

# Saginaw High School

## Partnership Agreement

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

### **PREMISES**

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

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

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

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

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

#### **1) LOCAL CONTROL**

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

#### **2) Term of Agreement and Expiration.**

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

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

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

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

### **Professional Learning Communities – SHS Guiding Coalition**

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

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

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

### **Analysis of Relevant Data**

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

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

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

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

**Implementation Timeline:** Sept. 2017 – Sept. 2020

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

### **Strategies to Reach Goals and Benchmarks**

Instructional Staff will:

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

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

### **Professional Learning Needed to Meet Goals and/or Benchmarks**

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

### **Content Specific Instructional Strategies**

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

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

**Math** – Know-Find-Answer (KFA)

**Science** – 4 Square Concept, Vocabulary Self Rating

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

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

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

### **Analysis of Relevant Data**

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

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

### Saginaw High ACT Trend Data

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

### Saginaw High SAT\* Spring 2016

#### 2016 SAT Results

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

### MME Science and Social Studies Trend Data

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

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

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

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

**Implementation Timeline:** Sept. 2017 – Sept. 2020

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

### **Professional Learning Needed to Meet Goals and/or Benchmarks:**

Teachers will need:

Training in specific instructional strategies by department with Content Area Coaches

Release time for teacher leadership team for planning and monitoring implementation

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

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

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

### **Climate and Culture**

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

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

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

### **Analysis of Relevant Data**

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

### **Strategies to Reach Goals and Benchmarks**



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Instructional Staff will:

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

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

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

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

**Implementation Timeline:** Sept. 2017 – June 2020

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

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

### **Professional Learning Needed to Meet Goals and/or Benchmarks:**

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

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

### **STRENGTHS OF Saginaw Public School District**

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

### **WEAKNESSES OF Saginaw Public School District**

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

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

The Saginaw Board of Education agrees to:

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

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

The District Superintendent/Saginaw Public School District agree to:

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

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

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

The Saginaw Intermediate School District agrees to:

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

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20 days a month.

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

### 3. MTSS

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

### 4. Data Support

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

### 5. Content Specialist

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

### 6. Culture and Climate

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

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

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

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

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

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

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

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

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

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

### **15) BUDGET:**

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

### **ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW**

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

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

#### Goal 1: Professional Learning Communities

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

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

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



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### Goal 3: CULTURE & CLIMATE

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

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

The Michigan Association of School Boards agrees to:

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

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

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

The Middle Cities Education Association agrees to:

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

The Saginaw Education Association agrees to:

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

The Saginaw Public Library System agrees to:

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

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

Saginaw Public School District Families agree to:

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

#### Community Partners

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

#### **17) NEXT LEVEL ACCOUNTABILITY MEASURES:**

Once the parties sign this agreement:

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

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

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

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

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

**19) FUTURE MEETING DATES:**

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

**20) AMENDMENTS**

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

**21) WAIVER**

No party may waive any condition, promise, obligation, or requirement applicable to any other party hereunder, unless such waiver is in writing signed by an authorized representative of such party and expressly stated to constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation, or requirement in any past or future instance. No failure by a party to insist upon strict performance of any covenant, agreement, term, or condition of this Agreement shall constitute a waiver of any such covenant, agreement, term, or condition.

**22) CAPTIONS**

The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge, or describe the scope or intent of this Agreement or in any way shall affect this Agreement or the construction of any provision hereof.

**23) GOVERNING LAW**

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

**24) SUCCESSORS AND ASSIGNS**

The covenants, conditions, and agreements in this Agreement shall be binding upon and inure to the benefit of each party, their respective legal representatives, successors, and assigns.

**25) NO IDEMNIFICATION**

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

**26) EXISTING LITIGATION**

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

**27) NOTICES**

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

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

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

If to SISD: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If to MDE:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If to SRO:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**28) INVALIDITY OF ANY PROVISION**

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

**29) COUNTERPARTS**

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

**30) ENTIRE AGREEMENT**

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

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

**SAGINAW PUBLIC SCHOOL DISTRICT**

By: \_\_\_\_\_

Its: \_\_\_\_\_

**SAGIANW INTERMEDIATE SCHOOL DISTRICT**

By: \_\_\_\_\_

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 Vice-President

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Saginaw Board of Education Secretary

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: \_\_\_\_\_

Saginaw Board of Education Trustee

Name: \_\_\_\_\_



Title: \_\_\_\_\_

Date: \_\_\_\_\_

Michigan Department of Education

Saginaw Public School District Superintendent

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

State Reform Office

Saginaw Education Association

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Saginaw Intermediate School District

Middle Cities Education Association

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

MAISA

Michigan Association of School Boards

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

# Saginaw High School

## Partnership Planning Goal Overview

### Draft

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

### **Realizing Partnership Potential:**

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

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