

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 SPSPD 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.

SAGINAW PUBLIC SCHOOL DISTRICT

By: _____

Its: _____

SAGIANW INTERMEDIATE SCHOOL DISTRICT

By: _____

Its: _____

MICHIGAN DEPARTMENT OF EDUCATION

By: _____

Its: _____

STATE SCHOOL REFORM OFFICE

By: _____

Its: _____

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

Saginaw Board of Education President

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Secretary

Saginaw Board of Education Vice-President

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Treasurer

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Trustee

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Trustee

Name: _____

Title: _____

Date: _____

Michigan Department of Education

Name: _____

Title: _____

Date: _____

State Reform Office

Name: _____

Title: _____

Date: _____

Saginaw Intermediate School District

Name: _____

Title: _____

Date: _____

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Trustee

Name: _____

Title: _____

Date: _____

Saginaw Public School District Superintendent

Name: _____

Title: _____

Date: _____

Saginaw Education Association

Name: _____

Title: _____

Date: _____

Middle Cities Education Association

Name: _____

Title: _____

Date: _____

MAISA

Name: _____

Title: _____

Date: _____

Michigan Association of School Boards

Name: _____

Title: _____

Date: _____

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

- 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