

Partnership Agreement for Public School Academies July 2018

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on June 27, 2018 between the Michigan Department of Education (MDE), the State School Reform/ Redesign Officer (SRO), Ferris State University (Authorizer) and:

Detroit Delta Preparatory Academy for Social Justice (Academy)
3550 John C Lodge Fwy
Detroit, Michigan, 48201
Rodney Deal, Principal
Edythe Hayden Friley, Academy Board President
Ronald Rizzo, Authorizing Agent

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

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

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

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

Michigan Law requires the Superintendent of Public Instruction (State Superintendent) to publish a list identifying the public schools in the State that MDE has determined to be among the lowest achieving 5% of all public schools in the State. The Academy school(s) subject to this Agreement are either identified as Comprehensive Support and Improvement (CSI) Schools or are electively added to this agreement per the request of Detroit Delta Preparatory Academy for Social Justice Board of Directors. Under Michigan Law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those schools. The SRO is executing its statutory responsibilities defined in MCL 380.1280c by assigning the oversight of the Academy school(s) named in this agreement to the Michigan Department of Education (MDE) for the duration of this agreement, pending the Next Levels of Accountability (NLA) defined in Paragraph 20 do not require implementation as defined therein. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, maintain school governance at the Academy, and avoid the threat of action by the SRO under Section 1280c.

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

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at Detroit Delta Preparatory Academy for Social Justice for their academic improvement.

B. TERMS AND CONDITIONS: Detroit Delta Preparatory Academy's Board of Directors retains control of the school's named in this Agreement. The Parties will provide mutually agreed upon support to the Academy to meet the benchmarks and goals defined below.

C. SCHOOLS SUPPORTED BY THIS AGREEMENT:

A. Detroit Delta Preparatory Academy for Social Justice

D. EIGHTEEN MONTH BENCHMARKS TO BE MET BY Detroit Delta Preparatory Academy:

A. **Goal 1: 18-Month interim Benchmark:** By Spring 2019, the Academy will achieve a minimum 5 percentage point increase in students meeting/exceeding College Readiness benchmarks, as measured by *Academic Approach*®.

B. **Goal 2: 18-Month interim Benchmark:** By Spring 2019, the Academy will reduce their suspension rate by 20 percentage points (minimum) and increase the percentage of students NOT chronically absent by at least 10 percentage points.

C. **Goal 3: 18-Month interim Benchmark:** By Spring 2019, the Academy will define and develop a Multi-Tiered System of Support to support the academic, social, emotional and behavioral needs of all students, to focus on the whole-child, inclusive of a process for routine progress monitoring.

E. FOUR MONTH CHARTER CONTRACT GOALS TO BE MET BY Detroit Delta Preparatory Academy:

The information and student achievement results gathered through January 31, 2019 will be considered in the final recommendation for the Academy's Charter Contract reauthorization for the February 2019 meeting for the Board of Trustees (BOT) for Ferris State University. The goals set forth in the Charter Contract are detailed below:

- A. SAT Scores higher than the composite district.
- B. An increase of at least 30 points in PSAT linear growth.
- C. MDE Accountability Index value that is not in the bottom 5% of the State.
- D. Improved and positive FSU Charter School Office (CSO) School and Board observation reports.

F. THIRTY-SIX MONTH GOALS TO BE MET BY Detroit Delta Preparatory Academy:

- A. **Goal 1: 36-Month Goal:** The percentage of students meeting/exceeding SAT College Readiness benchmarks will increase by 15 percentage points within the core content areas of Math and English Language Arts. The percentage of students proficient in Science and Social Studies will be greater than 5% on the Michigan Merit Examination (MME).
- B. **Goal 2: 36-Month Goal:** The Academy will achieve a yearly suspension rate of 20% or lower and increase the percentage of students NOT chronically absent by 15 percentage points. To support these goals, the school will implement a Data Management System (DMS), focused on proactively monitoring behavior, attendance, and academic achievement of the students.
- C. **Goal 3: 36-Month Goal:** The Academy will ensure that at least 80% of students will graduate within four years. The Academy will cultivate and monitor enhanced student support services (via MTSS) and school-based activities aimed at investing students in their school experience and improving the whole child through high school and beyond.

G. ANALYSIS OF RELEVANT DATA:

- A. Relevant Data for Goal 1: An analysis of Detroit Delta Preparatory Academy's 11th grade SAT and MME assessments from 2015-2016 and 2016-2017 indicate that students are far below achieving expected College Readiness benchmarks.

According to two years of MME data, students are farthest from proficiency in Science, with 0% at proficiency and 90%+ falling in not proficient.

In Social Studies, while only 4% of students scored proficient, the percentage of students scoring partially proficient is greater than in science, ranging from 37-48% partially proficient.

MME Science and Social Studies Trend Data

School Year	Science Proficient/Above	Social Studies Proficient/Above
2016	0% (7% PP, 93% NP)	4% (37% PP, 60% NP)
2017	0% (8% PP, 92% NP)	4% (48% PP, 48% NP)

Review of SAT results indicate that Evidence-Based Reading and Writing is a relative strength, though the % of students having met or exceeding the EBRW benchmark has never surpassed 13%. Less than 5% of students met or exceeded the benchmark in Mathematics over two years and overall, the total percentage of students who met the composite benchmark for SAT was less than 5%.

2015-2016 SAT Results

	Mean SAT Score	Benchmark	%Met/ Exceeded
Evidence-Based Reading and Writing	398.9	480	12.3%
Mathematics	390.2	530	<5%
Composite	789.1	N/A	<5%

2016-2017 SAT Results

	Mean SAT Score	Benchmark	%Met/ Exceeded
Evidence-Based Reading and Writing	405.9	480	9.9%
Mathematics	380.9	530	<5%
Composite	786.8	N/A	<5%

- B. Relevant Data for Goal 2: Analysis of Detroit Delta Preparatory Academy's chronic absenteeism and suspension rates indicate the need for initiatives that support the increase in student attendance, provide proactive strategies to support student conduct and alternatives to suspension, and have a strategic way to monitor this data on a regular basis, especially for identified students at risk.

% of Students NOT Chronically Absent

School Year	Percentage (Goal: 92.3%)
2017	20.1%
2018	As of May 2018 – 32.2%

% of Students Suspended

School Year	Percentage
2017	57.3%
2018	As of May 2018 – 16.6%

Number of Days of Instruction Lost due to Suspension

School Year	Days
2017	960
2018	As of May 2018 – 208

H. STRENGTHS AND WEAKNESSES OF Detroit Delta Preparatory Academy:

- A. Strength – Students and teachers report improvement in the culture of the building during the 2017-2018 school year. This is reflective in a significantly reduced suspension rate so far for SY18.
- B. Strength – The Academy utilizes a distributed leadership model to support the work of the administration and education plan.
- C. Strength – In partnership with their Education Service Provider (ESP), Delta teachers have access to monthly content support for the 2018-2019 school year.
- D. Strength – The Academy has implemented a nationally recognized, high-quality curriculum for mathematics (*Eureka Math*) and English Language Arts (*Expeditionary Learning*) that support college readiness. Professional development supports aligned to these resources are available through EQUITY Education (Education Service Provider).
- E. Strength - The Academy provides Robotics, music programs, and sports teams for both males and females (football, baseball, basketball, track, volleyball and softball).
- F. Weakness – The Academy has no program or defined system of support for Tier II or Tier III instruction for Math and ELA.
- G. Weakness – The Academy has a large population of students each year who are in need of credit recovery. While a web-based program has been used in the past to provide access to coursework, the needs of students far surpassed scheduling and budgetary limits.
- H. Weakness - The students attending Detroit Delta Preparatory Academy for Social Justice are approximately 97% low income. Many are in need of social and emotional support. Due to their low-income status, those students living in extreme poverty struggle to have their basic necessities met.
- I. Weakness – The Academy struggles with having consistent data teams and needs support and professional learning to structure professional learning communities (PLC).
- J. Weakness – Effective counseling and mentoring programs need expansion and seamless integration into the school day schedule and curriculum to increase support for the high number of students struggling with social-emotional deficits. While multiple organizations are available to support Delta Prep students, a comprehensive support plan has not yet been developed or implemented.

I. STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

- A. **Goal 1:** Increase Academic Achievement
 - i. **Strategy 1:** During 2018 Summer Summit (August 2018), teachers will meet in content-specific planning PLCs to 1) Review the scope of standards for their content and grade level; 2) Preview the scope and sequence of their core curricula relative to EQUITY network pacing guides; 3) With support from the Instructional Coach of Humanities or Instructional Coach of STEM, develop their first unit map and two weeks of instructional lessons.
 - ii. **Strategy 2:** Teachers will participate in ongoing professional development with core curriculum and content specific strategies via monthly (minimum) content-specific Professional Learning

Communities (PLCs) delivered by EQUITY content coaches, contracted content experts, and/or Wayne RESA

- iii. **Strategy 3:** Teachers will participate in weekly coaching cycles focused on building their capacity to implement grade-level instruction (optional use of the *EQ Teaching + Learning Rubric* to drive coaching cycles; if used, EQUITY Education will provide support to the Academy's administration in use of the tool).
 - iv. **Strategy 4:** Teachers, with leadership support, will implement bi-weekly data cycles to inform instruction and remediation.
 - 1. Identify data cycle protocol for implementation
 - 2. Set calendar for bi-weekly cadence and name specific assessment sources/data sets that will be referenced
 - 3. Provide protocol preview opportunity during summer training prior to September 2018
 - 4. Provide explicit training to teachers in how to interpret data reports from *Academic Approach*, an interim assessment system aligned to PSAT/SAT, utilize *Academic Approach* question banks for the development of formative assessment, and choose appropriate formative assessment questions (teachers will also learn how to include questions from core curriculum resources during monthly content-specific planning PLCs)
 - v. **Strategy 5:** As a component of bi-weekly data cycles, students will physically learn to implement and track their progress on key content standards to promote ownership and engagement in their own progress; the tracker will also include space for tracking attendance so that students can begin to see the correlation between being at school and how it directly affects academic achievement.
 - vi. **Strategy 6:** With support from EQUITY Education and Wayne RESA, the Academy will clearly define, implement, progress monitor, track, and celebrate student growth within a Tier II and Tier III system of support for English Language Arts and Mathematics.
 - vii. **Strategy 7:** With support from EQUITY Education and Wayne RESA, the Academy will implement a defined model of co-planning and co-teaching between Special Education teachers and assigned General Education classroom teachers.
- B. **Goal 2:** Reduce Suspension, Increase Student Attendance
- i. **Strategy 1:** The Principal and chosen leadership team members and teachers will clearly define student expectations and a plan to teach and model expectations for students beginning day one of the school year.
 - ii. **Strategy 2:** The Principal and chosen leadership team members and teachers will research and seek professional development around alternatives to student suspension.
 - iii. **Strategy 3:** The Principal will secure professional development for teachers and support staff on the importance and use of restorative practices.
 - iv. **Strategy 4:** With technical support from EQUITY Education, the Detroit Delta Preparatory Academy for Social Justice will develop, implement, and monitor the effectiveness of a process for proactively monitoring and putting into place preventative measures to be taken

for students deemed at risk for suspension, chronic absenteeism, and/or academic struggle, utilizing tools including PowerSchool and SchoolZilla.

1. The Principal and chosen leadership team members will determine a protocol and cadence for ongoing review of the Data Management System.

- v. **Strategy 5:** The Principal and chosen leadership team members will develop a strategy for communicating the school's beliefs, stance, and plan around reducing student suspensions and improving attendance; the plan will be communicated to all staff and student families at the beginning of the 2018-2019 school year, during Open House, and again at the first round of Family-Teacher Conferences at the end of Quarter 1.

C. **Goal 3:** Whole Child Development and Support

- i. **Strategy 1:** With support from Wayne RESA, the Principal and chosen leadership team members and teachers will collaboratively determine a clearly defined model of MTSS for implementation at Detroit Delta Preparatory Academy for Social Justice.
- ii. **Strategy 2:** With support from Wayne RESA, the Principal and chosen leadership team members and teachers will collectively identify and define all available wrap-around support services and partners available to students at the school. The comprehensive list should include the names of all wrap-around support organizations that partner with the school, the services they offer, the number of students they can support on their caseloads, and qualifications they have for working with students; leadership will then identify wherein the MTSS protocol it becomes relevant to tap into the partners list. The plan should include (at minimum): a process for setting goals between identified students and their support service, benchmark goals, a check-in process, and a plan for communication with the students' family and teachers around progress and classroom-relevant strategies to support. A clearly articulated plan for the use of family engagement supports should live within the MTSS plan as well.
- iii. **Strategy 3:** The Principal and chosen leadership team members and teachers will conduct student surveys to determine a list of school-based activities students would most like to engage in (sports, clubs, volunteer opportunities, social engagements, service learning, etc.).
 1. Once survey feedback is collected, the leadership team will develop a plan to implement high-quality activities, aligned to students' interests, through local partnerships and/or staff engagement.
 2. The team will create a menu of student activities offered at the Academy that includes a timeline for when students can start/stop participation in each activity, requirements for joining/remaining active, a master list of all students engaged in each activity, and a predetermined cadence for when student feedback on quality/needs of the activities will be collected and reviewed.
 3. The Academy's student-activities will be included in literature, recruitment tools, and advertising for the school.

J. PROFESSIONAL LEARNING NEEDED TO MEET PARTNERSHIP GOALS AND/OR BENCHMARKS:

1. Continued content development through English Language Arts core curricula (*Expeditionary Learning*) and Mathematics core curricula (*Eureka Math*)
2. Creating valid formative assessment aligned to core curricula; processing through the formative data cycle protocol
3. Administering, collecting, and interpreting data from *Academic Approach* (PSAT/SAT practice assessment) and other assessment tools; tying this data back to formative data sets to form complete picture of student progress
4. Identifying, interpreting, and using key data sets to identify students for Tier II and Tier III English Language Arts and Mathematics support
5. Implementing Special Education model of co-teaching/inclusive teaching for students with Individual Education Plans
6. Use of restorative practices between students, groups of students, and between adults and students
7. Effective alternatives to suspension and school's PBIS plan
8. Use of SchoolZilla and PowerSchool to gather, read, interpret, and plan around key school data; understanding the role/function of the Data Management System the system in place to use (protocol/cadence)
9. Developing and defining a clear MTSS system and plan; communicating plan to teachers and families, other stakeholders as needed

K. DETROIT DELTA PREPARATORY ACADEMY FOR SOCIAL JUSTICE'S BOARD OF DIRECTORS ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND PARTNERSHIP GOALS:

- A. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors shall become familiar with the Partnership Agreement in full, including its goals and the benchmarks and strategies used to support achievement of its goals.
- B. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors shall continue to provide transparency and accountability through abiding by the norms and protocols during all meetings (open or closed) and during all interactions outside of these meetings.
- C. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors acknowledges the objectives outlined in the Partnership Agreement Implementation Plan and shall align its meeting agendas to reflect the major responsibilities of the School Board as reflected therein.
- D. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors requires the School and Education Service Provider to adopt the Partnership Agreement goals as part of their management agreement and performance evaluation goals.
- E. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors shall work to meet the goals and objectives outlined in the Partnership Agreement by working closely with the School and Education Service Provider to create accountability and ownership amongst all parties to achieve positive outcomes.
- F. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors shall monitor the progress of the School towards the goals and objectives

outlined in the Partnership Agreement by holding the School and Education Service Provider responsible for successful outcomes.

- G. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors shall work to meet the goals and objectives outlined in the Partnership Agreement by actively fostering relationships with community partners to attract talent and resources to the School District.
- H. The Detroit Delta Preparatory Academy for Social Justice's Board of Directors shall continue to remove all barriers within its control to secure successful implementation of the Partnership Agreement.

L. PRINCIPAL ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A. The Principal will provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B. Twice per year (Winter, Spring), the Academy's Principal shall convene an after-school community meeting (open to staff, students, families, and partners) and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- C. The Principal shall ensure that all teachers attend scheduled EQUITY-provided curriculum and content professional development, professional development provided in partnership with Wayne RESA, and actively engage in weekly coaching cycles. In the event these professional responsibilities are missed, the Principal will ensure the teacher schedules and follows through on make-up opportunities and provides takes appropriate steps to ensure subsequent commitments are not missed.
- D. The Principal, in coordination with EQUITY Education support, will ensure that the master schedule for the Academy meets core curriculum requirements and that all staff adheres to the master schedule. Changes to class offerings, schedule times, curricular materials, assessment schedules, scheduled time out of the building by students, etc. will be discussed with EQUITY prior to communication to school staff or implementation.

M. EMPLOYEE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A. Teachers will use approved curriculum resources for instruction.
- B. Teachers will actively participate in weekly coaching cycles.
- C. Teachers will attend and actively participate in all scheduled professional development sessions, both during and after school hours.
- D. Teachers will take part in additional professional development opportunities provided by EQUITY Education and/or Wayne RESA, given advance notice.
- E. Teachers will ensure students track formative and *Academic Approach* data according to the school's set cadence.
- F. Teachers and support staff will attend scheduled professional development sessions for positive behavior support, alternatives to suspensions, classroom management, restorative practices and ongoing sessions relative to improving school culture, reducing student suspension, and increasing student attendance and investment in academics.

- G. Teachers will actively work to meet the improvement metrics and timelines identified within any Performance Improvement Plan (PIP) or Coaching Plan (CP) that results from Mid- or End-of-Year Evaluation.
- H. School Leadership (Principal and Director of School Operations, minimum) and any Master Teachers will participate as active members of the Detroit Delta Preparatory Academy for Social Justice Leadership Team.
- I. Staff will maintain personal attendance records of 90% or higher throughout the course of the school year.

N. FERRIS STATE UNIVERSITY'S (AUTHORIZER) ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A. Ron Schneider, FSU Partnership liaison, will serve as the primary point-of-contact for Ferris State University.
- B. Provide data analytics to support the Academy in making data-informed decisions.
- C. Provide professional development opportunities to the Academy Board in an effort to support its governance responsibility to ensure significant academic improvement.

O. MDE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A. The MDE Assigned Partnership Agreement Liaison will serve as primary point-of-contact for MDE.
- B. The MDE Partnership Liaison will provide opportunities for support and resources to the district to help implement the partnership agreement, subject to the availability of funds.
- C. The MDE Partnership Liaison will work with the Academy Principal, Partnership Team, and school staff to ensure the successful implementation of the Partnership Agreement.
- D. The MDE Partnership Liaison will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- E. The MDE Partnership Liaison will work with the Academy Principal, Partnership Team, and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- F. The MDE Partnership Liaison will facilitate discussions and meetings related to the Partnership Agreement when requested. They will include all Partnership Team members in written or email communication.
- G. The MDE Partnership Liaison will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.
- H. The MDE Partnership Liaison will identify and remove or minimize barriers that may impede the successful implementation of the Partnership Agreement, such as granting reasonable waiver of reports, allowable flexibility in spending from federal funding sources, and allowable flexibility with respect to state reporting requirements.

P. EQUITY EDUCATION'S (EDUCATION SERVICE PROVIDER) ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A. EQUITY Education will create and distribute monthly Board Meeting agendas that include time for the Principal to provide updates to the Academy's Board of Directors regarding the status of the Academy as relates to the

implementation of this Agreement and the achievement of the goals defined herein.

- B. EQUITY Education will provide a team member to serve as representative on the Detroit Delta Preparatory Academy for Social Justice Partnership Team. The representative will provide information relative to student data (suspension, attendance, academic) and fiscal needs to support the work of the team and participate in Partnership Team meetings either in-person or virtually.
- C. EQUITY Education will manage the Academy's Human Resource services to allow the Academy's leadership team to focus their time and attention on the strategies outlined in section J of the Partnership Agreement.
- D. EQUITY Education will support staff recruitment and hiring for the Academy through the EQ Talent Department.
- E. EQUITY Education will support the development of a student recruitment and retention plan for the Academy.
- F. EQUITY Education will complete and manage the Academy's budget in accordance with Board approval, in support of the schools' implementation of this Agreement and the achievement of the goals defined herein.
- G. EQUITY Education will provide professional development as requested by the Academy in the areas of: PowerSchool, SchoolZilla, *Academic Approach*, core curriculum and content support (Eureka Math, Expeditionary Learning, Frey Science, MAISA Social Studies), the *EQ Teaching + Learning Rubric*, the *EQ Teacher Evaluation System*, and other mutually-agreed upon topics within the scope of EQUITY's Model Components, to support the accomplishment of the goals and benchmarks defined herein.

Q. STUDENT ADVISORY COUNCIL ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A. The newly-created Student Council will continue to support and represent the concerns of the student body and communicate these concerns to school leadership to ensure effective implementation of Partnership Agreement goals.
- B. The Student Council will serve as advisors to School Leadership monthly to discuss Partnership Agreement goals.
- C. Every effort will be made to include student voice in matters related to academic achievement and overall student success.

R. BUDGET: The Academy has a tentative budget planned for using the existing and anticipated local, state, and federal funds for staffing, programs, initiatives, and activities to meet the 18-month benchmarks and 36-month goals. (*See Attachment A, 36-Month Budget Overview*)

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

- A. **Wayne RESA** will actively support Detroit Delta Preparatory Academy for Social Justice in an effort to achieve their identified goals, in the following ways:
 - i. Support in the development and implementation of a systemic communication protocol between all stakeholders.

- ii. Support the collection, review and analysis of the data for Detroit Delta Preparatory Academy for Social Justice.
- iii. Support the development and implementation of data driven protocol for conducting data conversations between the management company and school team.
- iv. Facilitate district/school improvement processes with stakeholders in effort to support, monitor, maximize and align improvement efforts.
- v. Provide ongoing professional learning opportunities for teacher teams.
- vi. Provide training and support to leadership team.
- vii. Provide training and support to Board of Directors.
- viii. Other supports may be requested by Detroit Delta Preparatory Academy for Social Justice and/or EQUITY Education and are agreed to by Wayne RESA and requesting agency.
- ix. Effectiveness will be determined through data tracking relative to each support area, applicable student outcomes in the areas of academics, attendance, and suspension, and survey feedback from the Detroit Delta Preparatory Academy for Social Justice Leadership Team, EQUITY Team, and any teachers who interact with the support services.

T. ADDITIONAL SCHOOLS: The Parties agree that other Detroit Delta Preparatory Academy for Social Justice schools may be added and become subject to this Agreement upon the request of the Academy Board of Directors. If this Agreement is amended by the Parties to add additional Academy schools, the amended Agreement will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. At the time any additional Academy schools become subject to this Agreement, the timeframes and deadlines that apply to the school(s) identified in this Agreement shall apply prospectively to the added school(s) as if this Agreement had become effective on the date they were added.

U. TERM OF AGREEMENT:

- A. Except as otherwise provided in this section, the Agreement shall commence on the date of the last signature affixed below and expire at the end of the [third] complete school year after that date. The term of this Agreement shall not extend past the term of the Charter Contract.
- B. The board, the authorizer or the MDE may terminate this Agreement early upon delivery of written notice to all Parties at least 30 days in advance of the prospective termination date. Termination of this Agreement by any Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement.
- C. If any of the above-named Parties terminates this Agreement, that Party shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party.
- D. A termination of this Agreement by any Party shall not affect the term of the Charter Contract.
- E. If the Authorizer terminates or does not reauthorize the Charter Contract, this Agreement shall automatically terminate on the same day as the Charter Contract terminates without any further action of the Parties.

- F. A Partner does not have the ability to terminate this Agreement, but a Partner does have the ability to withdraw from the Agreement upon 30 days' notice to the Parties.

V. NEXT LEVEL ACCOUNTABILITY MEASURES:

- A. If the Parties fail to sign this agreement within 90 days, the Authorizer shall implement one of the following Next Level of Accountability Measures:
 - i. Close and Reconstitute
 - ii. Engage another Authorizer or ISD to assume control of the school(s)
 - iii. Closure
- B. If the Academy fails to sign this agreement within 90 days, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection A, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection A.
- C. If the Academy school covered by this Agreement does not meet the four-month Charter Contract goals set forth in this Agreement as determined during the October 2018 and January 2019 check-in meetings, the Authorizer, working with MDE, will discuss the progress, further options, and/or modified activities for the remainder of this Agreement.
- D. If the Academy school covered by this Agreement does not meet the [18]-month benchmark(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - i. Close and Reconstitute
 - ii. Engage another Authorizer or ISD to assume control of the school(s)
 - iii. Closure
- E. If the Academy school(s) covered by this Agreement [do][does] not meet the [18]-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection C, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection C.
- F. If the Academy school(s) covered by this Agreement does not meet the 36-month goal(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - i. Close and Reconstitute
 - ii. Engage another Authorizer or ISD to assume control of the school(s)
 - iii. Closure
- G. If the Academy school(s) covered by this Agreement does not meet the 36-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection E, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection E.
- G. Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.
- H. Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and

appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

W. COMMUNITY ENGAGEMENT: The following actions will be completed by Delta Preparatory Academy, Principal, the Academy Board of Directors, and Partners to ensure that the school community is meaningfully engaged in the implementation of this Agreement:

- A. The school leader will meet with community partners quarterly to discuss Partnership Agreements goals. The school leader will report on progress towards the school's goals and the partners will collaborate to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening the impact of agencies, organizations and partners on student academic progress.
- B. School leadership will regularly solicit input and feedback from the local community on improving services for students.
- C. School leadership will collaborate with signing partners, parents and the greater community to create a comprehensive support network for parents and students to ensure family success.

X. CHECKLIST OF ACTIONS: The following actions will be completed by Delta Preparatory Academy, Principal, the Academy Board of Directors, and Partners as specified below:

- A. By July 27, 2018, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document that delineates the tasks that will be done by year (including all deliverables), who is responsible for overseeing each task, and the deadline for completion.
- B. By August 10, 2018, determine the monthly 2018-2019 meeting dates and locations for the Partnership Agreement partners (those who signed the Partnership Agreement) to monitor progress on the Partnership
- C. By August 10, 2018, determine the quarterly 2018-2019 meeting dates and locations for all Partnership Agreement partners.
- D. By August 17, 2018, create a communication plan, to share the signed Partnership Agreement with partners, school staff, parents, students and relevant community members.
- E. By October 31, 2018, convene the Authorizer, Academy staff and relevant partners to review the Charter Contract's academic goals and measures.
- F. By January 31, 2019, convene the Authorizer, Academy staff and relevant partners to review the Charter Contract's academic goals and measures.

NOTE: Refer to "Section U: Terms of Agreement" for specific language regarding the relationship between the Charter Contract and the Partnership Agreement.

Y. FUTURE MEETING DATES: Detroit Delta Preparatory Academy for Social Justice and the Michigan Department of Education will establish mutually agreed-upon quarterly meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Partnership Agreement.

Z. AMENDMENTS: If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the

change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.

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

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

CC. 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.

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

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

FF. 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.

GG. NO INDEMNIFICATION: There shall be no indemnification of any Party by any other in regards to liabilities arising out of the functions covered by this Agreement. All Parties shall be responsible for their own liabilities and defense as determined by law.

HH. NOTICES: Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by electronic mail, facsimile transmission, courier delivery service or by U.S. mail, and shall become effective (a) on delivery if given in person, (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods or by courier delivery service, or (c) four business days after being deposited in the mail, with proper postage for first-class registered or certified mail, prepaid.

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

i) If to the Academy:
Detroit Delta Preparatory Academy for Social Justice
3550 John C Lodge Fwy
Detroit, Michigan, 48201
Attn: Rodney Deal, Principal
Edyth Hayden Friley, President, Board of Directors
Email addresses: rdeal@detroitdeltaprep.org and ediehf@aol.com.

ii) If to Authorizer:
Ferris State University, Charter Schools Office
1020 Maple Street
Big Rapids, Michigan 49307
Attn: Ronald Rizzo, Director
Email address: RonaldRizzo@ferris.edu

iii) If to Michigan Department of Education:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Sheila Alles, Interim Superintendent
Email address: AllesS@Michigan.gov

iv) If to State School Reform/Redesign Officer (SRO):
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Dr. Dedrick Martin, State School Reform/ Redesign Officer
Email address: MartinD26@Michigan.gov

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

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

Michigan Department of Education Academy Administrator

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

Academy Board of Directors, President Office of Partnership Districts, Director, SRO Officer

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

ISD Superintendent Ferris State University, Authorizer

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

Wayne RESA EQUITY Education

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

Student Advisory Council

Name: _____

Title: _____

Date: _____

ATTACHMENT A: [THIRTY-SIX][FORTY-EIGHT] MONTH BUDGET OVERVIEW

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

Partnership Agreement Year	Salaries	Benefits	Purchased Services (T1, T2, T1V)	Professional Learning (T1, T2, T1V)	Supplies & Materials (T1, T2, T1V)	Other Expenditures (T1, T2, T1V)	Total Expenditures
1	\$0	\$0	\$ 229,328.00	\$8,000.00	\$ 12,000.00	\$7,000.00	\$ 256,328.00
2	\$0	\$0	\$ 236,207.84	\$8,240.00	\$ 12,360.00	\$7,210.00	\$ 264,017.84
3	\$0	\$0	\$ 243,294.08	\$8,487.20	\$ 12,730.80	\$7,426.30	\$ 271,938.38
Totals	\$0	\$0	\$ 708,829.92	\$ 24,727.20	\$ 37,090.80	\$ 21,636.30	\$ 792,284.22