



Lansing School District

January 2018

This Partnership Agreement is entered on January 31, 2018 between the Michigan Department of Education (MDE), the Ingham Intermediate School District (IISD), and:

Lansing School District
519 West Kalamazoo Street
Lansing, MI, 48933
Ms. Yvonne Caamal Canul, Superintendent
Ms. Rachel Lewis, Board of Education President

The above-named agree that upon the commencement date of this partnership, they shall be deemed to have become partners in meeting the mutually agreed upon goals and outcomes for the schools named in this document. The purposes, terms and conditions of this partnership are as follows:

PURPOSE OF THIS AGREEMENT:

To work collaboratively in setting 36-month outcome goals and 18-month benchmarks with intent to significantly increase student achievement in the schools named in this agreement; and to determine the next level of accountability should this agreement not be completed within 90 days, or should the 18-month benchmark(s) or 36-month goal(s) not be met by the district.

The Partnership focuses on improving student academic achievement, providing state and local supports and resources, and requiring accountability to attaining the goals and benchmarks agreed upon by the school district and partners. Although the Partnership allows the school district a broad spectrum of technical expertise and support to drive improvement and self-accountability, the chronically failing schools identified in the Partnership Agreement are still subject to provisions of MCL380.1280c. State law requires the State Superintendent to hire a State School Reform/Redesign Officer (SSRRO) to carry out the statutory responsibilities of the law in the event the school district does not reach the 18-month benchmark(s) or 36-month goal(s) sets forth in the Partnership Agreement.

Michigan law requires the Superintendent of Public Instruction to publish a list identifying the public schools in this state that the department has determined to be among the lowest achieving 5% of all public schools. Schools subject to this agreement are Priority Schools and under Michigan law, the SSRRO has the authority provided in MCL380.1280c to address chronically failing schools to achieve superior academic performance for students at those schools. The SSRRO is executing its statutory responsibilities by collaborating with the MDE to enter into partnership agreements with the MDE, local schools, and partners. This partnership agreement will further facilitate the achievement of that purpose, create greater

stability and local control in the school district, and to avoid the threat of action by the State School Reform/Redesign Officer (SSRRO) under Section 1280c of the Revised School Code. Attwood Elementary, J.W. Sexton High School, Gardner International Academy, North Elementary, and Woodcreek Achievement Center are Priority Schools and the SRO, MDE, and the Lansing School District agree that the implementation of this partnership agreement is in the best interest of the students that attend the above-mentioned schools for their academic improvement.

TERMS AND CONDITIONS:

The Lansing School District retains control of the schools named in this agreement. The Michigan Department of Education and the partners named in this agreement will provide mutually agreed upon support to meet the 18-month benchmark(s) and 36-month goal(s) defined below.

SCHOOLS SUPPORTED BY THIS AGREEMENT:

1. Attwood Elementary
2. J.W. Sexton High School
3. Gardner International Academy
4. North Elementary
5. Woodcreek Achievement Center

36-MONTH GOAL(S) TO BE MET BY THE LANSING SCHOOL DISTRICT:

Fully implement the Lansing Pathway Promise. The Lansing Pathway Promise is a way of providing real-world learning opportunities for Lansing students that will prepare them to be career and college ready. Each of the three unique pathways are designed to offer students relevant and engaging coursework, as well as authentic opportunities to apply their learning in partnership with local business and industry. Our business and industry partners will provide career awareness, exploration, and empowerment opportunities through mentoring, job shadowing, and internships for Lansing students. Upon graduation, every Lansing School District student will be eligible for the Lansing PROMISE Scholarship.

Fully implement a career and college readiness curriculum for K-12 students, using the Career Cruising software, in order to provide career awareness, exploration, and empowerment opportunities; develop individual Education Development Plans (EDPs); and document Lansing Pathway Promise benchmarking experiences.

- I. Ensure that 95% of students in grades 7-12 create, maintain, and utilize EDPs by the spring of 2021.
- II. Increase the percentage of students participating in career awareness, exploration, and empowerment opportunities including mentoring, job shadowing, CTE, Early College, and internships by at least 50% from the spring of 2018 to spring of 2021.

- III. Increase the percentage of students participating in career and college readiness summer enrichment programs by 25% between the summer of 2018 and the summer of 2021.
- A. Fully implement an Early Warning System (i.e., a holistic data warehouse) in order to provide our teachers and school leaders with timely access to data in order to implement early interventions and supports to students experiencing ongoing academic, behavioral, social/emotional, and/or attendance related challenges.
 - I. Increase the percentage of students graduating on-time by 9% between the spring of 2018 and the spring of 2021.
 - II. Increase the daily attendance rate by 5% between the spring of 2018 and the spring of 2021.
 - III. Decrease suspensions (i.e., loss of instructional time due to suspensions) by 20% between the spring of 2018 and the spring of 2021.
 - IV. Increase the percentage of students that are at or above grade-level (percentile of 50 or higher) by 25% in key social/emotional indicators such as grit, growth-mindsets, self-management, social awareness, self-efficacy, etc. as measured by the Panorama Education SEL surveys between the spring of 2018 and the spring of 2021.
1. **Fully implement Magnet School Programming.** After extensive review of multiple curricular programs, instructional methodologies, interventions and content resources, the Lansing School District will implement the U.S. Department of Education (USDOE) approved Magnet Schools Programs backed by Evidence of Promise studies and the What Works Clearinghouse standards to improve the quality of teaching and learning in the Partnership Schools. The evidence-based programs that will be implemented in these schools include Project Lead the Way, Early College, New Tech Network, and Waldorf Education.
 - A. Fully implement the theme-based programs outlined in the approved U.S. Department of Education Magnet School award the Lansing School District received in the fall of 2017.
 - I. Ensure that 80% of our teachers that are trained, and regularly utilizing, Project-Based Learning strategies in their classroom by the spring of 2021.
 - II. Ensure that 100% of teachers that have access to ongoing job-embedded support for improving Tier I instruction through access to Master, Mentor, and Magnet Focus Teachers by the spring 2021.

- III. Increase opportunities for students to demonstrate their learning in authentic ways to real-world audiences by 50% between the spring of 2018 and the spring of 2021.
 - B. Fully implement evidence-based interventions and monitor the impact of those interventions using the NWEA/MAP and other local assessments.
 - I. Increase the percentage of students scoring at or above grade-level (achievement percentile of 50 or higher) on the NWEA/MAP reading and math assessments by 9% from the spring of 2018 to the spring of 2021.
 - II. Increase the percentage of students making one or more years of growth on the NWEA/MAP reading and math assessments by at least 9% from the spring of 2018 to the spring of 2021.
 - III. Increase the percent of students scoring at or above grade-level on AIMSweb (or other screening assessments) by 9% from the spring of 2018 to the spring of 2021.
- 2. **Fully implement K-12 Math and Literacy Curriculum.** Adopt and fully implement math and literacy curriculum that aligns with the state grade-level content standards. Monitor curricular implementation and instruction through the collection of instructional process and walk-through data, and through the results from the surveys of enacted curriculum.
 - A. Fully implement a new literacy curriculum K-12, ensuring that our pacing guides are aligned to the curriculum, and that our teachers are utilizing evidence-based instructional strategies consistently in the classroom.
 - I. Reduce the achievement gap between the state's percentage of students proficient in reading on the state assessment compared to the aggregate percentage of students proficient at each of the identified schools by at least 6% from spring 2018 to the spring 2021.
 - II. Ensure that, at least, 95% of our teachers have an opportunity to review their individual instructional process data, captured through iCollaborate, in order to provide them with an opportunity to reflect on their teaching and learning practices.
 - III. Ensure that, at least, 95% of our teachers complete the surveys of enacted curriculum and have an opportunity to review their data in order to reflect upon curricular implementation in their classroom.

- B. Fully implement our new math curriculum (i.e., GoMath!) K-12, ensuring that our pacing guides are aligned to the curriculum, and that our teachers are utilizing evidence-based instructional strategies consistently in the classroom.
 - I. Reduce the achievement gap between the state's percentage of students proficient in math on the state assessment compared to the aggregate percentage of students proficient at each of the identified schools by at least 6% from spring 2018 to the spring 2021.
 - II. Ensure that, at least, 95% of our teachers have an opportunity to review their individual instructional process data, captured through iCollaborate, in order to provide them with an opportunity to reflect on their teaching and learning practices.
 - III. Ensure that, at least, 95% of our teachers complete the surveys of enacted curriculum and have an opportunity to review their data in order to reflect upon curricular implementation in their classroom.

18-MONTH BENCHMARKS TO BE MET BY LANSING SCHOOL DISTRICT:

- 1. **Fully implement the Lansing Pathway Promise.** The Lansing Pathway Promise is a way of providing real-world learning opportunities for Lansing students that will prepare them to be career and college ready. Each of the three unique pathways is designed to offer students relevant and engaging coursework, as well as authentic opportunities to apply their learning in partnership with local business and industry. Our business and industry partners will provide career awareness, exploration, and empowerment opportunities through mentoring, job shadowing, and internships for Lansing students. Upon graduation, every Lansing School District student will be eligible for the Lansing PROMISE Scholarship.
 - A. Fully implement a career and college readiness curriculum for K-12 students, using the Career Cruising software, in order to provide career awareness, exploration, and empowerment opportunities; develop individual EDPs; and document Lansing Pathway Promise benchmarking experiences.
 - I. Ensure that 50% of students in grades 7-12 create, maintain, and utilize EDPs by the fall of 2019.
 - II. Increase the percentage of students participating in career awareness, exploration, and empowerment opportunities including mentoring, job shadowing, CTE, Early College, and internships by at least 25% from the spring of 2018 to fall of 2019.
 - III. Increase the percentage of students participating in career and college readiness summer enrichment programs by 13% between the summer of 2018 and the summer of 2019.

- B. Fully implement an Early Warning System (i.e., a holistic data warehouse) in order to provide our teachers and school leaders with timely access to data in order to implement early interventions and supports to students experiencing ongoing academic, behavioral, social/emotional, and/or attendance related challenges.
 - I. Increase the percentage of students graduating on-time by 5% between the spring of 2018 and the spring of 2019.
 - II. Increase the daily attendance rate by 3% between the spring of 2018 and the fall of 2019.
 - III. Decrease suspensions (i.e., loss of instructional time due to suspensions) by 10% between the spring of 2018 and the fall of 2019.
 - IV. Increase the percentage of students that are at or above grade-level (percentile of 50 or higher) by 13% in key social/emotional indicators such as grit, growth-mindsets, self-management, social awareness, self-efficacy, etc. as measured by the Panorama Education SEL surveys between the spring of 2018 and the fall of 2019.

2. **Fully implement Magnet School Programming.** After extensive review of multiple curricular programs, instructional methodologies, interventions and content resources, the Lansing School District will implement the U.S. Department of Education (USDOE) approved Magnet Schools Programs backed by Evidence of Promise studies and the What Works Clearinghouse standards to improve the quality of teaching and learning in the Partnership Schools. The evidence-based programs that will be implemented in these schools include Project Lead the Way, Early College, New Tech Network, and Waldorf Education.

- A. Fully implement the theme-based programs outlined in the approved U.S. Department of Education Magnet School award the Lansing School District received in the fall of 2017.
 - I. Ensure that 50% of our teachers are trained, and regularly utilizing, Project-Based Learning strategies in their classroom by the fall of 2019.
 - II. Ensure that 50% of teachers have access to ongoing job-embedded support for improving Tier I instruction through access to Master, Mentor, and Magnet Focus Teachers by the fall of 2019.
 - III. Increase opportunities for students to demonstrate their learning in authentic ways to real-world audiences by 25% between the spring of 2018 and the fall of 2019.

- B. Fully implement evidence-based interventions and monitor the impact of those interventions using the NWEA/MAP and other local assessments.
 - I. Increase the percentage of students scoring at or above grade-level (achievement percentile of 50 or higher) on the NWEA/MAP reading and math assessments by 5% from the spring of 2018 to the fall of 2019.
 - II. Increase the percentage of students making one or more years of growth on the NWEA/MAP reading and math assessments by at least 5% from the spring of 2018 to the fall of 2019.
 - III. Increase the percent of students scoring at or above grade-level on AIMSweb (or other screening assessments) by 5% from the spring of 2018 to the fall of 2019.
- 3. **Fully implement K-12 Math and Literacy Curriculum.** Adopt and fully implement math and literacy curriculum that aligns with the state grade-level content standards. Monitor curricular implementation and instruction through the collection of instructional process and walk-through data, and through the results from the surveys of enacted curriculum.
 - A. Fully implement a new literacy curriculum K-12, ensuring that our pacing guides are aligned to the curriculum, and that our teachers are utilizing evidence-based instructional strategies consistently in the classroom.
 - I. Reduce the achievement gap between the state's percentage of students proficient in reading on the state assessment compared to the aggregate percentage of students proficient at each of the identified schools by at least 3% from spring 2018 to the fall of 2019.
 - II. Ensure that, at least, 50% of our teachers have an opportunity to review their individual instructional process data, captured through iCollaborate, in order to provide them with an opportunity to reflect on their teaching and learning practices.
 - III. Ensure that, at least, 50% of our teachers complete the surveys of enacted curriculum and have an opportunity to review their data in order to reflect upon curricular implementation in their classroom.
 - B. Fully implement our new math curriculum (i.e., GoMath!) K-12, ensuring that our pacing guides are aligned to the curriculum, and that our teachers are utilizing evidence-based instructional strategies consistently in the classroom.
 - I. Reduce the achievement gap between the state's percentage of students proficient in math on the state assessment compared to the

aggregate percentage of students proficient at each of the identified schools by at least 3% from spring 2018 to the fall of 2019.

- II. Ensure that, at least, 50% of our teachers have an opportunity to review their individual instructional process data, captured through iCollaborate, in order to provide them with an opportunity to reflect on their teaching and learning practices.
- III. Ensure that, at least, 50% of our teachers complete the surveys of enacted curriculum and have an opportunity to review their data in order to reflect upon curricular implementation in their classroom.

ANALYSIS OF RELEVANT DATA:

1. Analysis of graduation trend data (between 2011 and 2016) supports the need for continued investment and focus on creating academic environments that are engaging for students and prepare them post-secondary success. (36/18-Month Goal and Benchmark 1.A)
2. Analysis of multiple data sources including graduation trend, course success rates, basic skills screeners, attendance, and state summative assessment data supports the need for continued investment and focus on creating an early warning system in order to accurately identify, intervene, and support students at earlier grades in order to keep them in school and on-track to graduate with all of the skills and knowledge necessary for post-secondary success. (36/18-Month Goal and Benchmark 1.B)
3. Analysis of attendance data supports the need for continued investment and focus on creating academically engaging environments that allow students to apply their learning in authentic ways to solve real-world problems. (36/18-Month Goal and Benchmark 2.A)
4. Analysis of MSTEP and/or SAT data in ELA and mathematics supports the need for continued investment and focus on the implementation of intensive academic interventions for students falling below or well below proficiency. (36/18-Month Goal and Benchmark 2.B)
5. Analysis of MSTEP and/or SAT data in ELA and mathematics supports the need for continued focus on the improvement of Tier I instruction in core content areas, given the number of students that continue to score below or well below proficiency on summative assessments and screeners. To address this trend, LSD will work to strengthen Tier I instruction in several ways, including monitoring the implementation of Tier I instruction for alignment with state grade-level content standards, implementation of K-12 literacy and math curriculum, job-embedded coaching to support high-quality instruction, and ongoing use of data to assess the impact of instruction on student achievement. (36/18-Month Goal and Benchmark 3.A and 3.B)

STRENGTHS AND CHALLENGES OF LANSING SCHOOL DISTRICT:

1. Strength: The LSD is three years into the implementation of a well-developed 5-year Strategic Plan that was created with significant community input. The Board of

Education and Superintendent regularly review progress towards the goals outlined in the plan and make adjustments in order to keep the plan relevant and drive the district forward.

2. Strength: LSD has increased several major academic indicators over the last several years. The district continues to work on instructional services, programs, and supports to ensure that every child is making academic progress. In addition, the district has stable finances and enrollment of over 10,700 students in Preschool through 12th grades. Enrollment has stabilized as a function of both the Lansing Promise and the many district improvements in the last five years, including but not limited to the expansion of preschool and full-day kindergarten opportunities, districtwide choice and transportation, the creation of dynamic academic programs including Chinese and Spanish immersion, several theme-based Magnet schools, IB and Montessori programs, Early College opportunities, the creation and implementation of the Welcome Center, several Advanced Placement (AP) courses and sections, etc.
3. Strength: LSD central office staff has worked collaboratively with building staffs to create districtwide pacing guides supported by evidence-based curriculum materials. With the generous support of the Board of Education, the district adopted a new K-12 math series, GoMath!, in September of 2016. The district is currently finalizing the identification of a new K-12 literacy series for full implementation in September of 2018. Professional development for these materials through delayed start, back-to-school, and job-embedded coaching from district and IISD staff, is intended to support classroom teachers to implement with fidelity. We continue to work to identify resources to provide sufficient coaching to support full implementation.
4. Strength: LSD has developed significant community partnerships in support of the implementation of the Lansing Pathway Promise. Over 200 community partners support the students in the district through after-school supports, tutoring, mentoring, mental health services, conflict resolution, internships, and other relevant supports. Our partnership includes, but are not limited to, Dean Transportation, Sodexo Magic, Sparrow Health, Emergent Biosolutions, Neogen, YMCA of Lansing, Board of Water and Light (BWL), General Motors, Michigan State University, Lansing Community College, Ferris State University, Olivet College, City of Lansing, United Way, College Access Network, Lansing Chamber of Commerce, and Ingham County Health.
5. Strength: LSD has demonstrated the ability to improve student achievement in several Priority (7) and Focus (1) schools over the course of the last four years including two comprehensive high schools and 5 elementary schools. During that time we have developed a strong working relationship with Ingham Intermediate School District (IISD) and have built significant capacity among our district and school leaders to facilitate the changes process.
6. Strength: LSD has successfully implemented a professional learning initiative on late-start Wednesdays in which school staff are engaged for 2 hours each Wednesday in one of 4 focused learning sessions: District-driven (this year is Trauma-Informed Instruction); School-driven (staff meetings, iCollaborate data, collaborative planning);

SIT-driven (School Improvement Planning); Optional (series of different workshops provided throughout the district, in or out of school, and the ISD).

7. Challenge: As LSD works to improve instruction in all content areas, limited resources necessitate the prioritization of our work. There is inadequate state funding to address fully the needs of economically disadvantaged students and English language learners, as noted in the summer 2016 state school funding study. There is limited time for professional development, a lack of substitute teachers, and limited financial resources to purchase new curriculum materials and hire instructional coaches. The district is responsible for a disproportionate number of children who are homeless, English Learners, and refugee students compared to other districts in the county and region. For example, in the last year, the district enrolled over 300 refugee students. No additional state resources have been made available to meet the profound needs of these youngsters, and the state's schools of education produce an inadequate supply of bilingual and English as a Second Language (ESL) teachers for these children. The challenges in this area limit the speed in which strategies can be implemented and supported.
8. Challenge: Currently, overall student achievement at the above mentioned Partnership Schools continues to be a challenge in all core areas. Most students continue to score well below the expected level of achievement on state assessments. On local assessments in the fall of 2017, the percentage of students at grade level ranges from 5% to 40% depending upon the grade-level and content area.
9. Challenge: Consistently high levels of poverty at the above mentioned Partnership Schools (between 74% and 86% depending upon the school) present several challenges. These include lack of resources in the home environment, deficits in vocabulary upon entering school, attendance, mental health issues, homelessness, lack of stable housing, and emotional and behavioral challenges. The district is a 100% Community Eligibility.

STRATEGIES TO MEET GOALS AND BENCHMARKS:

Please reference the forthcoming *Implementation Plans* for each of the Partnership Schools in order to see how the 36-month goals and 18-month benchmarks will be operationalize for each school depending upon their unique circumstances and needs.

PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS:

1. Professional development related to the implementation of Lansing Pathway Promise, related career and college readiness curriculum, and benchmarking experiences.
2. Professional development related to the ongoing use of a holistic data dashboard in order to identify students for early intervention and support.
3. Professional development related to the implementation of Magnet school programs including Project Lead the Way, New Tech Network, Early College, and the Waldorf Education programs.

4. Professional development related to the implementation of GoMath! and the new K-12 literacy curricular materials.
5. Professional development related to the implementation of Tier I instructional strategies, universal screeners, and content-based assessments such as NWEA.
6. Professional development and job-embedded coaching to support the implementation of identified interventions as part of a multi-tiered system of support (MTSS).
7. Professional development and job-embedded coaching to support implementation of culturally responsive positive behavior supports (CRPBIS).
8. Professional development in the use of data to inform instruction and intervention modifications, including the use of NWEA/MAP and local assessment reports from the data warehouse.

LANSING SCHOOL DISTRICT BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

1. Support the implementation of the Lansing Pathway Promise.
2. Support the implementation of the Magnet Schools Programs.
3. Approve the allocation of resources necessary to purchase a new literacy program.
4. Support the superintendent and her designees with the implementation of the Partnership Agreement.

LANSING SCHOOL DISTRICT SUPERINTENDENT ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

1. Provide regular updates to the Board of Education regarding the status of the district as relates to the implementation of this Partnership Agreement and the achievement of the goals defined herein.
2. At least bi-annually, the Superintendent shall convene the Partnership Agreement Committee and shall provide an update regarding the status of the district as relates to the implementation of this Partnership Agreement and the achievement of the goals defined herein.
3. Assign oversight of the Partnership Agreement to an identified staff member in order to provide coherence, support, and frequent interaction with the Executive Team.
4. Keep the LSD Board of Education informed of the progress of the Partnership Agreement.
5. Support the implementation of the Lansing Pathway Promise, Magnet Schools

Programs, curriculum, assessments, and data warehouse systems.

6. Meet quarterly with the district team, partners, and community partners for updates, data review, input, and feedback.
7. Meet with MDE and IISD after 18 and 36 months to report on the progress of the agreement.

UNION OR EMPLOYEE ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

1. In collaboration with district administration, the leadership of the LSEA and LASA groups will collaboratively work to address any issues related to working conditions and professional learning that should arise as we work to meet the 36-month goals and 18-month benchmarks outlined in this agreement.

INGHAM INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

1. Work collaboratively with the superintendent of the LSD to develop and review the plan, supports, and assistance to implement this agreement.
2. Work collaboratively with the LSD in the hiring and/or placement of staff in support of the Partnership Agreement.
3. Work collaboratively with the LSD in developing the budget to support the ISD's activities as they relate to the Partnership Agreement.
4. Meet monthly as part of district support team to schools to provide assistance and monitor implementation of the identified initiatives.
5. Meet quarterly (Ingham ISD Superintendent and Partnership Liaison) with district and building teams for updates and input.
6. Schedule and facilitate school support team meetings at the buildings on a regular basis.

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

1. In consultation with the district, MDE will assign a primary point-of-contact to serve as the Partnership Agreement Liaison.
2. Provide ongoing support to the Superintendent and district team to ensure the successful implementation of the Partnership Agreement.
3. Work collaboratively with the Superintendent and district staff to identify strengths and barriers to the implementation of initiatives in the Partnership Agreement and advocate within MDE to help to eliminate or minimize these barriers.

4. Assist with funding and/or other resources needed to support the implementation of the Partnership Agreement, subject to funding availability.
5. Allow for supplemental resources and funding to follow the schools/programs identified in the Partnership Agreement.
6. Assist with the facilitation of discussions and meetings related to the Partnership Agreement.
7. Provide opportunities for support and resources to the district to help implement the partnership agreement, subject to the availability of funds.
8. The Office of Field Services will prioritize approval of the Lansing School District's Consolidation Application.

CAPITAL AREA COLLEGE ACCESS NETWORK (i.e. A Community Partner) ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

1. Deploy college advisers at Sexton and Woodcreek to support students college and career planning, facilitate navigation of the college application and FAFSA processes, and organize college visits including College 101 with Lansing Community College.
2. Actively support college and career readiness planning teams in each building to conduct the Postsecondary Success Asset Mapping survey available through the Michigan College Access Network.
3. Conduct College Positive Mentor (CPM) training in each building in partnership with the administration, faculty, and counseling team.
4. Track and document Lansing Pathway Promise benchmarking for the number of college advising meetings, college applications and FAFSA completed, college visits, and college workshops held.
5. Advocate for cross sector collaboration among business, higher education, and K-12 partners to facilitate LSD student access to college and career awareness, exploration, and empowerment opportunities including mentoring, job shadowing, CTE, Early College, and internships through the implementation of MI Bright Future.

BUDGET:

Given a wide range of uncertainties, it is difficult to create 36-month budget. The Lansing School District will share year-to-year budget information, including allocations for federal grants, School Improvement Grants, and other relevant budgetary information when

available. We will continue to work hard to ensure that funds are being maximized and used strategically in order to accomplish the goals set forth in our district Strategic Plan. From a systemic perspective, the allocation of time, talent, and money is absolutely critical to ensuring that our 36-month goals and 18-month benchmarks are achieved. Resources will be aligned to address the needs identified and prioritized through the Partnership Agreement. Significant support will be provided to Partnership Schools, including coaching supports, professional learning opportunities, MTSS support for Tier I implementation of reading and math, intervention resources, etc.

ADDITIONAL PARTNERS:

Lansing School District, its local board, Ingham Intermediate School District, and the Michigan Department of Education serve as the primary decision-making bodies in this Agreement. The following entities have been identified and will serve as additional partners (note that this is not an exhaustive list) in pursuit of achieving the benchmarks and goals defined in this Agreement:

1. Lansing Promise
2. Dean Transportation
3. SodexoMAGIC
4. Sparrow Health
5. Emergent Biosolutions
6. Neogen
7. YMCA of Lansing
8. Board of Water and Light
9. General Motors
10. Michigan State University
11. Lansing Community College
12. Ferris State University
13. Olivet College
14. College Access Network
15. Capital Area United Way
16. City of Lansing
17. Lansing Chamber of Commerce
18. Ingham County Health

ADDITIONAL SCHOOLS:

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

PERIOD OF AGREEMENT:

The Agreement shall commence with the beginning of the next school year that begins after all parties have signed the Agreement and will expire three years later. This round of Agreements will begin at the start of the 2018/2019 school year, continue through the 2019/2020 school year, and will expire at the end of the 2020-2021 school year. Lansing School District or the Michigan Department of Education may terminate this Agreement early upon delivery of written notice at least 30 days in advance of the prospective termination date. Termination of this Agreement by either 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. If either 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. If the Michigan Department of Education terminates this Agreement, it 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; and furthermore, the Michigan Department of Education shall be held harmless by any other Party from legal actions brought by third parties, including participating schools or their students occasioned by such termination.

NEXT LEVEL ACCOUNTABILITY MEASURES:

If the district substantially fails to meet the 18-month benchmark(s), the signatories agree that the LSD will impose, one or more, of the following agreed upon measures:

- Work with signatories to identify barriers in the implementation of the Partnership Agreement and make the necessary implementation adjustments in order to meet the 36-month goals;
- Work with signatories to identify and solicit additional resources and supports to ensure successful implementation moving forward;
- Work with signatories to revise the Partnership Agreement, if needed;
- Close and/or reconstitute any of the schools identified in the agreement;
- Engage an ISD to assume temporary control of any of the schools identified in this agreement;
- Closure.

If the district fails to meet the 18-month benchmark(s), and fails to implement one of the Next Level of Accountability Measures defined in subsection C, within 45 days of being notified by the MDE/SRO, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection C.

If the district substantially fails to meet the 36-month goal(s), the signatories agree that the

LSD will impose, one or more, of the following agreed upon measures:

- Work with signatories to identify barriers in the implementation of the Partnership Agreement and make the necessary implementation adjustments in order to meet future goals;
- Work with signatories to revise the Partnership Agreement, if needed;
- Close and/or reconstitute any of the schools identified in the agreement;
- Engage an ISD to assume temporary control of any of the schools identified in this agreement; and
- Closure.

If the district fails to meet the 36-month goal(s), and fails to implement one of the Next Level of Accountability Measures defined in subsection E, within 45 days of being notified by the MDE/SRO, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection E.

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

COMMUNITY ENGAGEMENT:

The following actions will be completed by Lansing School District, Superintendent, the Board of Education, and Partners to ensure that the school/district community is meaningfully engaged in the implementation of this Partnership Agreement:

1. Support the implementation of the Lansing Pathway Promise.
2. Support the implementation of the Magnet Schools Programs.
3. Support the superintendent and her designees with the implementation of the Partnership Agreement.

CHECKLIST OF ACTIONS:

The following actions will be completed by Lansing School District, Superintendent, the Board of Education, and Partners as specified below:

1. By March 30, 2018 the district will create a detailed implementation plan to ensure that all components of the approved partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, persons responsible, funding sources (if relevant), and progress notes. Alignment with the district strategic and improvement plans will be ensured.
2. By March 30, 2018, the district will determine quarterly 2018-2019 meeting dates for

progress monitoring.

FUTURE MEETING DATES:

Lansing School District and the Michigan Department of Education establish the following meeting dates in order to engage in collaborative discussion, gauge implementation progress, identify barriers, and discuss relevant issues regarding this Agreement:

1. April 2018
2. August 2018
3. November 2018

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.

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.

SEVERABILITY:

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

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.

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.

GOVERNING LAW:

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

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.

NO IDEMNIFICATION:

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

NOTICES:

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

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

- i) If to the School District:
Lansing School District
519 West Kalamazoo Street
Lansing, MI, 48933
Attn: Ms. Yvonne Caamal Canul, Superintendent
Attn: Ms. Rachel Lewis, Board of Education President

- ii) If to ISD/Authorizer:
Ingham Intermediate School District
611 Hagadorn Road
Mason, MI, 48854
Attn: Dr. Scott K Koenigsknecht, Superintendent

- iii) If to Michigan Department of Education:
608 W. Allegan Street

P.O. Box 30008
Lansing, MI 48909
Attn: Superintendent

INVALIDITY AND PROVISION:

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

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.

ENTIRE AGREEMENT:

This Agreement, including the exhibits hereto (which are incorporated herein by reference), embodies the entire Agreement and understanding between the parties as to the matters addressed in this Agreement and supersedes all prior agreements and understandings relating to the subject matter hereof. In consideration for the foregoing mutual agreements, this Agreement has been executed by each party by its duly authorized representative, as of the date hereinabove written.

Partnership Agreement Signatures

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

Michigan Department of Education, Superintendent (or Designee)

Name: _____
Title: _____
Date: _____

Michigan Department of Education, State School Reform Officer

Name: _____
Title: _____
Date: _____

Lansing School District, Superintendent

Name: _____
Title: _____
Date: _____

Lansing School District Board of Education, President

Name: _____
Title: _____
Date: _____

Ingham Intermediate School District, Superintendent

Name: _____
Title: _____
Date: _____

Lansing Schools Education Association, President

Name: _____
Title: _____
Date: _____

Lansing Association of School Administrators, President

Name: _____
Title: _____
Date: _____

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.

Thirty-Six Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
2017-2018	\$1,407,729	\$1,151,778	\$127,975	\$204,760	\$51,190	\$67,754	\$3,011,186
2018-2019	TBD	TBD	TBD	TBD	TBD	TBD	TBD
2019-2020	TBD	TBD	TBD	TBD	TBD	TBD	TBD
GRAND TOTAL	\$1,407,729	\$1,151,778	\$127,975	\$204,760	\$51,190	\$67,754	\$3,011,186