMSweb benchmark scores will be entered in the Rank and Serve Document and monitored by the principal and Title I Team in the Fall, Winter and Spring. Formative Assessment data will be monitored using completed PLC Protocol B. Teachers will turn in district summative assessment data at the end of each unit. Principal will monitor the summative assessment data.

18 Month Benchmark: 18 Month Benchmark 1- Math: 3% more students in third through sixth grade at each grade level will score proficient or advanced proficient on the 2020 Math M-STEP compared to the 2018 Math M-STEP.

36 Month Goal: 3% annual increase of third through sixth grade students at each grade level will score proficient or advanced proficient on the Math M-STEP.

Implementation Timeline: September 2018- September 2021

Academic Assessment Cycle: AIMSweb benchmark testing (Fall, Winter, Spring), AIMSweb Progress monitoring weekly for students who receive Tier II and Tier III interventions, Formative assessments during instruction, District Summative Math Assessments at the end of each unit of instruction, M-Step (Spring of 2019, 2020 and 2021)

Assessments: On-going teacher collaboratively created formative assessments, AIMSweb benchmark and progress monitoring, district summative unit assessments, M-Step

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Use Pearson Math with fidelity in a 1 hour uninterrupted core block
- Incorporate computation fluency with fidelity daily (following lunch)
- Utilize Do the Math, Pearson Math Diagnosis and Intervention System (MDIS) and Number Worlds – Tier I & II
- Teachers will implement PPSC-SWPBIS structures to create a culture of learning

Jessie Rouse Elementary

Partnership Agreement

Professional Learning Needed to Meet Goals and/or Benchmarks

- Classroom Management - Culture of Learning
- Follow-up job embedded coaching by district coaches
- Do the Math, Pearson Math Diagnosis and Intervention System (MDIS) and Number Worlds training and follow-up modeling and coaching by district coaches

Goal # 3 - Classroom Culture and Climate: Referrals for classroom educational disruptions will be reduced by 30% by the spring of 2021.

Classroom Climate and Culture Focus

Jessie Rouse Elementary staff participated in Restorative Practices training in the summer of 2015 or in two day training during the 2016-2017 school year. Teachers have been trained in restorative circles. The Promoting Positive School Climate (PPSC) School Leadership Team (SLT) currently works to design and implement Positive Behavior Interventions and Supports (PBIS) throughout the building which includes a student incentive program. Classroom teachers works with students who frequently experience difficulty maintaining acceptable school behavior. Interventions include small group work using the Restorative Practices that include small restorative circles with students, one-on-one conversations and positive acknowledgments to support students. Beginning in year one, Jessie Rouse Elementary staff will focus on changing classroom behaviors which often impact student learning. Data will be gathered through the School- wide Information System (SWIS) and analyzed to determine the types of behaviors, the physical areas where they occur and the times of day when negative behaviors are most prevalent.

Analysis of Relevant Data

Analysis of Skyward Discipline Referrals for past 3 years data supports the 36-month Classroom Climate and Culture Goal 3 and the 18-month Benchmark 3 because 80.5% of Kindergarten through 6th grade students referrals originated in the classrooms. This data supports the need for this goal.

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System for Monitoring: All discipline referrals will be entered into Skyward by teachers or building secretary, if referred by support staff. The PPSC-SWPBIS Leadership Team will meet monthly to monitor this data. All major infractions will also be entered in SWIS by the SLT. They will run a report and share this data at the monthly PPSC team meeting. Principal will monitor.

18 Month Benchmark: 18 Month Benchmark 3 - Classroom, Climate, and Culture: Educational disruptions in the classroom will be reduced by 15% by Spring 2020 and reduced by 30% by Spring 2021.

36 Month Goal: Referrals for classroom educational disruptions will be reduced by 30% by spring 2021.

Implementation Timeline: September 2018- September 2021

Assessment Cycle: Implementation of Promoting Positive School Climate-School Wide Positive Behavior Intervention Support (PPSC-SWPBIS). Quarterly Reports (November, January, March, June) on origin of discipline referrals, decrease in total discipline referrals, and suspensions. Perception surveys administered two times per year at Fall and Spring Parent Teacher Conferences.

Assessments: Analysis of 3-5 year trend data on origin of discipline referrals, decrease in total discipline referrals, suspensions, and overall number of referrals. Perception surveys from students, staff, and parents.

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Teachers will implement PPSC-SWPBIS structures (To improve classroom climate and culture)
- Follow discipline protocols before sending students to the office, and inform and engage the parent/guardian's within the process of discipline

Professional Learning Needed to Meet Goals and/or Benchmarks

- SLT Team will facilitate PD connected to defining PPSC P. A.W.S. structure in key areas of the building at each grade level; staff will come to consensus about behaviors that are the cause for classroom referrals
- Participate in ongoing Restorative Practices professional development
- SWIS Training for all staff responsible for entering referral data

Jessie Rouse Elementary

Partnership Agreement

STRENGTHS OF Saginaw Public School District

- Instructional coaching for job embedded professional development
- Technology infrastructure for innovative lesson design, formative and summative assessment
- Family and community engagement
- Multi-Tiered Systems of Support
- Collaborative relationships with unions and community partners

WEAKNESSES OF Saginaw Public School District

- Need for a comprehensive data warehousing system to assist with data analysis
- Teacher turnover due to fiscal challenges
- Mobility patterns of families within the district
- Establishing consistent efficiency practices and systems
- Preserving instructional time in the face of fulfilling compliance requirements

10) SAGINAW PUBLIC SCHOOL DISTRICT'S BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

The Saginaw Board of Education agrees to:

- Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.
- Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed
- Actively foster relationships with community partners to bring talent and resources into the district
- Have an open door policy for the partners listed within this agreement
- Update its policies and maintain currency of same

11) Saginaw Public School District SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The District Superintendent/Saginaw Public School District agree to:

- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals
- Create a communications plan to inform staff and community of goals and measures

Jessie Rouse Elementary

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- Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings
- Utilize a superintendents' resource network
- Have an open door policy for the partners listed within this agreement

12) THE SAGINAW INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The Saginaw Intermediate School District agrees to:

1. Format of Support
 - a. Intervention Specialist and School Improvement Facilitators will be the primary point of contact between the district and the SISD.
 - b. Monthly meetings will occur between the SISD Instructional Team and Jessie Rouse. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine qualitative and quantitative data, and provide feedback.
2. Regional Assistance Grant
 - a. Continuation of Professional Development for current initiatives in place.
 - b. Public Consulting Group Mentor Assigned to Each
 - i. Bi-Monthly PLCs, both face-to-face and virtual
 - ii. Monthly onsite one-to-one meetings
 - c. Intervention Specialist
 - i. Blueprint Implementation
 - ii. Monthly meetings with Superintendent around Priority School needs and Service Plan Implementation
 - iii. Monthly Meetings with Principals around individual school needs and Transformation Plan/SIP implementation
 - iv. Provide training aimed at improving the methodology of coaches currently funded by the district
 - v. Assistance with Progress Monitoring Requirements for Mi-Excel
 - d. School Improvement Facilitator
 - i. Examine and support implementation of best-practices and curriculum
 - ii. Provide training aimed at improving the methodology of coaches currently funded by the district
 - iii. Instructional coaching and support for each academic goal 12-20 days a month.
 - iv. Will complete compliance measures that support full utilization and monitoring of grant funds

Jessie Rouse Elementary

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3. MTSS
 - a. SISD will take part in the implementation of the Early Warning System
 - b. Recommended that Jessie Rouse attend MTSS Cohort II Training
 - c. All MTSS Coordinators and Interventionist should attend SISD MTSS Network Meetings
4. Data Support
 - a. Will assist with data collection and analysis with content coaches
 - b. SISD will take part in the implementation of Illuminate and Early Warning System
 - c. Provide support through the Data Agreement currently in place
5. Content Specialist
 - a. Content Specialist at the SISD will be available for consultation and professional development as needed.
 - b. Offer support for educator evaluation and training
6. Culture and Climate
 - a. Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
 - b. SWIS facilitation will be provided by the SISD
 - c. PBIS support will be provided by the SISD
7. Have an open door policy for the partners listed within this agreement

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

The State Superintendent of Public Instruction (SPI) and the Michigan Department of Education (MDE) agree to the following:

- At the district's request, attend Saginaw Board meetings to provide information on requested topics
- Provide technical assistance and personnel at the district's request to cover topics including, but not limited to:
 - Survey of Enacted Curriculum (to measure efficacy of district curriculum)
 - Multi-Tiered Systems of Support (MTSS)
 - Data teams to review district's assessment results and accountability measures
 - Assistance with automating the data into a data warehouse
 - Financial assistance with services to positively impact academic programming
 - Assistance in acquiring wraparound services and linking to state agencies such as DHHS
 - Assistance with grant applications outside of state competitive grants as permitted
 - MI Excel Blueprint Training
 - Truancy Abatement Measures and Practices

Jessie Rouse Elementary

Partnership Agreement

- Promoting Positive School Climate (PPSC)
- African-American Young Men of Promise Initiative
- Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
- Have an open door policy for the partners listed within this agreement
- Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations
- Support SPSD's application for the 21st Century After-school Program Grant

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

- MDE Partnership Liaison, will serve as primary point-of-contact for MDE.
- Partnership Liaison (PL) will work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- PL will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- PL will work with Superintendent and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- PL will facilitate discussions and meetings related to the Partnership Agreement when requested.
- PL will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.

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

- A) Support the Partnership Agreement
- B) Release SPSD from PERIS reporting from all buildings

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

16) ADDITIONAL PARTNERS: Saginaw Public School District and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. Saginaw Public School District and the Michigan Department of

Jessie Rouse Elementary

Partnership Agreement

Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The Saginaw Public Library System agrees to:

- Engage SPSD students in the Summer Reading Program for grades 1-6.
- Provide students with a working knowledge of the library system throughout the school year to encourage reading proficiency and use of resources
- Assist teachers with identifying texts that support reading at or above grade level
- Work with the school to incentive reading to build readers' confidence
- Assist administrators with developing a reading culture within the building that supports 3rd grade reading proficiency rates

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

1) If the district fails to sign this agreement within 60 days, the Michigan Department of Education will impose the following measures:

- a) Meet with district personnel to determine what supports are needed to

Jessie Rouse Elementary

Partnership Agreement

- finalize the Partnership Agreement
- b) Provide additional technical assistance to help complete the unfinished plan
 - c) Provide support to individual partners for identification of deliverables to reach goals outlined within the Partnership Agreement
- 2) If the district fails to meet the 18-month benchmark(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline
 - b) Enlist the support of the Saginaw ISD to determine what obstacles are inhibiting benchmark completion
 - c) Request the ISD to participate in more job-embedded coaching with the school's Leadership Team to promote benchmark attainment
- 3) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline
 - b) Enlist the support of the Saginaw ISD to determine what obstacles are impeding goal completion
 - c) Request the ISD to participate in more job-embedded coaching with the school's Leadership Team to promote goal achievement

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

18) Checklist of Actions: The following actions will be completed by the Saginaw Public School District, the Michigan Department of Education, and identified partners: establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

- a) By April 30, 2018, create a communication plan to share the signed Partnership Agreement with partners. SPSD staff, parents, students, and community members
- b) By May 15, 2018, create a transition plan from the date of the Partnership Agreement to August 1, 2018, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement
- c) By May 30, 2018, reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates

Jessie Rouse Elementary

Partnership Agreement

- d) By May 30, 2018, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for , for monitoring completion of tasks, resource acquisition, and identified deadlines

19) FUTURE MEETING DATES:

Saginaw Public Schools, the Saginaw Intermediate School District, and the Michigan Department of Education will establish quarterly meeting dates to engage in collaborative discussion, gauge implementation progress, identify barriers to implementation, and discuss relevant issues regarding this agreement. We anticipate holding a 9-month Partnership Agreement Progress Update Meeting with the Michigan Department of Education.

20) AMENDMENTS

This Agreement shall not be modified, altered, or amended except by written agreement duly executed by all parties to this Agreement in accordance with the terms hereof, including the option to add additional at risk schools to this Agreement. If either party requests modification of this agreement, the parties shall confer in good faith, upon reasonable notice of the proposed modification by the party desiring the change, to determine the feasibility of such modification. Modifications shall not be effective until signed by duly authorized representatives of both SPSD and MDE.

21) 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, has made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.

22) SEVERABILITY

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

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23) 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.

24) 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 or in any way shall affect this Agreement or the construction of any provision hereof.

25) GOVERNING LAW

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

26) 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.

27) NO IDEMNIFICATION

There shall be no indemnification of either party by the other regarding 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.

28) NOTICES

Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by facsimile transmission, courier delivery service, or 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 courier delivery service, or (c) four business days after being deposited in the mails, with proper postage for first-class registered or certified mail, prepaid.

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

If to SPSPD: Mr. Nathaniel B. McClain, Supt.
c/o Saginaw Board of Education
550 Millard Street
Saginaw, Michigan 48607

If to SISD: _____

If to MDE: _____

If to SRO: _____

29) INVALIDITY OF ANY PROVISION

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

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.

31) ENTIRE AGREEMENT

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

Jessie Rouse Elementary
Partnership Agreement

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

SAGINAW PUBLIC SCHOOL DISTRICT

By: Nathaniel B. Melvin
Its: Superintendent

SAGIANW INTERMEDIATE SCHOOL DISTRICT

By: _____
Its: _____

MICHIGAN DEPARTMENT OF EDUCATION

By: [Signature]
Its: Deputy Superintendent

STATE SCHOOL REFORM OFFICE

By: [Signature]
Its: State Superintendent

Jessie Rouse Elementary

Partnership Agreement

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

NOTE: the budget overview is for planning purposes only. The terms of this Agreement **do not grant explicit advanced approval for expenditure of Federal funds**. There is an anticipation of a 9 month review with the MDE for updates following implementation of this plan. 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							
2							
3							
GRAND TOTAL							

Jessie Rouse Elementary

Partnership Agreement

Jessie Rouse Elementary Attachment A: Professional Development Budget Sheet Partnership Agreement revised 12-08-17

Goal 1: ELA							
	Activity (Topic)	Target Audience	Resources Needed	Funding Source	Salaries + Benefits or Purchased Service Costs	Person Responsible	Timeframe and Deadline
Year 1	Professional development focused on Phonological awareness and phonics	Classroom Teachers	N/A	Title II	Added Compensation \$5000	District ELA Coaches Pearson Consultant Principal	August 2018
	Professional development focused on Phonological awareness and phonics	Classroom Teachers	Materials	Title II	\$4,500 for cost of resource books (example Words Their Way series)	District ELA Coaches, ISD ELA consultant, Principal	August 2018
	Guided Reading: Modeling	Classroom Teachers	N/A	Title II	Substitute Costs: $\$119.19 \times 3 \text{ days} \times 12 \text{ teachers} = \$4,290.84$	District ELA Coaches Principal	August 2018
	Job Embedded/Modeling & Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: $\$119.19 \times 3 \text{ days} \times 12 \text{ teachers} = \$4,290.84$	District ELA Coaches Principal	September 2018 – June 2019
Year 2	Guided Reading: Follow up job embedded Modeling & Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: $\$119.19 \times 1 \text{ day} \times 12 \text{ teachers} = \$1,430.28$	District ELA Coaches, ISD ELA consultant, Principal	August 2019
	Phonological Awareness and Phonics: Follow Up Job Embedded/Modeling & Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: $\$119.19 \times 1 \text{ day} \times 12 \text{ teachers} = \$1,430.28$	District ELA Coaches, ISD ELA consultant, Principal	August 2019
Year 3	Comprehension & Fluency: Job Embedded Modeling & Coaching	Classroom Teachers	N/A	Title II	Added Compensation \$2500 Substitute Costs: $\$119.19 \times 3 \text{ days} \times 12 \text{ teachers} = \$4,290.84$	District ELA Coaches Principal	October 2020 - May 2021
Goal 2: MATH							
Year 1	Math fluency training	Classroom Teachers	Materials	Title II	Substitute Costs: $\$119.19 \times 1 \text{ day} \times 12 \text{ teachers} = \$1,430.28$	District Math Coaches Principal	August 2018
Year 2	Math fluency training/ refresher (focused especially usage of reports and data)	Classroom Teachers	Materials	Title II	Added Compensation \$2500 Substitute Costs: $\$119.19 \times 1 \text{ day} \times 12 \text{ teachers} = \$1,430.28$	District Math Coaches Principal	August 2019
	Do the Math, Pearson MDIS kit, and Number Worlds training/ refresher	Classroom Teachers	Materials	Title II	Substitute Costs: $\$119.19 \times 3 \text{ days} \times 12 \text{ teachers} = \$4,290.84$	District Math Coaches Principal	August 2019
Year 3	Review data, update any of the previous year's activities, and determine workability and usefulness of what we are using.	Gr. K - 6	Materials	Title II	Added Compensation \$2500	District Math Coaches Principal	Sept. 2020 - June 2021
Goal 3: CULTURE & CLIMATE							

Jessie Rouse Elementary Partnership Agreement

Year 1	Review PPSC behavior matrix, lesson plans, reteaching, office referral forms/ protocols, and acknowledgement systems	ALL Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 & January 2019
Year 2	Review PPSC behavior matrix, lesson plans, reteaching, office referral forms/ protocols, and acknowledgement systems	ALL Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 & January 2019
	Identify & review strategies for Tier 2-3 behavior students	Classroom Teachers/ Behavior Interventionist	PPSC Resource Books & Information	N/A	N/A	Classroom Teachers, PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 – May 2019 (15 min)
	SWIS Data Review	All Staff	Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	Data Collection at the end of each quarter: September 2018 - May 2019
Year 3	Review PPSC behavior matrix, lesson plans, reteaching, office referral forms/ protocols, and acknowledgement systems	ALL Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 & January 2019
	Review SWIS Data and Restorative Practice	All Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	Data Collection at the end of each quarter: September 2018 - May 2019

Jessie Rouse Elementary
Partnership Agreement

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

Saginaw Board of Education President

Name: Rudy Palleasa

Title: President

Date: 1-26-18

Saginaw Board of Education Vice-President

Name: Jason E Thompson

Title: Vice President

Date: 1/24/18

Saginaw Board of Education Secretary

Name: Kris Arnold

Title: Secretary

Date: 1-26-18

Saginaw Board of Education Treasurer

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Trustee

Name: Joyce J Seals

Title: Trustee

Date: January 25, 2018

Saginaw Board of Education Trustee

Name: Amara D. Moore

Title: Trustee

Date: 1/24/18

Saginaw Board of Education Trustee

Name: Kell Ann Crisp

Title: Trustee

Date: 26 January 2018

Jessie Rouse Elementary
Partnership Agreement

Michigan Department of Education
Name: [Signature]
Title: Deputy Superintendent
Date: 2/2/18

Saginaw Public School District Superintendent
Name: [Signature]
Title: Superintendent
Date: 1/29/18

State Reform Office
Name: [Signature]
Title: State Superintendent
Date: 020218

Saginaw Education Association
Name: [Signature]
Title: Saginaw Education Association
Date: 1/29/18

Saginaw Intermediate School District
Name: _____
Title: _____
Date: _____

Middle Cities Education Association
Name: _____
Title: _____
Date: _____

MAISA
Name: _____
Title: _____
Date: _____

Michigan Association of School Boards
Name: _____
Title: _____
Date: _____

FINAL AMENDMENT

08/08/2019

To

The School District of the City of Saginaw Partnership Agreement

In accordance with the INTRODUCTION, PREMISES, SECTION 1, 2, and 3 of the Saginaw Partnership Agreement. ELEMENTARY Partnership Agreements

This Partnership Agreement (**Agreement**) is entered into by and among the Saginaw Public Schools Board of Education and Saginaw Public Schools, a general powers school district established by the Michigan Revised School Code (**SPSD**), Saginaw Intermediate School District (**SISD**), a Michigan intermediate school district and the Michigan Department of Education (**MDE**), and the State School Reform Office (**SRO**) as part of the State Department of Technology, Management and Budget, as of May 1, 2017.

PREMISES

WHEREAS, the parties desire to improve the educational experience and success of students enrolled in (**Partnership Schools**); and

WHEREAS, MDE has offered to work collaboratively and to enter into this Agreement with SPSP and SISD to further facilitate the achievement of that purpose, and to avoid the threat of action by the SRO under Section 1280c of the Revised School Code (**School Code**), MCL 380.1280c; and

WHEREAS, SPSP intends to engage with other partners as appropriate to meet the needs and conditions at each partnership school in its efforts to achieve the purposes and goals of this Agreement; and

WHEREAS, MDE is committed to collaborate with SPSP in various ways, including but not limited to (i) providing waivers of certain reporting requirements, (ii) providing flexibility in the use of resources, (iii) identifying and providing additional resources in support of the goals of this agreement, and (iv) engaging other state departments and social service agencies to provide support to partnership school students and their families; and

NOW THEREFORE, based on the foregoing, the parties desire to enter into this Agreement and on the commencement date of this partnership, shall be deemed to have become partners in meeting the mutually determined goals and outcomes for the schools named in this document. The purposes, terms, and conditions of this partnership are as follows:

1) LOCAL CONTROL

Saginaw Public School District retains control of the schools named in this agreement. The Michigan Department of Education and partners named in this agreement will provide mutually determined support to meet the benchmarks and goals defined below.

2) Term of Agreement and Expiration.

- A. Except as otherwise provided herein, the term of this Agreement shall commence on May 1, 2017, and shall end on June 30, 2020 for **Saginaw High and Jessie Loomis**, and for **Jessie Rouse** the Agreement shall commence on September 4, 2018 and shall end on September 7, 2021, unless extended by mutual agreement of the parties.
- B. During the term of this Agreement, neither MDE nor the SRO shall take any action to close either partnership school or apply or enforce any other remedy under Section 1280c of the School Code, MCL 380.1280c.
- C. Either SPSP or MDE may terminate its participation in this Agreement at any time by agreement with SPSP or for cause, on 30 days' prior written notice to the other parties hereto. For purposes of this Agreement, "cause" shall include any illegal action or material breach of a party's promises and obligations contained within this Agreement.
- D. It is agreed that if either partnership school substantially achieves its established goals at the expiration of this Agreement, then it will be released from the requirements of Section 1280c and/or from any threat of closure or takeover from any other similar or corresponding legislative enactment that may be in effect at the expiration of this Agreement.

- E. In the event that Section 1280c of the School Code is repealed and not replaced with any corresponding legislative enactment or in the event that a court determines that the SRO is illegally configured, the Executive Order No. 2015-9 is invalid, or the SRO has taken illegal actions in identifying and selecting SPSD partnership schools for closure or takeover, then at SPSD's option this Agreement shall be void, and the SPSD partnership schools shall have the same standing as any other public school which has not been identified among the lowest achieving 5% of public schools or subject to the requirements of Section 1280c.
- F. In the event that Section 1280c of the School Code is modified or replaced by another legislative enactment relating to school reform, then the parties agree that that this Agreement shall be grandfathered under such legislative enactment and will be protected by the constitutional doctrines that forbid impairment of contract and ex post facto laws, Mich. Const. Art 1, Section. However, within SPSD sole discretion, SPSD can declare this Agreement void and elect to operate its partnership schools under the new legislative enactment.
- G. At the expiration of the Agreement, the parties agree that before any lawful recommendation is made regarding school closure or takeover of either SPSD partnership schools, SPSD will have the option to reconfigure the partnership school with different school administration and staff and/or different school programs will be an acceptable outcome in lieu of actual school closure and/or takeover.

3) SCHOOL(S) SUPPORTED BY THIS AGREEMENT:

- A) **Saginaw High School, Jessie Loomis, and Jessie Rouse**
- B) All SPSD Schools Identified with a Next Level of Accountability - there is a systemic need for school reform initiatives and resource support for At-Risk SPSD schools feeding into priority designated schools. Therefore, these schools should receive the benefit of resources allocated to partnership schools.
- C) Partners will honor services outlined for the Saginaw Public School District within the initial Partnership Agreement (See Exhibit A) adopted by the Saginaw Board of Education on September 1, 2016.

All parties agree to the following:

- Amend **INTRODUCTION, PREMISES AND SECTION 1, 2 and 3** for **SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY AND JESSIE ROUSE ELEMENTARY** by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

PREMISES

WHEREAS, the parties desire to improve the educational experience and success of students enrolled in **Saginaw High School, Jessie Loomis Elementary, and Jessie Rouse Elementary (Partnership Schools)**; and

WHEREAS, MDE has offered to work collaboratively and to enter into this Agreement with SPSD and SISD to further facilitate the achievement of that purpose, and to avoid the threat of action by the SRO under Section 1280c of the Revised School Code (School Code), MCL 380.1280c; and

WHEREAS, SPSD intends to engage with other partners as appropriate to meet the needs and conditions at each partnership school in its efforts to achieve the purposes and goals of this Agreement; and

WHEREAS, MDE is committed to collaborate with SPSD in various ways, including but not limited to (i) providing waivers of certain reporting requirements, (ii) providing flexibility in the use of resources, (iii) identifying and providing additional resources in support of the goals of this agreement, and (iv) engaging other state departments and social service agencies to provide support to partnership school students and their families; and

NOW THEREFORE, based on the foregoing, the parties desire to enter into this Agreement and on the commencement date of this partnership, shall be deemed to have become partners in meeting the mutually determined goals and outcomes for the schools named in this document. The purposes, terms, and conditions of this partnership are as follows:

1) LOCAL CONTROL

Saginaw Public School District retains control of the schools named in this agreement. The Michigan Department of Education and partners named in this agreement will provide mutually determined support to meet the benchmarks and goals defined below.

2) Term of Agreement and Expiration.

- A. Except as otherwise provided herein, the term of this Agreement shall commence on May 1, 2017, and shall end on June 30, 2020, unless extended by mutual agreement of the parties. **For Jessie Rouse, the term of the Agreement shall commence on September 4, 2018 and shall end on September 7, 2021.**
- ~~B. During the term of this Agreement, neither MDE nor the SRO shall take any action to close either partnership school or apply or enforce any other remedy under Section 1280c of the School Code, MCL 380.1280c.~~
- C. Either SPSP or MDE may terminate its participation in this Agreement at any time by agreement with SPSP or for cause, on 30 days' prior written notice to the other parties hereto. For purposes of this Agreement, "cause" shall include any illegal action or material breach of a party's promises and obligations contained within this Agreement.
- D. It is agreed that if either partnership school substantially achieves its established goals at the expiration of this Agreement, then it will be released from the ~~requirements of Section 1280c and/or from any threat of closure or takeover from any other similar or corresponding legislative enactment that may be in effect at the expiration of this Agreement.~~ **the Partnership Agreement.**
- ~~E. In the event that Section 1280c of the School Code is repealed and not replaced with any corresponding legislative enactment or in the event that a court determines that the SRO is illegally configured, the Executive Order No. 2015-9 is invalid, or the SRO has taken illegal actions in identifying and selecting SPSP partnership schools for closure or takeover, then at SPSP's option this Agreement shall be void, and the SPSP partnership schools shall have the same standing as any other public school which has not been identified among the lowest achieving 5% of public schools or subject to the requirements of Section 1280c.~~
- F. In the event that Section 1280c of the School Code is modified or replaced by another legislative enactment relating to school reform, then the parties agree that that this Agreement shall be grandfathered under such legislative enactment and will be protected by the constitutional doctrines that forbid impairment of contract and ex post facto laws, Mich. Const. Art 1, Section. However, within SPSP sole discretion, SPSP can declare this Agreement void and elect to operate its partnership schools under the new legislative enactment.
- G. At the expiration of the Agreement, the parties agree that before any lawful recommendation is made regarding school closure or takeover of either SPSP partnership schools, SPSP will have the option to reconfigure the partnership school with different school administration and staff and/or different school programs will be an acceptable outcome in lieu of actual school closure and/or takeover.

3) SCHOOL(S) SUPPORTED BY THIS AGREEMENT:

- A) **Saginaw High School, Jessie Loomis Elementary School and Jessie Rouse Elementary.**
- B) All SPSP Schools Identified with a Next Level of Accountability - there is a systemic need for school reform initiatives and resource support for At-Risk SPSP schools feeding into priority designated schools. Therefore, these schools should receive the benefit of resources allocated to partnership schools.
- C) Partners will honor services outlined for the Saginaw Public School District within the ~~initial~~ **revised** Partnership Agreement Partners will honor services outlined for the Saginaw Public School (~~See Exhibit A) adopted by the Saginaw Board of Education on September 1, 2016.~~

4-9) BENCHMARKS AND GOALS TO BE MET BY SAGINAW PUBLIC SCHOOLS:

In adopting the following goals, the parties intend to establish and implement a process, the phases of which will identify the challenges, strengths, and opportunities for each partnership school, engage the staff, students, families, community and partners of each partnership school, develop recommendations, identify supports, engage additional partners for the implementation of those recommendations, and determine the data to be collected and analyzed for growth measures to be adopted in later phases of the partnership, in a collaborative effort to improve the educational experience and success of students enrolled in the partnership schools.

Professional Learning Communities – SHS Guiding Coalition

PLCs that Work were introduced for the current school year, with professional development with Dr. Anthony Muhammad. Four sessions were attended by twelve teachers, the MTSS Specialist, the Assistant Principal and the Principal. District coaches for math, PLCs, and ELA/SS also attended sessions. The purpose of the PLC work is to strengthen the use of data in guiding the work of Saginaw High teachers and giving the schoolteacher leaders a voice in creating a high performing school. The group involved in the training has formed the Guiding Coalition of Saginaw High School. The group is representative of all core areas, electives, and special education teachers. Within the group, we anticipate making decisions that will propel Saginaw High to a new level of performance and accountability. The group will focus on creating plans that serve the unique needs of our staff and students. This PD was also sponsored by the Saginaw Intermediate School District, through the Regional Assistance Grant (RAG) funds, and is listed in our Service Plan.

Teachers will use data to modify instruction through the PLC process, make instructional adjustments based upon data collection/analysis, maintain and update a data wall that will include formative assessment, grade distribution data, and attendance data, and complete an ILC for each unit every 3-5 weeks.

Goal #1 – All instructional staff will implement professional learning communities with fidelity to increase student proficiency by 3 percentage points annually within each core content area over the next three years.

Analysis of Relevant Data

Ninety-four percent of the Saginaw High staff are singleton teachers, who are the only teacher of the subject within the content area (four ELA teachers, one at each grade level). This makes relevant PLC conversations difficult and points to the need to reorganize and refocus PLC work. Another area of concern is the completion rate of Instructional learning cycles (ILC). The submission rate for completed ILCs is 58% for Cycle I, Cycle II is 7%, and Cycle III is 7%. This is also a function of singleton teachers in a subject area, and limited opportunities for collaboration, which also points to the need to increase the effectiveness of PLCs.

System for Monitoring: Review of Unit Plans/PLC Protocols/ILC Documentation, Common Formative Assessments, District Summative Assessments, State Assessments. Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Reteaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: 75% of staff fully implemented / 3 percentage point increase on identified assessments by Spring of 2018.

36 Month Goal: 100% of staff fully implemented / 3 percentage point increase annually from 2017 baseline data on identified assessments through Spring of 2020.

Implementation Timeline: Sept. 2017 – Sept. 2020

Academic Assessment Cycle: Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA)

Strategies to Reach Goal and Benchmarks

Instructional Staff will:

- Implement and follow the PLC Protocols/ILC process
- Be able to describe how common formative assessments look at their content area
- Be able to identify, explain, and implement their lessons in the varying quadrants (A, B, C, D).
- Be able to create and implement performance task Quadrant D rigorous lessons or several Quad D moments with each unit.
- Understand how Lesson Design Qualities are embedded in the Rigor and Relevance framework.
- Know the expectations and participate with the job-embedded coaching support
- Follow subject content standards and curriculum in which they are teaching.
- Design and display “I can” statements that reflect content standards and objectives along with the daily learning focus and academic vocabulary.
- Have a clear understanding of what the collaborative instructional process for PLCs entails.
- During PLCs, discuss R&R instructional strategies: Active Participation, Learning Environment, Formative Process & Tools, Meaningful work, Learning Connections, Authentic Resources, Thoughtful work, Academic Discussion, High-Level Questioning
- Build in time to work with other district schools to create common formative assessments with other teachers of the same content area, and to set aside dates for times to meet. Early release or late start days will be designated.

Professional Learning Needed to Meet Goals and/or Benchmarks

- One-on-one coaching – Instructional Strategies
- small group coaching – PLC/ILC Process
- content area coaching – Formative Assessments
- Modeling by District/ISD Coaches
- Curriculum support with District/ISD Coaches

Content Specific Instructional Strategies

As outlined in our Unpacking Tool Big Idea #1, Saginaw High has identified strategies that each department will use to increase students’ performance.

Social Studies – Graphic Organizers including Venn Diagrams, T-notes

Math – Know-Find-Answer (KFA)

Science – 4 Square Concept, Vocabulary Self Rating

ELA – Writing to Learn including Quick Writes and Exit Slips, All Core and Elective areas - Content area reading and Writing to Learn

Goal #2 – All Instructional Staff will increase MME/SAT scores by 3% annually within the core content areas of mathematics and English science, and Social Studies.

Analysis of Relevant Data

Analysis of 2011 to 2015 ACT and 2016 SAT scores supports the 18-month benchmark 2 and 36-month goal 2. The ACT ELA average score increased by .8 percent from 2014 to 2015 and the 2016 SAT EBRW was 13% proficient. ACT Math average scores decreased by 1 percent from 2011 to 2015 and the 2016 SAT Math was 3% proficient. Similar trends occur in Science and Social Studies which indicates a need to focus on all core areas. MME science data has been relatively stagnant from 2013-

2016. Social Studies data illustrates a negative trend.

System for Monitoring: Walkthrough Documentation/Frequency of Use of Strategies/ILC Monitoring Document, Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA). Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Reteaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools

18 Month Benchmark: 3 percentage point annual increase on identified assessments by Spring of 2018.

36 Month Goal: 3 percentage point increase from 2017 baseline data on identified assessments through Spring of 2020.

Implementation Timeline: Sept. 2017 – Sept. 2020

Academic Assessment Cycle: Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA) at the end of each unit

Professional Learning Needed to Meet Goals and/or Benchmarks:

Teachers will need:

Training in specific instructional strategies by department with Content Area Coaches
Release time for teacher leadership team for planning and monitoring implementation
Whole staff training on PLCs that Work with Dr. Muhammad (Saturday or summer stipends), or subs for pullout training.

Science Support - As support for classroom instruction and student intervention, we are proposing a partnership with Saginaw Valley State University Science Department. SVSU will support our biology and chemistry classes with a mobile lab that will visit the school twice per week to provide students with science experiments that will promote inquiry based learning and higher order thinking skills. Dr. Karpovich (SVSU Professor) has worked with Saginaw High School in previous years and is supporting this initiative.

Math Support - We are also seeking math support through Delta College (staff and students) for Math Intensive Programming for struggling learners and Math Enrichment for students in higher level math.

Climate and Culture

As a district, we have implemented a MTSS model to address the academic and behavioral needs of students. For Saginaw High, the Unpacking Tool Big Idea #2 focuses on the climate and culture of the school. Staff was trained initially in the summer of 2015 in Restorative Practices. Staff turnover and new leadership left some with limited knowledge of practices for the next school year. Additional training during the summer of 2016, as well as, February and March 2017 has brought number of trained staff up to about 85%. The staff includes two Behavior Interventionists and the school social worker, who monitor effects of the Restorative Practices for all grade levels. Teachers also practice RJ for the classroom.

The Behavior Intervention Program data collected thus far shows that 32 students are identified as Tier III for behavior, in grades 9-12. Fifty-seven (57) students have participated in Peace Circles to resolve conflict and avoid suspension. Students identified in Tier III also participate in weekly circles to help students navigate situations that impact their ability to willingness to make positive choices.

Our students are identified for academic intervention by Tiers I, II, and III. For Tier III, our students most in need, we have Strategic Reading and Math as an hour of instruction. Students are identified by grades, summative test scores, and progress monitoring tests. Students are scheduled for the additional support and are released when academic progress is demonstrated. Ninth and tenth grade students are targeted for the Tier III intervention, as the intervention is addressed early in their high school careers. We also employ two Academic Interventionists, who work with Tier III students in the classroom settings. They perform small group intervention within the classroom. Tier II support takes place daily in Academic Intervention classes (4th period). Students are placed according to tier level and specific academic focus is identified to meet the needs of each group. Tier II intervention at the 9th and 10th grade level focuses on reading skills and math skills. For the junior level, students are engaged in all four cores, and focus on test preparation for summative Spring assessments. The instruction is administered by core content experts for all students and is differentiated to meet the needs of Tier II students. The MTSS process also allows for Structured Tutoring after school for additional intervention for students in need.

Goal #3 – All instructional staff will work towards reduction of tardiness by 20%, and Suspensions by 20%.

Analysis of Relevant Data

Analysis of Skyward tardiness rates, number of referrals, and number of suspensions supports the 18-month benchmark 3 and 36-month goal 3. There were 716 first hour tardies during the 1st semester of the 2016-2017. There were 480 referrals in 2015-2016 and 738 referrals from September to March of the 2016-17 school year. There were 236 suspensions during the 2015-2016 school year and 140 suspensions for first semester of 2016-2017 indicating a need to reduce suspensions to increase instructional time for at-risk students.

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Participate in ongoing Restorative Practices professional development
- Implement Promoting Positive School Climate
- Initiate discipline protocol prior to sending students to the office, and inform and engage the parent/guardian's within the process of discipline
- Engage students in proactive relationship building through Restorative Circles
- Establish an Attendance Review Committee to work with truancy officers and abatement clerks

System for monitoring: All discipline referrals will be entered into Skyward by teachers or building secretary, if referred by support staff. The PBIS Leadership Team will meet monthly to monitor this data. All major infractions will also be entered in SWIS by the Behavior Interventionist. He will run a report and share this data at the monthly PPSC team meeting. Principal will monitor referral and suspension activity by using Skyward Attendance and Behavioral Reports/Safe Schools Healthy Students Reports/Perception Surveys/Truancy Documentation (Truancy Officer & Abatement Clerk)/Behavior Interventionists Caseloads/, Restorative Practices (Conferences and Circles). Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: Reduction of tardiness by 10%, referrals to Main Office by 10%, and Suspensions by 10%

36 Month Goal: Reduction of tardiness by 20%, referrals to Main Office by 20%, and Suspensions by 20%

Implementation Timeline: Sept. 2017 – June 2020

Assessment Cycle: Implementation of Promoting Positive School Climate (PPSC). Quarterly Reports (November, January, March, June) on origin of discipline referrals, decrease in total discipline referrals, and suspensions. Perception surveys administered two times per year at Fall and Spring Parent Teacher Conferences.

All parties agree to the following:

- Amend 4-9) BENCHMARKS AND GOALS 4-9 by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

4-9) BENCHMARKS AND GOALS TO BE MET BY SAGINAW PUBLIC SCHOOLS:

In adopting the following goals, the parties intend to establish and implement a process, the phases of which will identify the challenges, strengths, and opportunities for each partnership school, engage the staff, students, families, community and partners of each partnership school, develop recommendations, identify supports, engage additional partners for the implementation of those recommendations, and determine the data to be collected and analyzed for growth measures to be adopted in later phases of the partnership, in a collaborative effort to improve the educational experience and success of students enrolled in the partnership schools.

Professional Learning Communities — SHS Guiding Coalition

PLCs that Work were introduced for the current school year, with professional development with Dr. Anthony Muhammad. Four sessions were attended by twelve teachers, the MTSS Specialist, the Assistant Principal and the Principal. District coaches for math, PLCs, and ELA/SS also attended sessions. The purpose of the PLC work is to strengthen the use of data in guiding the work of Saginaw High teachers and giving the schoolteacher leaders a voice in creating a high performing school. The group involved in the training has formed the Guiding Coalition of Saginaw High School. The group is representative of all core areas, electives, and special education teachers. Within the group, we anticipate making decisions that will propel Saginaw High to a new level of performance and accountability. The group will focus on creating plans that serve the unique needs of our staff and students. This PD was also sponsored by the Saginaw Intermediate School District, through the Regional Assistance Grant (RAG) funds, and is listed in our Service Plan.

Teachers will use data to modify instruction through the PLC process, make instructional adjustments based upon data collection/analysis, maintain and update a data wall that will include formative assessment, grade distribution data, and attendance data, and complete an ILC for each unit every 3-5 weeks.

Goal #1— All instructional staff will implement professional learning communities with fidelity to increase student proficiency by 3 percentage points annually within each core content area over the next three years.

Analysis of Relevant Data

Ninety four percent of the Saginaw High staff are singleton teachers, who are the only teacher of the subject within the content area (four ELA teachers, one at each grade level). This makes relevant PLC conversations difficult and points to the need to reorganize and refocus PLC work. Another area of concern is the completion rate of Instructional learning cycles (ILC). The submission rate for completed ILCs is 58% for Cycle I, Cycle II is 7%, and Cycle III is 7%. This is also a function of singleton teachers in a subject area, and limited opportunities for collaboration, which also points to the need to increase the effectiveness of PLCs.

System for Monitoring: Review of Unit Plans/PLC Protocols/ILC Documentation, Common Formative Assessments, District Summative Assessments, State Assessments. Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Reteaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools.

18 Month Benchmark: 75% of staff fully implemented / 3 percentage point increase on identified assessments by Spring of 2018.

36 Month Goal: 100% of staff fully implemented / 3 percentage point increase annually from 2017 baseline data on identified assessments through Spring of 2020.

Implementation Timeline: Sept. 2017—Sept. 2020

Academic Assessment Cycle: Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA)

Strategies to Reach Goal and Benchmarks

Instructional Staff will:

- Implement and follow the PLC Protocols/ILC process
- Be able to describe how common formative assessments look at their content area
- Be able to identify, explain, and implement their lessons in the varying quadrants (A, B, C, D).
- Be able to create and implement performance task Quadrant D rigorous lessons or several Quad-D moments with each unit.
- Understand how Lesson Design Qualities are embedded in the Rigor and Relevance framework.
- Know the expectations and participate with the job-embedded coaching support
- Follow subject content standards and curriculum in which they are teaching.
- Design and display “I can” statements that reflect content standards and objectives along with the daily learning focus and academic vocabulary.
- Have a clear understanding of what the collaborative instructional process for PLCs entails.
- During PLCs, discuss R&R instructional strategies: Active Participation, Learning Environment, Formative Process & Tools, Meaningful work, Learning Connections, Authentic Resources, Thoughtful work, Academic Discussion, High-Level Questioning
- Build in time to work with other district schools to create common formative assessments with other teachers of the same content area, and to set aside dates for times to meet. Early release or late start days will be designated.

Professional Learning Needed to Meet Goals and/or Benchmarks

- One-on-one coaching—Instructional Strategies
- small group coaching—PLC/ILC Process
- content area coaching—Formative Assessments
- Modeling by District/ISD Coaches
- Curriculum support with District/ISD Coaches

Content Specific Instructional Strategies

As outlined in our Unpacking Tool Big Idea #1, Saginaw High has identified strategies that each department will use to increase students' performance.

Social Studies—Graphic Organizers including Venn Diagrams, T-notes

Math—Know-Find-Answer (KFA)

Science—4 Square Concept, Vocabulary Self-Rating

ELA—Writing to Learn including Quick Writes and Exit Slips, All Core and Elective areas—Content area reading and Writing to Learn

Goal #2—All Instructional Staff will increase MME/SAT scores by 3% annually within the core content areas of mathematics and English science, and Social Studies.

Analysis of Relevant Data

Analysis of 2011 to 2015 ACT and 2016 SAT scores supports the 18-month benchmark 2 and 36-month goal 2. The ACT ELA average score increased by .8 percent from 2014 to 2015 and the 2016 SAT EBRW was 13% proficient. ACT Math average scores decreased by 1 percent from 2011 to 2015 and the 2016 SAT Math was 3% proficient. Similar trends occur in Science and Social Studies which indicates a need to focus on all core areas. MME science data has been relatively stagnant from 2013-2016. Social Studies data illustrates a negative trend.

System for Monitoring: Walkthrough Documentation/Frequency of Use of Strategies/ILC Monitoring Document, Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA). Principals will monitor the district's summative assessment data. Results will be shared with the superintendent and members of the Instructional Division to determine what adjustments within differentiated instruction and tiered intervention are necessary to improve proficiency on items. Reteaching of standards will occur to ensure that students have successfully mastered the content. Information will be shared with the Board in the Progress Monitoring Report for priority schools

18 Month Benchmark: 3 percentage point annual increase on identified assessments by Spring of 2018.

36 Month Goal: 3 percentage point increase from 2017 baseline data on identified assessments through Spring of 2020.

Implementation Timeline: Sept. 2017—Sept. 2020

Academic Assessment Cycle: Ongoing Formative Teacher Assessments, Test packs 3x per year, PSAT (fall), SAT (Spring), M-Step (Spring), District Common Assessments (MAISA) at the end of each unit

Professional Learning Needed to Meet Goals and/or Benchmarks:

Teachers will need:

Training in specific instructional strategies by department with Content Area Coaches
Release time for teacher leadership team for planning and monitoring implementation
Whole staff training on PLCs that Work with Dr. Muhammad (Saturday or summer stipends), or subs for pullout training.

Science Support—As support for classroom instruction and student intervention, we are proposing a partnership with Saginaw Valley State University Science Department. SVSU will support our biology and chemistry classes with a mobile lab that will visit the school twice per week to provide students with science experiments that will promote inquiry based learning and higher order thinking skills. Dr. Karpovich (SVSU Professor) has worked with Saginaw High School in previous years and is supporting this initiative.

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Analysis of Relevant Data

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Strategies to Reach Goals and Benchmarks

Instructional Staff will:

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Implementation Timeline: Sept. 2017 — June 2020

Assessment Cycle: Implementation of Promoting Positive School Climate (PPSC). Quarterly Reports (November, January, March, June) on origin of discipline referrals, decrease in total discipline referrals, and suspensions. Perception surveys administered two times per year at Fall and Spring Parent Teacher Conferences.

DISTRICT STUDENT PERFORMANCE OUTCOME GOALS:

LOCAL GOALS:

Goal 1: 50% of full year students will meet or exceed their fall-to-spring growth targets in the 2019-20 SY on the NWEA Mathematics Assessment

Goal 2: 50% of full year students will increase their RIT score by 2 points from fall to spring during the 2019-20 SY on the NWEA Mathematics Assessment

Goal 3: 50% of full year students will meet or exceed their fall-to- spring growth targets in the 2019-20 SY on the NWEA Reading Assessment

Goal 4: 50% of full year students will increase their RIT score by 2 points from fall to spring during the 2019-20 SY on the NWEA Reading Assessment

Goal 5: 50% of full year students will meet or exceed their fall-to- spring growth targets in the 2019-20 SY on the NWEA Language Assessment

Goal 6: 50% of full year students will increase their RIT score by 2 points from fall to spring during the 2019-20 SY on the NWEA Language Assessment

STATE GOALS:

Goal 7: 2% increase in growth by the number of full year students on M-STEP in math at Jessie Rouse and Jessie Loomis Elementary Schools

Goal 8: 2% increase in growth by the number of full year students on M-STEP in ELA at Jessie Rouse and Jessie Loomis Elementary Schools

Goal 9: 2% increase in growth on Spring SAT 2020 by the number of full year students on SAT in math and/or EBRW (Evidenced Based Reading and Writing at Saginaw High School)

PROCESS GOALS:

Goal 1: Saginaw Public School District (i.e. Jessie Rouse, Jessie Loomis and Saginaw High School) will install the Blueprint Instructional Infrastructure district system.

Strategies to reach Process Goal 1:

- Teachers will utilize the district Visions of High-Quality Subject Specific Instruction to improve student and teacher performance.
- Principals will monitor High Quality Subject Specific Instruction with the use of the district walk through tool located in the Blueprint District Data Warehouse.
- The district will utilize the Blueprint Suite of Assessment Tools at least bi-annually to measure installation progress.
- The district will utilize the Building Networks and Building Performance Tool to analyze instructional data.

Professional Learning to reach Process Goal 1:

- Professional learning around the visions for high quality subject specific instruction (MI Excel).

- Professional learning aligned to the curriculum and the visions for high quality subject specific instruction (district instructional coaches)

Governing Board and District Leadership Action Items:

- District leadership will participate in the Blueprint Leadership Network
- District leadership will provide quarterly updates to the Governing Board
- Governing Board will support the district administration by directing parents and community to abide by a complaint process that follows a chain of command
- Governing Board will continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed

ISD/MDE Partnership Agreement Action Items:

- The ISD will provide an Implementation Facilitator for Saginaw High School
- The ISD will provide an Implementation Facilitator for Jessie Loomis Elementary School
- The ISD will provide Regional Assistance Grant funds for professional learning, technical assistance, and student support.
- The MDE through MI Excel Statewide Field Team will provide a Blueprint Facilitator for the district.
- MDE will provide support through a Partnership Agreement Liaison.
- MDE will provide Section 21h and/or supplemental funding to support Partnership Agreement goals.

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- MDE will provide Section 21h and/or supplemental funding to support Partnership Agreement goals.

Goal 2: Saginaw Public School District (i.e. Jessie Rouse, Jessie Loomis, Saginaw High School) will install the Blueprint Intense Student Support district system.

Strategies to reach Process Goal 2:

- PBIS will be utilized in the district.
- The district will utilize the Blueprint Suite of Assessment Tools at least bi-annually to measure installation progress.
- The district will utilize the Building Networks and Building Performance Tool to analyze instructional data.

Professional Learning to reach Process Goal 2:

- CHAMPS professional learning provided by Saginaw ISD.
- Restorative Practices professional learning provided by the district MTSS Coordinator.

Governing Board and District Leadership Action Items:

- District leadership will participate in the Blueprint Leadership Network
- District leadership will provide quarterly updates to the Governing Board
- Governing Board will support the district administration by directing parents and community to abide by a complaint process that follows a chain of command
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- MDE will provide support through a Partnership Agreement Liaison.
- MDE will provide Section 21h and/or supplemental funding to support Partnership Agreement goals.

Goal 3: Saginaw Public School District (i.e. Jessie Rouse, Jessie Loomis, Saginaw High School) will install the Blueprint Talent Management district system.

Strategies to reach Process Goal 3:

- The district will utilize an aligned onboarding process with new teachers and principals.
- The district and buildings will complete bi-annual competency assessments using the Talent Management Profiles.
- The district will utilize the Blueprint Suite of Assessment Tools at least bi-annually to measure installation progress.
- The district will utilize the Talent Management Profiles in the hiring process.
- The district will monitor the plan for retention and recruitment of effective staff (administrators and teachers).

Governing Board and District Leadership Action Items:

- District leadership will participate in the Blueprint Leadership Network
- District leadership will provide quarterly updates to the Governing Board
- Governing Board will support the district administration by directing parents and community to abide by a complaint process that follows a chain of command
- Governing Board will continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed

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DISTRICT STUDENT PERFORMANCE OUTCOME GOALS:

LOCAL GOALS:

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STATE GOALS:

Goal 7: 2% increase in growth by the number of full year students on M-STEP in math at Jessie Rouse and Jessie Loomis Elementary Schools

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Goal 9: 2% increase in growth on Spring SAT 2020 by the number of full year students on SAT in math and/or EBRW (Evidenced Based Reading and Writing at Saginaw High School)

DISTRICT PROCESS GOALS:

Goal 1: Saginaw Public School District (i.e. Jessie Loomis, Jessie Rouse, Saginaw High School) will install the Blueprint Instructional Infrastructure district system.

Strategies to reach Process Goal 1:

- Teachers will utilize the district Visions of High-Quality Subject Specific Instruction to improve student and teacher performance.
- Principals will monitor High Quality Subject Specific Instruction with the use of the district walk through tool located in the Blueprint District Data Warehouse.
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Professional Learning to reach Process Goal 1:

- Professional learning around the visions for high quality subject specific instruction (MI Excel).
- Professional learning aligned to the curriculum and the visions for high quality subject specific instruction (district instructional coaches)

Governing Board and District Leadership Action Items:

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Goal 2: Saginaw Public School District (i.e. Jessie Rouse, Jessie Loomis, Saginaw High School) will install the Blueprint Intense Student Support district system.

Strategies to reach Process Goal 2:

- PBIS will be utilized in the district.
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Professional Learning to reach Process Goal 2:

- CHAMPS professional learning provided by Saginaw ISD.
- Restorative Practices professional learning provided by the district MTSS Coordinator.

Governing Board and District Leadership Action Items:

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Goal 3: Saginaw Public School District (i.e. Jessie Rouse, Jessie Loomis, Saginaw High School) will install the Blueprint Talent Management district system.

Strategies to reach Process Goal 3:

- The district will utilize an aligned onboarding process with new teachers and principals.
- The district and buildings will complete bi-annual competency assessments using the Talent Management Profiles.
- The district will utilize the Blueprint Suite of Assessment Tools at least bi-annually to measure installation progress.
- The district will utilize the Talent Management Profiles in the hiring process.
- The district will monitor the plan for retention and recruitment of effective staff (administrators and teachers).

Governing Board and District Leadership Action Items:

- District leadership will participate in the Blueprint Leadership Network
- District leadership will provide quarterly updates to the Governing Board
- Governing Board will support the district administration by directing parents and community to abide by a complaint process that follows a chain of command
- Governing Board will continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed

ISD/MDE Partnership Agreement Action Items:

- The ISD will provide an Implementation Facilitator for Saginaw High School
- The ISD will provide an Implementation Facilitator for Jessie Loomis Elementary School
- The ISD will provide Regional Assistance Grant funds for professional learning, technical assistance, and student support.
- The MDE through MI Excel Statewide Field Team will provide a Blueprint Facilitator for the district.
- MDE will provide support through a Partnership Agreement Liaison.
- MDE will provide Section 21h and/or supplemental funding to support Partnership Agreement goals

All parties agree to the following:

- Amend section 4-9 EIGHTEEN MONTH BENCHMARKS TO BE MET BY JESSIE ROUSE ELEMENTARY SCHOOL by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows:

DISTRICT STUDENT PERFORMANCE OUTCOME GOALS:

JESSIE ROUSE ELEMENTARY LOCAL GOALS (Jessie Rouse is a Cohort 2 School requiring that these goals be separate):

Goal 1: 50% of full year students will meet or exceed their fall-to-spring growth targets in the 2019-20 SY on the NWEA Mathematics Assessment

Goal 2: 50% of full year students will increase their RIT score by 2 points from fall to spring during the 2019-20 SY on the NWEA Mathematics Assessment

Goal 3: 50% of full year students will meet or exceed their fall-to- spring growth targets in the 2019-20 SY on the NWEA Reading Assessment

Goal 4: 50% of full year students will increase their RIT score by 2 points from fall to spring during the 2019-20 SY on the NWEA Reading Assessment

Goal 5: 50% of full year students will meet or exceed their fall-to- spring growth targets in the 2019-20 SY on the NWEA Language Assessment

Goal 6: 50% of full year students will increase their RIT score by 2 points from fall to spring during the 2019-20 SY on the NWEA Language Assessment

JESSIE ROUSE ELEMENTARY STATE GOALS:

Goal 7: 2% increase in growth by the number of full year students on M-STEP in math at Jessie Rouse and Jessie Loomis Elementary Schools

Goal 8: 2% increase in growth by the number of full year students on M-STEP in ELA at Jessie Rouse and Jessie Loomis Elementary Schools

Goal 9: 2% increase in growth on Spring SAT 2020 by the number of full year students on SAT in math and/or EBRW (Evidenced Based Reading and Writing at Saginaw High School)

In accordance with Section 10-14 of the Saginaw High School, Jessie Loomis Elementary and Jessie Rouse Elementary Partnership Agreement:

~~10) SAGINAW PUBLIC SCHOOL DISTRICT'S BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:~~

The Saginaw Board of Education agrees to:

- Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.
- Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed
- Actively foster relationships with community partners to bring talent and resources into the district
- Have an open door policy for the partners listed within this agreement
- Update its policies and maintain currency of same

11) Saginaw Public School District SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The District Superintendent/Saginaw Public School District agree to:

- Oversee the Partnership Agreement and keep the SPSD Board of Education informed of the progress on the Agreement
- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals
- Create a communications plan to inform staff and community of goals and measures
- Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings
- Utilize a superintendents' resource network
- Have an open door policy for the partners listed within this agreement

12) The SAGINAW INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The Saginaw Intermediate School District agrees to:

1. Format of Support
 - a. Intervention Specialist and School Improvement Facilitators will be the primary point of contact between the district and the SISD.
 - b. Monthly meetings will occur between the SISD Instructional Team with Loomis and Saginaw High. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine qualitative and quantitative data, and provide feedback.
 - c. Loomis and Saginaw High will also participate in Instructional Rounds with the SISD Instructional Team quarterly.
2. Regional Assistance Grant
 - a. Continuation of Professional Development for current initiatives in place.
 - b. Public Consulting Group Mentor Assigned to Each
 - i. Bi-Monthly PLCs, both face-to-face and virtual
 - ii. Monthly onsite one-to-one meetings
 - c. Intervention Specialist
 - i. Blueprint Implementation
 - ii. Monthly meetings with Superintendent around Priority School needs and Service Plan Implementation
 - iii. Monthly Meetings with Principals around individual school needs and Transformation Plan/SIP implementation
 - iv. Provide training aimed at improving the methodology of coaches currently funded by the district
 - v. Assistance with Progress Monitoring Requirements for Mi-Excel
 - d. School Improvement Facilitator
 - i. Examine and support implementation of best-practices and curriculum

- ii. Provide training aimed at improving the methodology of coaches currently funded by the district
 - iii. Instructional coaching and support for each academic goal 12-20 days a month.
 - iv. Will complete compliance measures that support full utilization and monitoring of grant funds
3. MTSS
 - a. SISD will take part in the implementation of the Early Warning System
 - b. Recommended that Saginaw High and Loomis attend MTSS Cohort II Training
 - c. All MTSS Coordinators and Interventionist should attend SISD MTSS Network Meetings
 4. Data Support
 - a. Will assist with data collection and analysis with content coaches
 - b. SISD will take part in the implementation of Illuminate and Early Warning System
 - c. Provide support through the Data Agreement currently in place
 5. Content Specialist
 - a. Content Specialist at the SISD will be available for consultation and professional development as needed.
 - b. Offer support for educator evaluation and training
 6. Culture and Climate
 - a. Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
 - b. SWIS facilitation will be provided by the SISD
 - c. PBIS support will be provided by the SISD
 7. Have an open door policy for the partners listed within this agreement

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

The State Superintendent of Public Instruction (SPI) and the Michigan Department of Education (MDE) agree to the following:

- At the district's request, attend Saginaw Board meetings to provide information on requested topics
- Provide technical assistance and personnel at the district's request to cover topics including, but not limited to:
 - Survey of Enacted Curriculum (to measure efficacy of district curriculum)
 - Multi-Tiered Systems of Support (MTSS)
 - Data teams to review district's assessment results and accountability measures
 - Assistance with automating the data into a data warehouse
 - Financial assistance with services to positively impact academic programming
 - Assistance in acquiring wraparound services and linking to state agencies such as DHHS
 - Assistance with grant applications outside of state competitive grants as permitted
 - MI Excel Blueprint Training
 - Truancy Abatement Measures and Practices
 - Promoting Positive School Climate (PPSC)
 - African-American Young Men of Promise Initiative
- Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
- Have an open door policy for the partners listed within this agreement
- Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations
- Support SPSD's application for the 21st Century After-school Program Grant

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

- Vic Bugni, Partnership Liaison, will serve as primary point-of-contact for MDE.
- Partnership Liaison (PL) will work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- PL will garner additional support from key personnel and offices within the MDE, other partners and other state agencies

- to successfully reach the Partnership Agreement goals.
 - PL will work with Superintendent and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
 - PL will facilitate discussions and meetings related to the Partnership Agreement when requested.
 - PL will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.
- 14) SRO ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS
- A) Support the Partnership Agreement
 - B) Release SPSD from PERIS reporting for all buildings

In accordance with section 15 - 18 of SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY AND JESSIE ROUSE ELEMENTARY Partnership Agreements

(~~***Section 15-18 share the same language and/or different deadlines but have the same strike throughs in the same areas for the three Agreements – so we combined into one and did the amendments.~~)

AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

The Saginaw Board of Education agrees to:

- ~~Support the district administration by directing parents and community to abide by a complaint process that follows a chain of command: parents go to building administrators then to district superintendent and finally to the local board.~~
- ~~Continue to attend the Michigan Association of School Boards conferences and receive other Board training as needed~~
- ~~Actively foster relationships with community partners to bring talent and resources into the district~~
- ~~Have an open door policy for the partners listed within this agreement~~
- ~~Update its policies and maintain currency of same~~

11) Saginaw Public School District SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

The District Superintendent/Saginaw Public School District agree to:

- ~~Oversee the Partnership Agreement and keep the SPSD Board of Education informed of the progress on the Agreement~~
- ~~Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals~~
- ~~Create a communications plan to inform staff and community of goals and measures~~
- ~~Create a district plan for community/parent engagement, including an eventual facilitated conversation around district reorganization and use of buildings~~
- ~~Utilize a superintendents' resource network~~
- ~~Have an open door policy for the partners listed within this agreement~~

12) ~~The SAGINAW INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS~~

~~The Saginaw Intermediate School District agrees to:~~

1. ~~Format of Support~~
 - a. ~~Intervention Specialist and School Improvement Facilitators will be the primary point of contact between the district and the SISD.~~
 - b. ~~Monthly meetings will occur between the SISD Instructional Team with Loomis and Saginaw High. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine~~

- ~~○ Financial assistance with services to positively impact academic programming~~
 - ~~○ Assistance in acquiring wraparound services and linking to state agencies such as DHHS~~
 - ~~○ Assistance with grant applications outside of state competitive grants as permitted~~
 - ~~○ MI Excel Blueprint Training~~
 - ~~○ Truancy Abatement Measures and Practices~~
 - ~~○ Promoting Positive School Climate (PPSC)~~
 - ~~○ African American Young Men of Promise Initiative~~
 - Find funds to pay for a benchmark assessment (such as iReady or NWEA) or assist the district in determining how to better align the district's existing local assessments
 - Have an open door policy for the partners listed within this agreement
 - Develop an instrument to gauge the effectiveness of partnership participants' services through quarterly evaluations
 - Support SPSD's application for the 21st Century After-school Program Grant
- 13B) MDE LIAISON ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:
- Vic Bugni, Partnership Liaison, will serve as primary point of contact for MDE.
 - Partnership Liaison (PL) will work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
 - PL will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
 - PL will work with Superintendent and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
 - PL will facilitate discussions and meetings related to the Partnership Agreement when requested.
 - PL will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.
- 14) SRO ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS
- C) Support the Partnership Agreement
 - D) Release SPSD from PERIS reporting for all buildings

In accordance with section 15 - 16 of SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY AND JESSIE ROUSE ELEMENTARY Partnership Agreements

(***Section 15-18 share the same language and/or different deadlines but have the same strike throughs in the same areas for the three Agreements – so we combined into one and did the amendments.)

15) BUDGET:

Saginaw Public Schools will share budget information, including allocations for state and federal grants, and other elements when available. Resources will be aligned to address the needs identified and prioritized through the comprehensive needs assessment process. Significant support will be provided which includes coaching supports, in-services for culture/climate initiatives, trainings for Instructional Learning Cycles, Tier I implementation of reading and math supports, intervention resources, and other needs identified. Please see Attachment A, 36- Month Budget Overview.

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

Note: The budget overview is for planning purposes only. The terms of the Agreement **do not grant explicit advanced approval for expenditure of federal funds**. Final approval for 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.

16) ADDITIONAL PARTNERS: Saginaw Public School District and the Michigan Department of Education serve as the primary decision-making bodies in this Agreement. Saginaw Public School District and the Michigan Department of Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open-door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open-door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The Saginaw Education Association agrees to:

- Improve education outcomes for students, parents, and community members
- Collaboratively and continually address issues with the Board and Administration to improve and sustain student achievement
- Foster collegial work relations to support teamwork, innovation, and customer service
- Enhance teaching quality through relevant, professional development, etc.
- Support the Partnership Agreement

The Saginaw Public Library System agrees to:

- Engage SPSD students in the Summer Reading Program
- Provide students with a working knowledge of the library system throughout the school year to encourage reading proficiency and use of resources
- Assist teachers with identifying texts that support reading at or above grade level
- Work with the school to incentive reading to build readers' confidence
- Assist administrators with developing a reading culture within the building that supports reading proficiency

Saginaw Public School District Families agree to:

- Ensure that students arrive to school on time.
- Act as catalysts to encourage reading proficiency and use of district resources to improve student achievement
- Monitor students' online activity on social media to assist in supporting a safe and secure school environment
- Monitor grades, attendance, and citizenship through use of Skyward's online Parent Portal
- encourage students to complete homework
- work with the Parent Teacher Student Association
- Attend Parent-Teacher Conferences, Title I Parent Engagement Activities, and other events that support student achievement

Community Partners

Community Partners are essential to the success of the district. They provide supportive services to help in classrooms by establishing relationships that foster support for students. Organizations and entities such as READ, Business and Industry, Retired Educators, Saginaw Valley State University and Delta College will support our students with tutoring, opportunities for hands on activities in science and math, and provide tutors and mentors to help students excel academically in reading, math,

and other subjects.

15) BUDGET:

Saginaw Public Schools will share budget information, including allocations for state and federal grants, and other elements when available. Resources will be aligned to address the needs identified and prioritized through the comprehensive needs assessment process. Significant support will be provided which includes coaching supports, in-services for culture/climate initiatives, trainings for Instructional Learning Cycles, Tier I implementation of reading and math supports, intervention resources, and other needs identified. Please see Attachment A, 36-Month Budget Overview.

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

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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.

16) **ADDITIONAL PARTNERS:** Saginaw Public School District and the Michigan Department of Education serve as the primary decision-making bodies in this Agreement. Saginaw Public School District and the Michigan Department of Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board-level practices and procedures as decided by the Board President, facilitator, and superintendent
- Have an open-door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open-door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high-quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open-door policy for the partners listed within this agreement

The Saginaw Education Association agrees to:

- Improve education outcomes for students, parents, and community members
- Collaboratively and continually address issues with the Board and Administration to improve and sustain student achievement
- Foster collegial work relations to support teamwork, innovation, and customer service
- Enhance teaching quality through relevant, professional development, etc.
- Support the Partnership Agreement

The Saginaw Public Library System agrees to:

- Engage SPSD students in the Summer Reading Program
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- Assist administrators with developing a reading culture within the building that supports reading proficiency

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- Monitor grades, attendance, and citizenship through use of Skyward's online Parent Portal
- encourage students to complete homework
- work with the Parent Teacher Student Association
- Attend Parent Teacher Conferences, Title I Parent Engagement Activities, and other events that support student achievement

Community Partners

Community Partners are essential to the success of the district. They provide supportive services to help in classrooms by establishing relationships that foster support for students. Organizations and entities such as READ, Business and Industry, Retired Educators, Saginaw Valley State University and Delta College will support our students with tutoring, opportunities for hands on activities in science and math, and provide tutors and mentors to help students excel academically in reading, math, and other subjects. Community Partners are essential to the success of the district.

They provide supportive services to help in classrooms by establishing relationships that foster support for students.

Organizations and entities such as READ, Business and Industry, Retired Educators, Saginaw Valley State University and Delta College will support our students with tutoring, opportunities for hands on activities in science and math, and provide tutors and mentors to help students excel academically in reading, math, and other subjects.

15) BUDGET:

Saginaw Public Schools will share budget information, including allocations for state and federal grants, and other elements when available. Resources will be aligned to address the needs identified and prioritized through the comprehensive needs assessment process. Significant support will be provided which includes coaching supports, in-services for culture/climate initiatives, trainings for Instructional Learning Cycles, Tier I implementation of reading and math supports, intervention resources, and other needs identified. Please see Attachment A, 36-Month Budget Overview.

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

Note: The budget overview is for planning purposes only. The terms of the Agreement **do not grant explicit advanced approval for expenditure of federal funds**. Final approval for 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.

16) ADDITIONAL PARTNERS: Saginaw Public School District and the Michigan Department of Education serve as the primary decision-making bodies in this Agreement. Saginaw Public School District and the Michigan Department of Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

- Assist district leaders with developing a communications protocol
- Provide a new facilitator to assist with identifying relevant training for Board-level practices and procedures as decided by the Board President, facilitator, and superintendent

- Have an open door policy for the partners listed within this agreement

The Michigan Association of School Administrators/Michigan Association of Intermediate School Administrators agrees to:

- Look for national and/or local programs that might provide the district superintendent with a resource network
- Provide any professional development and/or training that the district superintendent might require such as curriculum and methods for interpersonal outreach with parents and students
- Have an open door policy for the partners listed within this agreement

The Middle Cities Education Association agrees to:

- Measure and document the impact of personnel issues related to exceptional training in districts like Saginaw to maintain a high quality staff
- Look for national and/or local programs that provide the district superintendent with a mentor or resource network
- Assist the district in auditing the current barriers to a facilitated community conversation to determine how community agencies and organizations can support our schools, families, and stakeholders
- Have an open door policy for the partners listed within this agreement

The Saginaw Education Association agrees to:

- Improve education outcomes for students, parents, and community members
- Collaboratively and continually address issues with the Board and Administration to improve and sustain student achievement
- Foster collegial work relations to support teamwork, innovation, and customer service
- Enhance teaching quality through relevant, professional development, etc.
- Support the Partnership Agreements

In accordance with section 17-Next Level of Accountability Measures of the SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY SCHOOL AND JESSIE ROUSE ELEMENTARY SCHOOL

SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

Once the parties sign this agreement:

A. If the district substantially fails to meet the 18-month benchmark(s), the signatories agree that SISD will:

1. Work with the superintendent and the district team to identify strengths and barriers in implementation.
2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.
3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.
4. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.

B. If the district substantially fails to meet the 18-month goal(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection.

C. If the district substantially fails to meet the 36-month benchmark(s), the signatories agree that SISD will:

1. Work with the superintendent and the district team to identify strengths and barriers in implementation.
2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.
3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.
4. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.

D. If the district substantially fails to meet the 36-month goal(s) benchmark(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership

assignments, and reform model selection. SPSD, SISD, and MDE will also discuss if the school(s) need to be reconstituted in some way.

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

JESSIE ROUSE ELEMENTARY

- 1) If the district fails to sign this agreement within 60 days, the Michigan Department of Education will impose the following measures:
 - a) Meet with district personnel to determine what supports are needed to finalize the Partnership Agreement
 - b) Provide additional technical assistance to help complete the unfinished plan
 - c) Provide support to individual partners for identification of deliverables to reach goals outlined within the Partnership Agreement
- 2) If the district fails to meet the 18-month benchmark(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
 - a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline.
 - b) Enlist the support of the Saginaw ISD to determine what obstacles are inhibiting benchmark completion.
 - c) Request the ISO to participate in more job-embedded coaching with the school's Leadership Team to promote benchmark attainment
- 3) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
 - a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline
 - b) Enlist the support of the Saginaw ISD to determine what obstacles are impeding goal completion
 - c) Request the ISO to participate in more job-embedded coaching with the school's Leadership Team to promote goal achievement

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

All parties agree to the following:

Amend Section 17 – NEXT LEVEL OF ACCOUNTABILITY: for **SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY AND JESSIE ROUSE ELEMENTARY** by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows:

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

Once the parties sign this agreement:

- A. If the district substantially fails to meet the 18-month benchmark(s), the signatories agree that SISD will:
 - ~~5. Work with the superintendent and the district team to identify strengths and barriers in implementation.~~
 - ~~6. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.~~
 - ~~7. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.~~
 - ~~8. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.~~
- B. If the district substantially fails to meet the 18-month goal(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection.
- C. If the district substantially fails to meet the 36-month benchmark(s), the signatories agree that SISD will:
 - ~~1. Work with the superintendent and the district team to identify strengths~~

— and barriers in implementation.

2. Support the district to identify and obtain resources and supports to ensure successful implementation moving forward.

3. Work with the superintendent and district team to revise the Partnership Agreement or adjust the goals and strategies, if needed.

5. Increase involvement with the district as mutually agreed by SPSD and SISD to support implementation.

D. If the district substantially fails to meet the 36-month goal(s) benchmark(s), the signatories agree that the district will review and address factors that may be adversely affecting plan implementation, which may include personnel assignments, leadership assignments, and reform model selection. SPSD, SISD, and MDE will also discuss if the school(s) need to be reconstituted in some way.

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

JESSIE ROUSE ELEMENTARY

1) If the district fails to sign this agreement within 60 days, the Michigan Department of Education will impose the following measures:

- a) Meet with district personnel to determine what supports are needed to finalize the Partnership Agreement
- b) Provide additional technical assistance to help complete the unfinished plan
- c) Provide support to individual partners for identification of deliverables to reach goals outlined within the Partnership Agreement

2) If the district fails to meet the 18-month benchmark(s), the Michigan Department of Education will impose the following mutually agreed-upon measures:

- a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline.
- b) Enlist the support of the Saginaw ISD to determine what obstacles are inhibiting benchmark completion.
- c) Request the ISO to participate in more job-embedded coaching with the school's Leadership Team to promote benchmark attainment

3) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will impose the following mutually agreed-upon measures:

- a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline
- b) Enlist the support of the Saginaw ISD to determine what obstacles are impeding goal completion
- c) Request the ISO to participate in more job-embedded coaching with the school's Leadership Team to promote goal achievement

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

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

If the 36-month benchmark has not been met within the 36 months following the effective date of this Agreement as to the Partnership School(s), SPSD reserves the right to a reconstitution plan.

In accordance with section 18-Checklist of Actions of the SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY SCHOOL AND JESSIE ROUSE ELEMENTARY SCHOOL Partnership Agreement.

18) Checklist of Actions: The following actions will be completed by the Saginaw Public School District, the Michigan Department of Education, and identified partners: establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

(Saginaw High School/Jessie Loomis Elementary School)

- a) By May 5, 2017 Saginaw High will create a communication plan to share the Partnership Agreement with partners. PSD staff, parents, students, and community members
- b) By May 15, 2017 create a transition plan from the date of the Partnership Agreement to August 1, 2017, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement
- c) By May 30, 2017 reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates
- d) By May 30, 2017, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for monitoring completion of tasks, resource acquisition, and identified deadlines

(Jessie Rouse Elementary School)

- a) Same as item a above, except – the completion date was for April 30, 2018
- b) Same as item b above, except – the completion date was for May 15, 2018
- c) Same as item c above, except – the completion date was for May 30, 2018

All parties agree to the following:

Amend section 18 CHECKLIST OF ACTIONS for SAGINAW HIGH SCHOOL, JESSIE LOOMIS AND JESSIE ROUSE NEXT LEVEL OF ACCOUNTABILITY by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows:

~~18) Checklist of Actions:~~ The following actions will be completed by the Saginaw Public School District, the Michigan Department of Education, and identified partners: establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

~~(Saginaw High School/Jessie Loomis Elementary School)~~

- ~~d) By May 5, 2017 for Saginaw High create a communication plan to share the Partnership Agreement with partners. PSD staff, parents, students, and community members~~
- ~~b) By May 15, 2017 create a transition plan from the date of the Partnership Agreement to August 1, 2017, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement~~
- ~~c) By May 30, 2017 reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates~~
- ~~d) By May 30, 2017, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for monitoring completion of tasks, resource acquisition, and identified deadlines~~

~~(Jessie Rouse Elementary School)~~

- ~~a) Same as item a above, except the completion date was for April 30, 2018~~
- ~~b) Same as item b above, except the completion date was for May 15, 2018~~
- ~~c) Same as item c above, except the completion date was for May 30, 2018~~

18) Checklist of Actions: The following actions will be completed by the Saginaw Public School District, the Michigan Department of Education, and identified partners: establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Agreement:

- a) By May 5, 2017 for Saginaw High and Jessie Loomis, and by April 30, 2018 for Jessie Rouse, create a communication plan to share the signed Partnership Agreement with partners. SPSP staff, parents, students, and community members.
- b) By May 15, 2017 for Saginaw High and Jessie Loomis, and by May 15, 2018 for Jessie Rouse, create a transition plan from the date of the Partnership Agreement to August 1, 2017 for Saginaw High and Jessie Loomis and August 1, 2018 for Jessie Rouse, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement.
- c) By May 30, 2017 for Saginaw High and Jessie Loomis, and by May 15, 2018 for Jessie Rouse, reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates.
- d) By May 30, 2017 for Saginaw High and Jessie Loomis, and by May 30, 2018 for Jessie Rouse, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for, for monitoring completion of tasks, resource acquisition, and identified deadlines.

19) FUTURE MEETING DATES:

Saginaw Public Schools, the Saginaw Intermediate School District, and the Michigan Department of Education will establish quarterly meeting dates to engage in collaborative discussion, gauge implementation progress, identify barriers to implementation, and discuss relevant issues regarding this agreement. We anticipate holding a 9-month Partnership Agreement Progress Update Meeting with the Michigan Department of Education.

In accordance with section 19-30 of the **SAGINAW HIGH SCHOOL, JESSIE LOOMIS ELEMENTARY SCHOOL AND JESSIE ROUSE ELEMENTARY SCHOOL** Partnership Agreement.

(***Section 19-30 share the same language but Jessie Rouse has a different numbering system and includes #22 Severability. However, all three Agreements have the same strike throughs in the same areas – so we combined into one and did the amendments.)

20) AMENDMENTS

This Agreement shall not be modified, altered, or amended except by written agreement duly executed by all parties to this Agreement in accordance with the terms hereof, including the option to add additional at-risk schools to this Agreement. If either party requests modification of this agreement, the parties shall confer in good faith, upon reasonable notice of the proposed modification by the party desiring the change, to determine the feasibility of such modification. Modifications shall not be effective until signed by duly authorized representatives of both SPSP and MDE.

21) ENTIRE AGREEMENT

Jessie Rouse Elementary Only

This Agreement sets forth all the covenants, agreements, stipulations, 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, has made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein

In accordance with section 21: ENTIRE AGREEMENT for **JESSIE ROUSE ELEMENTARY SCHOOL ONLY** Partnership Agreement.

21) ENTIRE AGREEMENT

Jessie Rouse Elementary Only

This Agreement sets forth all the covenants, agreements, stipulations, 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, has made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein

All parties agree to the following:

Amend section 21 ENTIRE AGREEMENT for JESSIE ROUSE by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows:

~~21) ENTIRE AGREEMENT~~

~~Jessie Rouse Elementary Only~~

~~This Agreement sets forth all the covenants, agreements, stipulations, 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, has made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.~~

21) 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 for the following schools: Saginaw High School, Jessie Loomis Elementary and Jessie Rouse Elementary.

22) 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 or in any way shall affect this Agreement or the construction of any provision hereof.

23) GOVERNING LAW

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

24) 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.

25) NO IDEMNIFICATION

There shall be no indemnification of either party by the other regarding 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.

26) EXISTING LITIGATION

By entering into this Agreement, SPSD does not waive any argument it may have in the case captioned *Kalamazoo Public Schools, et. al. v Natasha Baker, et al, State of Michigan in the Court of claims*, Court of Claims No. 17-000044-MZ.

27) NOTICES

Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by facsimile transmission, courier delivery service, or 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 courier delivery service, or (c) four business days after being deposited in the mails, with proper postage for first-class registered or certified mail, prepaid.

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

If to Spisd: Dr. Ramont Roberts
c/o Saginaw Board of Education
550 Millard Street
Saginaw, Michigan 48607

If to SISD: _____

If to MDE: _____

If to SRO: _____

28) INVALIDITY OF ANY PROVISION

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

29) 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.

30) ENTIRE AGREEMENT

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

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

Saginaw Board of Education President

Name: Kath Ann Taylor

Title: President

Date: August 21, 2019

Saginaw Board of Education Secretary

Name: Vera Harrison

Title: secretary

Date: 8/21/19

Saginaw Board of Education Trustee

Name: Melanie Thompson

Title: trustee

Date: 8-21-2019

Saginaw Board of Education Trustee

Name: Jason Proops

Title: Trustee

Date: 8/21/19

Saginaw Board of Education Vice/President

Name: Benjamin Seal

Title: Vice President

Date: 8/21/2019

Saginaw Board of Education Treasurer

Name: [Signature]

Title: Treasurer

Date: 8/21/2019

Saginaw Board of Education Trustee

Name: Kris Herald

Title: Trustee

Date: 8/21/2019

Saginaw Public School District Superintendent

Name: Randi M. Junt, Ph.D.

Title: Superintendent of Schools

Date: 8/21/19

Michigan Department of Education

Name: Wilchama Pearson

Title: Director of Partnership District

Date: 8.4.19

Saginaw Education Association

Name: Lisa Ann Murphy

Title: President, Saginaw Education Association

Date: 8/22/19

Saginaw Intermediate School District

Name: _____

Title: _____

Date: _____

All parties agree to the following:

- Amend section 19-30 FUTURE MEETING DATES, AMENDMENTS, WAIVER, CAPTIONS, GOVERNING LAW, SUCCESSORS AND ASSIGNS, NO IDEMNIFICATION, EXISTING LITIGATION, NOTICES, INVALIDITY OF ANY PROVISION, COUNTERPARTS, ENTIRE AGREEMENT for Saginaw High School, Jessie Loomis Elementary, and Jessie Rouse Elementary by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

Date: _____

Michigan Department of Education

Saginaw Education Association

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Saginaw Intermediate School District

Name: *John A. Lewis*

Title: Superintendent

Date: 9-4-19

All parties agree to the following:

- Amend section 19-30 FUTURE MEETING DATES, AMENDMENTS, WAIVER, CAPTIONS, GOVERNING LAW, SUCCESSORS AND ASSIGNS, NO IDEMNIFICATION, EXISTING LITIGATION, NOTICES, INVALIDITY OF ANY PROVISION, COUNTERPARTS, ENTIRE AGREEMENT for Saginaw High School, Jessie Loomis Elementary, and Jessie Rouse Elementary by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

Saginaw Public School District Superintendent

Name: _____

Title: _____