

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

Partnership District	Wayne-Westland Community School District
Partnership Agreement	October 2017
Amendment 1	November 26, 2018
Amendment 2	August 15, 2019
Amendment 3	

WAYNE-WESTLAND COMMUNITY SCHOOL DISTRICT PARTNERSHIP AGREEMENT

THIS PARTNERSHIP AGREEMENT is entered into by and among the Wayne-Westland Schools Board of Education and Wayne-Westland Community School District (WWCSD), a general powers school district established by the Michigan Revised School Code, Wayne Regional Educational Services Agency (WRESA), a Michigan intermediate school district, and the Michigan Department of Education (MDE), as of February 6, 2018.

1) PREMISES

WHEREAS, the parties desire to significantly increase student achievement and improve the educational experience and success of students enrolled in Hoover Elementary (Partnership School); and

WHEREAS, MDE has offered to work collaboratively and to enter into this Agreement with WWCSD and Wayne RESA 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, WWCSD intends to engage with other partners as appropriate to meet the needs and conditions at the partnership school in its efforts to achieve the purposes and goals of this Agreement; and

WHEREAS, MDE is committed to collaborate with WWCSD 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:

2) LOCAL CONTROL:

Wayne-Westland Community 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 benchmarks and goals defined below.

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) Hoover Elementary

(For the purposes of this agreement, next level accountability measures are only for Hoover Elementary while strategies can be supported through the partnership district-wide at all K-12 buildings)

4) STRENGTHS AND CHALLENGES OF WAYNE-WESTLAND COMMUNITY SCHOOL DISTRICT:

Strengths	Challenges
<ul style="list-style-type: none"> ● Strength: New superintendent including restructured executive cabinet and central office. ● Strength: Majority of staff are engaged in improving teaching and learning ● Strength: Implementation of the 5 Dimensions of Teaching and Learning Framework and Rubric for support of Instructional Practices and Teacher Evaluations. ● Strength: Wayne Westland Community Schools have been using NWEA/MAP assessments beginning in 2014-2015. ● Strength: School Improvement and Leadership Teams exist at every building that include various stakeholders. ● Strength: Implementation of New York Engage (Eureka) Math for K-8 ● Strength: All teachers are certified teacher in content taught. ● Strength: All staff participate in professional development opportunities ● Strength: Positive labor/management relations ● Strength: New anyplace, anywhere professional learning platform allows educators to receive Professional Learning in a convenient format. 	<ul style="list-style-type: none"> ● Challenge: IDENTIFY intricacies of and address the areas found in the community survey/meetings: Communication, Student Behavior, Staff Attrition ● Challenge: Disconnect between the supports building need and the services Central Office provides ● Challenge: Wayne Westland Community Schools lacks an extensive MTSS framework and process at both the District and Building level to support students in the areas of academics, behavior and social emotional learning ● Challenge: Growing transiency rates and increasing levels of students and families in poverty ● Challenge: Limited understanding district wide of how to support support students in trauma and use of restorative practices. ● Challenge: Skills needed to be successful in our diverse community requires skills that are not taught in the College of Education programs. ● Challenge: Lack of fully implemented PBIS systems at all buildings ● Challenge: K-8 Teachers in math are not following the same sequences for the math modules. ● Challenge: Overall student achievement in all core content areas ● Challenge: Lack of viable and reliable curriculum in ELA, Math, Science, Social Students or elective content areas including Scope and Sequence and Benchmark Assessments ● Challenge: Rigor of instruction is not consistent or sometimes evident in lessons. ● Challenge: Staff turnover and employee retention ● Challenge: Struggling to find certified teachers for math and special education ● Challenge: Attracting and retaining certified teachers with our current salary and benefit package ● Challenge: Retaining teachers in high-needs, at-risk schools

5) PLAN GOALS

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 the district and partnership school, engage the staff, families, students, and partners of each district school and 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 significantly increase student achievement and improve the educational experience and success of students enrolled in the partnership school. As a result of this joint partnership agreement the following goals will be realized at Hoover Elementary:

- 1) Positive academic trends after 36 months.
- 2) Positive behavioral trends after 36 months

A) 6-Month Process Benchmarks (Completed by February, 2019)

Begin implementing strategies to meet the goals at Hoover:

- 1) Finalize a professional development calendar for support staff, teachers and administrators at Hoover in MTSS and Restorative Practices for the 2018-2019 school year.
- 2) Verify profile of school and district with review of comprehensive needs assessment to ensure that our goal areas and strategies identified are the most important to work on as we move forward.
- 3) Deploy district level MTSS system of expectations to all building principals and site level identified key members by February, 2019.
- 4) Develop and begin to implement site level plan for roll out of standards based report cards at Hoover Elementary.
- 5) Review of common core state standards with building administrators and teachers to ensure understanding of shifts and expectations.
- 6) Instruction, Curriculum, and Innovation team supported by K-8 Math Content Leaders and team will begin creating a scope and sequence based on course/standards and plan/timeline.

**B) 18-Month Process Benchmarks:
(Completed by February, 2020)**

- 1) Develop monitoring tools to understand the impact of implemented practices in areas of restorative practices, cultural proficiency, and PBIS as it relates to MTSS.
- 2) Building is implementing building level MTSS based on the District MTSS framework including a tiered system of behavior interventions.
- 3) Building is using the district design/standard incident recording protocol for behavior and attendance as it relates to MTSS.
- 4) Begin adoption process of ELA curriculum, and/or
- 5) Begin creating a scope and sequence for the ELA curriculum, and/or
- 6) Begin creating common benchmark assessments for ELA curriculum, and/or
- 7) Begin creating a scope and sequence for math curriculum, and/or
- 8) Begin creating benchmark assessments for math curriculum, and/or
- 9) Begin implementing a scope and sequence along with common benchmark assessments in math curriculum.

**C) 18-Month Outcome/Product Benchmarks
(Completed by February, 2020)**

- 1) Student achievement growth and proficiency data as measured by NWEA/MAP reading and math assessments will trend in a positive direction and/or
- 2) Student attendance data and chronic absenteeism will trend in a positive direction and/or
- 3) Student behavior data will trend in a positive direction and/or
- 4) Reverse the negative growth trend to a positive growth trend in an annual measurable increase of students proficient and/or advanced on MSTEP in Math and ELA from spring 2017 to spring 2019.

**D) 36-Month Outcome/Product Benchmarks
(Completed by September, 2021)**

Proficiency

- 1) Increase the percentages of students scoring at or above the National Norm (achievement percentile of 50 or higher) on the NWEA/MAP **reading** assessments by 5-8%, with at a least 3 percentage point gain from fall 2018 to spring 2021, and/or

- 2) Increase the percentages of students scoring at or above the National Norm (achievement percentile of 50 or higher) on the NWEA/MAP **math** assessments by 5-8%, with at a least 3 percentage point gain, from fall 2018 to spring 2021, and/or
- 3) Increase the percentage of students scoring proficient and/or advanced in Math by 5-8%, with at a least 3 percentage point gain on MSTEP from spring 2018 to spring 2021, and/or
- 4) Increase the percentage of students proficient and/or advanced in ELA by 5-8%, with at a least 3 percentage point gain on MSTEP from spring 2018 to spring 2021.

Growth

- 1) Increase the percentages of students meeting or exceeding their RIT growth goal on NWEA/MAP **reading** assessments by 5-8%, with at a least 3 percentage point gain, from spring 2018 to spring 2021, and/or
- 2) Increase the percentages of students meeting or exceeding their RIT growth goal on NWEA/MAP **math** assessments by 5-8%, with at a least 3 percentage point gain, from spring 2018 to spring 2021, and/or

Student Behavior

- 1) Reduce Hoover's discipline incidences by 5% from spring 2018 to spring 2021 (taking into account developing district wide processes for documentation of and support of student behavior), and/or
- 2) Reduce Hoover's suspensions by 5% from spring 2018 to spring 2021 (taking into account developing district wide processes for documentation of and support of student behavior).

6) ANALYSIS OF RELEVANT DATA

A) **HOOVER:** In 2015 65% of third graders at Hoover Elementary were proficient on the ELA M-STEP, 20.8% proficient in Spring 2016 and 27.5 % proficient in spring 2017. Overall proficiency for third grade on the Math M-Step assessment in 2015 was 37.7%, in 2016 20.8% and in 2017 26.%. Overall proficiency in 4th grade ELA was 39.3% in 2015, 23.7% in 2016 and 14.3% in 2017. 11.8% of 4th graders were proficient on the M-STEP Math assessment in 2015, 13.6% in 2016 and 2.0% in 2017. Hoover has performed below the state average for the past three years. The three year, for attendance, shows an average of 23% of students chronically absent at Hoover, based on MiSchool Data.

<u>Hoover</u>	NWEA/MAP Conditional Growth Measures For The Last 3 Years	2014-2015	2015-2016	2016-2017
Math	Average Conditional Growth Percentile	37.77	45.65	52.05
	Average Conditional Growth Index	-0.55	-0.05	0.10
Reading	Average Conditional Growth Percentile	44.33	46.27	50.46
	Average Conditional Growth Index	-0.20	-0.17	0.10

- B) Analysis of student attendance data supports the need for an ongoing focus in this area to reduce chronic absenteeism, defined as students missing more than 10% of instructional days.
- C) As part of improvement plan work, Wayne-Westland will need to create systems for increasing the validity of self-reporting data sets including: attendance, behavior, and SEL.

7) STRATEGIES TO MEET GOALS AND BENCHMARKS:

Strategy 1: Climate, Culture, and Social Emotional Learning (SEL)

Through our newly developed Climate, Culture, and Social Emotional Learning division, we will create a systemic districtwide Multi-Tiered System of Supports (MTSS) that will assess, support and monitor the academic, social emotional and behavioral needs of students as well as the capacity of district staff and community partnerships to meet identified needs that impact learning.

Strategy 2: Instructional Practices

Through our focus on Instructional Practices, we will create a systemic and comprehensive approach to instructional practice in one district-wide strategic improvement plan that will allow educators and administrators to collaborate and calibrate their instructional efforts for the benefit of student learning and improvement of instructional practice. This collaborative effort will produce a scope and sequence with, at minimum, quarter/trimester district-wide benchmark assessments aligned to the Michigan state common core standards.

8) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS:

- A) Professional development for the adoption and implementation of a new ELA Curriculum.
- B) Professional development for development and use of benchmark assessments.
- C) Job-embedded professional learning through instructional coaching in reading and mathematics to support classroom teachers, para-educators and administrators.

- D) Professional learning through job-embedded coaching to support implementation of identified interventions as part of a multi-tiered system of support.
- E) Professional learning through job-embedded coaching to support implementation of school-wide positive behavior supports.
- F) Professional learning targeting the use of data to inform instruction and intervention modifications, including the use of NWEA/MAP and local assessment reports from the data warehouse.
- G) Professional learning through job-embedded coaching to support implementation of restorative practices.

9) WAYNE-WESTLAND COMMUNITY SCHOOL DISTRICT’S BOARD OF EDUCATION ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Approve a new ELA curriculum
- B) Support the Superintendent and her designees with the implementation of the Partnership Agreement

10) WAYNE-WESTLAND COMMUNITY SCHOOL DISTRICT’S SUPERINTENDENT ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Oversee the partnership agreement and provide regular updates to the Board of Education and Partners regarding progress toward the defined goals outlined in the Partnership Agreement and District Improvement Plan.
- B) At least bi-annually, the Superintendent shall convene a community meeting and shall provide attendees with 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.

11) WAYNE-WESTLAND COMMUNITY SCHOOL DISTRICT ROLES AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Creation of an operations department where all of the fiscal, technical, maintenance, instructional support and other operational matters are coordinated under the leadership of a Chief Financial and Operations Official. This includes the combining of the Business and Federal Programs Offices to provide a comprehensive structure for addressing the needs of buildings.
- B) Restructuring of the organization to create departments dedicated to the improvement of Climate, Culture and Social Emotional Learning including MTSS district-wide and a Professional Learning department to support the work throughout the organization. This includes infusing the special education support for students throughout the three segments of the instructional leadership provided by the Assistant Superintendents who will oversee their segment of the Partnership Agreement with Superintendent providing general oversight and support.

- C) Creation and development of an employee relations, communications, community partnerships and governmental relations department whose main focus is to ensure that we are creating, cultivating and utilizing our community partnerships to assist in serving the needs of all students. Meeting and informing our governmental partners of our current needs and helping to establish pipelines for our students and staff to take advantage of the various opportunities available. This includes opportunities for career advancement, pathways for collaboration between organizations, and enlisting our partners to assist in the celebration and recognition of the talent and dedication of those who are employed by our district.
- D) Creation and development of an Instruction, Learning and Innovation department to support the creation, adoption, implementation and monitoring of curriculum in all subject areas. This includes the creation and beginning implementation of a scope and sequence with benchmark assessments for all courses.

12) UNION ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Collaborate to fine tune our processes for implementing a streamlined approach to developing a scope and sequence with benchmarks assessments for calibration and united learning.
- B) Union shall meet with the district to provide input on the development of districtwide systems and processes to streamline district functioning and operations.
- C) The union and district will partner in emphasizing that all professional learning and growth is the responsibility of all district education professionals.
- D) The union and the district will partner to ensure that all employees have the skills and resources to meet the needs of their current students.

13) WRESA ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

- A) Full support and implementation of climate and culture work at Hoover through trainings, professional learning opportunities, creation and implementation of school wide MTSS processes and protocols for social emotional, behavior and academics districtwide.
- B) Provide support with the full implementation of the Partnership Agreement through the RAG funds to provide professional learning, compensation for after hours or Saturday trainings and technical support for climate, culture, social emotional, curriculum and special services work.
- C) Assist in providing curriculum needs assessment, assessment creation and implementation support, and instructional coaching.
- D) Provide technical support and professional development to create a Multi-Tiered System of Supports (MTSS) processes and procedures manual that includes an identified system of supports and partnerships for every building. Continuous

training and coaching for staff at all levels of the organization and coaching for administrators and teachers on implementation and time management.

14) MDE ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

- A) An MDE Assigned Partnership Agreement Liaison will serve as primary point-of-contact for MDE.
- B) Provide special consideration for grants and other opportunities that are funded through MDE such as 21st Century Community Learning Centers.
- C) MDE will accept this agreement in lieu of the separately required Hoover Elementary School improvement plan. The extended version of this plan under separate cover shall serve in lieu of the required District Improvement Plan.
- D) Work collaboratively with the superintendent and district staff to identify strengths and barriers to the implementation of initiatives in the partnership agreement and help to eliminate or minimize these barriers.
- E) Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- F) Assist with the facilitation of discussions and meetings related to the partnership agreement.
- G) Provide technical, financial and implementation design assistance, subject to the availability of funds, to ensure all practices, protocols and processes for identifying and serving special education students meet or exceed the evidence and research based best practices for our neediest populations. Including guidance in the creation of a Special Education Instructional Operations manual and a comprehensive Multi-Tiered Systems of Supports manual that provides guidance, supports and training for those serving students in the areas of academics, social emotional and behavior.
- H) Participate in regular check-ins with partners to discuss Partnership Agreement progress.
- I) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- J) In the event that MDE changes, modifies, or alters the existing MStep test, the district shall be allowed to modify the goals outlined in this agreement along with timeline for completion of modified goals.
- K) Allow the district flexibility in the requirements to offer a transitional Kindergarten (aka young 5s, begindergarten) program for students that meet identified social, emotional, academic, or other behavioral criteria.

- L) Assist in the creation of partnerships to provide a pathway for students to acquire an Associate's degree through a 5th year of high school in a middle/early college program.
- M) Assist in the creation of college and/or university partnerships that ensure our students have admission and funding to attend to college or university in Michigan upon successful graduation from high school.
- N) At the district's request, attend WWCS D Board meetings to collaboratively present with the Superintendent updates on the implementation of the Partnership Agreement and/or provide information on requested topics.
- O) Allow for flexibility, where allowable under state and federal regulations, for use of available federal and state funding options (i.e. Title I, Regional Assistance Grant, 31a, Title II, etc.) (examples may include: recruitment/retention, moving expenses, coaching, onboarding, professional learning for teachers, admins, and support staff, etc.)
- P) Prioritize the review of completed applications for state managed funds submitted by WWCS D to allow for adequate planning and availability of funds for implementation of initiatives and actions.
- Q) Provide opportunities for financial support and/or other resources needed to support the implementation of the Partnership Agreement, subject to availability of funds (i.e. NWEA, open source materials).

15) BUDGET

Given a wide range of uncertainties, it is not possible to create a 36 month budget. WWCS D will share 2018-2019 budget information including allocations for Federal and State funding, and other elements when available. Once the planning process has been completed, resources will be aligned to address the needs identified and prioritized through the CNA process. Significant and priority support will be provided to Hoover Elementary.

16) ADDITIONAL PARTNERS

WWCS D, its local board, WRESA, and the Michigan Department of Education serve as the primary decision-making bodies in this Agreement. Through the reorganization and creation of an Senior Executive Director of State, Governmental and Community Relations and the goal setting of the PA, multiple partnerships will be added each year. The following entities have been identified as additional partners in pursuit of achieving the process and product benchmarks and goals defined in this Agreement:

- A) Wayne County Mental Health Authority
- B) Wayne County Community College
- C) Civitans
- D) Westland Chamber of Commerce
- E) HYPE Community and Recreation Center for Western Wayne

- F) Metro Bureau
- G) International Institute of Restorative Practices
- H) Schertzing Communications
- I) District Learning Systems
- J) Wayne Rotary
- K) Westland Rotary
- L) Champions After School Program
- M) Bright Futures
- N) Richard Helppie Wayne Champions Program
- O) Upward Bound
- P) Michigan College Access Network
- Q) Equal Opportunity Schools

Wayne Westland Community School District retains the authority to add to and/or to amend this section throughout the active life of this Partnership Agreement. Amendments/additions made under this section can be made at the discretion of Wayne Westland Community School District as long as the amendments/additions are agreed to by the identified partner impacted by the amendment/addition. Amendments/additions made under this section shall impact no other section of this Partnership Agreement.

17) ADDITIONAL SCHOOLS:

The parties agree that other WWCS D 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.

18) 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. Wayne Westland Community Schools 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 obligations 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.

19) NEXT LEVEL ACCOUNTABILITY MEASURES:

- A) If the district fails to sign this agreement within 90 days (signing on February 6, 2018), the District shall implement one of the following Next Level of Accountability Measures for the schools supported for this agreement as identified in Section 3:
 - 1) Engage in a collaborative assessment process of the school site to discuss the supports necessary and how to provide them within constraints present.
 - 2) Close and Reconstitute
 - 3) Engage an ISD to assume control of the school(s)
 - 4) Closure

- B) If the district fails to sign this agreement within 90 days (signing on February 6, 2018) without a discussed and documented extension, and fails to implement one of the Next Level of Accountability Measures defined in subsection A, 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 A for the schools supported for this agreement as identified in Section 3.

- C) If the district substantially fails to meet the 18-month goal(s) for the schools supported for this agreement as identified in Section 3. The signatories agree that the district will review and address factors that may be adversely affecting plan implementation and may decide to choose a next level of accountability, which may include:
 - 1. Close and Reconstitute
 - 2. Engage an ISD to assume control of the school(s)
 - i. Work with the superintendent and the district team to identify strengths and barriers in implementation.
 - ii. Support the district to identify and provide resources and supports to ensure successful implementation moving forward.
 - iii. Work with the superintendent and the district team to revise the partnership agreement, if needed.
 - iv. Increase involvement with the district to support implementation.
 - 3. Closure
 - 4. Personnel assignments
 - 5. Leadership assignments
 - 6. Reform model selection

- D) If the district substantially fails to meet the 36-month goal(s) for the schools supported for this agreement as identified in Section 3., the signatories agree that the district will review and address factors that may be adversely impacting plan implementation and then choose a next level of accountability, which may include:
 - 1. Close and Reconstitute

2. Engage an ISD to assume control of the school(s)
 - i. Work with the superintendent and the district team to identify strengths and barriers in implementation.
 - ii. Support the district to identify and provide resources and supports to ensure successful implementation moving forward.
 - iii. Work with the superintendent and the district team to revise the partnership agreement, if needed.
 - iv. Increase involvement with the district to support implementation.
3. Closure
4. Personnel assignments
5. Leadership assignments
6. Reform model selection

20) COMMUNITY ENGAGEMENT

The following actions will be completed by WWCSO, Dr. Shelley Holt, the Board of Education, and Partners to ensure that the school/district community is meaningfully engaged in the implementation of this Partnership Agreement:

- A) Hoover Elementary will ensure that the school improvement team includes active parent and community participation in the planning and implementation of the partnership agreement and the school improvement plan evidenced by regular attendance at meetings and events by February, 2019.
- B) The District will design, develop, and deploy a communication structure that includes regular communication to all stakeholders, including parents, community members, partners, schools, and all staff regarding the implementation progress of the partnership agreement. The District commits to having this communication channel in place by January, 2019.

21) CHECKLIST OF ACTIONS

The following actions will be completed by WWCSO, its Superintendent, the Board of Education, and Partners as specified below:

- A) By July 30, 2018, the district plan for a comprehensive needs assessment to ensure that the areas identified as priority strategies in this partnership agreement are the correct measures to be taken to improve student achievement.
- B) By July 30, 2018, the district will determine, in coordination with MDE and WRESA, quarterly 2018-2019 meeting dates for the purpose of progress monitoring engaging in collaborative discussion, gauging implementation progress, identifying barriers, and discussing relevant issues regarding this Agreement.

22) 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 WWCS and MDE.

23) SCOPE

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.

24) 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.

25) 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.

26) 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.

27) GOVERNING LAW

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

28) 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.

29) NO INDEMNIFICATION

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.

30) 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:

<p>If to the School District:</p> <p>Wayne-Westland Community Schools</p> <p>36745 Marquette Westland, MI 48185 Attn: Superintendent Attn: President, Board of Education</p>	<p>If to ISD/Authorizer:</p> <p>Wayne RESA</p> <p>33500 Van Born Road Wayne, MI 48184 Attn: Superintendent</p>	<p>If to Michigan Department of Education:</p> <p>608 W. Allegan Street P.O. Box 30008 Lansing, MI 48909 Attn: Superintendent</p>
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31) 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.

32) 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.

33) ENTIRE AGREEMENT

This Agreement 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 this date:

Michigan Department of Education

Name: _____

Title: _____

Date: _____

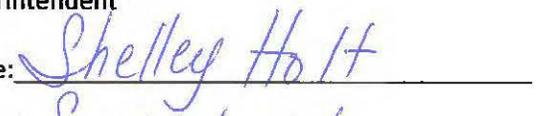

Superintendent
2/5/18

Wayne-Westland Community Schools
Superintendent

Name: _____

Title: _____

Date: _____

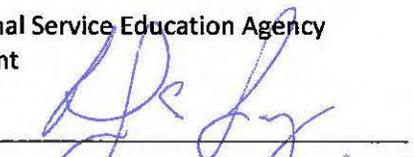

Superintendent
2/6/18

Wayne Regional Service Education Agency
Superintendent

Name: _____

Title: _____

Date: _____

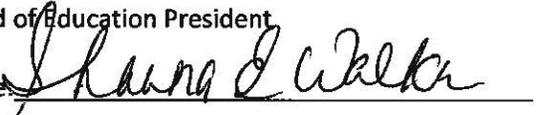

Superintendent
2-5-18

Wayne-Westland Community Schools,
Board of Education President

Name: _____

Title: _____

Date: _____


Title:
Date:

Veressa A Kader
Deputy Spt, MDE
2/5/18

Wayne-Westland Education Association
President

Name: _____

Title: _____

Date: _____


President
Feb. 6, 2018

**1st AMENDMENT
to the
Wayne-Westland Community School District Partnership Agreement**

In accordance with section 22 of the Wayne-Westland Community School District Partnership Agreement:

“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 WWCS and MDE.”

All parties agree to the following:

- Amend section 5.C EIGHTEEN MONTH BENCHMARKS TO BE MET BY Wayne-Westland Community School District by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - 1) Student achievement growth and proficiency data as measured by **NWEA/MAP** reading and math assessments will trend in a positive direction and/or
 - 2) Student attendance data and chronic absenteeism will trend in a positive direction and/or
 - 3) Student behavior data will trend in a positive direction and/or
 - 4) ~~Reverse the negative growth trend to a positive growth trend in an annual measurable increase of students proficient and/or advanced on MSTEP in Math and ELA from spring 2017 to spring 2019.~~
- **4) Increase the percentage of students scoring proficient and/or advanced, on M-STEP Math, by 2-4% from Spring 2017 to Spring 2019 and/or**
- **5) Increase the percentage of students scoring proficient and/or advanced, on M-STEP ELA, by 2-4% from Spring 2017 to Spring 2019 .**

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

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

Wayne-Westland Community Schools
Board of Education President

Name: Shawn G Walker

Date: 10/4/18

Wayne-Westland Community Schools
Superintendent

Name: Shelley West, Ed. D

Date: 10/1/18

Wayne-Westland Education Association
Designee

Name: Donald Huntz

Title: Union President

Date: 10/4/2018

Wayne Regional Education Service Agency
Superintendent

Name: [Signature]

Date: 10/4/18

Michigan Department of Education,
Interim Superintendent of Public Instruction

Name: [Signature]

Date: 11-20-18

Office of Partnership Districts
Director, SRO Officer

Name: [Signature]

Date: 11-26-18

**2nd AMENDMENT
to the
Wayne-Westland Community School District Partnership Agreement**

In accordance with section 22 of the Wayne-Westland Community School District Partnership Agreement:

"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 WWCS and MDE."

All parties agree to the following:

- Amend section 5 and 6-Month Process Benchmarks by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

A) ~~6-Month Process Benchmarks~~
~~(Completed by February, 2019)~~

~~Begin implementing strategies to meet the goals at Hoover:~~

- ~~1) Finalize a professional development calendar for support staff, teachers and administrators at Hoover in MTSS and Restorative Practices for the 2018-2019 school year.~~
- ~~2) Verify profile of school and district with review of comprehensive needs assessment to ensure that our goal areas and strategies identified are the most important to work on as we move forward.~~
- ~~3) Deploy district level MTSS system of expectations to all building principals and site level identified key members by February, 2019.~~
- ~~4) Develop and begin to implement site level plan for roll out of standards based report cards at Hoover Elementary.~~
- ~~5) Review of common core state standards with building administrators and teachers to ensure understanding of shifts and expectations.~~

- 6) Instruction, Curriculum, and Innovation team supported by K-8 Math Content Leaders and team will begin creating a scope and sequence based on course/standards and plan/timeline.
- Amend section 5 and 18-Month Process Benchmarks by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

**A) 18-Month Process Benchmarks:
(Completed by February, 2020)**

- 1) ~~Develop monitoring tools to understand the impact of implemented practices in areas of restorative practices, cultural proficiency, and PBIS as it relates to MTSS.~~ **Evidence: Artifacts, agendas, sign-in sheets**
- 2) ~~Building is implementing~~ **Implement** building level MTSS based on the District MTSS framework including a tiered system of behavior interventions. **Evidence: Artifact, agendas, sign-in sheets**
- 3) ~~Building is using the~~ **Utilize** district incident recording protocol for behavior and attendance. ~~as it relates to MTSS.~~ **Evidence: Artifacts, agendas, sign-in**
- 4) ~~Begin adoption process of~~ **Adopt Elementary** ELA curriculum. ~~and/or~~ **Evidence: Artifacts, agendas, sign-in sheets**
- 5) ~~Begin creating~~ **Create** a scope and sequence for the elementary ELA curriculum. ~~and/or~~ **Evidence: Artifacts, agendas, sign-in sheets**
- 6) ~~Begin creating~~ **Create** common benchmark assessments for ELA curriculum. ~~and/or~~ **Evidence: Artifacts, agenda, sign-in**
- 7) ~~Begin creating~~ **Create** a scope and sequence for math **elementary** curriculum. ~~and/or~~ **Evidence: Artifacts, agenda, sign-in**
- 8) ~~Begin creating~~ **Create** benchmark assessments for **elementary** math curriculum. ~~and/or~~ **Evidence: Artifacts, agenda, sign-in**
- 9) ~~Implement scope and sequence and/or common benchmark assessment for math curriculum.~~ **Implement Instructional rounds. Evidence: Artifacts, debrief meeting minutes, instructional round data**

- 10) ~~Begin implementing a scope and sequence along with common benchmark assessments in math curriculum~~

Amend section 5 and 18-month outcome benchmarks by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

**B) 18-Month Outcome/Product Benchmarks
(Completed by February, 2020)**

- 1) ~~Student achievement growth and proficiency data as measured by NWEA/MAP reading and math assessments will trend in a positive direction and/or~~
- 2) ~~Student attendance data and chronic absenteeism will trend in a positive direction and/or~~
- 3) ~~Student behavior data will trend in a positive direction and/or~~
- 4) ~~Reverse the negative growth trend to a positive growth trend in an annual measurable increase of students proficient and/or advanced on MSTEP in Math and ELA from spring 2017 to spring 2019.~~

~~4) Increase the percentage of students scoring proficient and/or advanced, on M-STEP Math, by 2-4% from Spring 2017 to Spring 2019.~~

~~5) Increase the percentage of students scoring proficient and/or advanced, on M-STEP ELA, by 2-4% from Spring 2017 to Spring 2019.~~

	18-Month Outcome Benchmarks	Effectiveness Metric Used	Baseline Data
Local Outcome benchmark 1 Locally Determined	Reduce chronic absenteeism of students by 3% by the 18-Month RGA	Attendance tracker data, State index score	2017-2018 43% truancy (10 or more days missed)
Local Outcome benchmark 2 Locally Determined	Reduce office discipline referrals by 10% by the 18-month RGA.	MiStar Behavior Data	2017-2018 205 referrals 2018-2019 135 referrals

Local Outcome benchmark 3 Locally Determined	Reduce out-of-school suspensions by 10% by the 18-month RGA.	MiStar Behavior Data	2016-2017 – 90 2017-2018 – 69 2018-2019 - 63
State Outcome Benchmark 1 State Determined	The Mean Growth Percentile for English Language Arts will increase by 2 points by the 18-Month RGA.	State index score	Mean ELA SGP 2016-2017 38.7 2017-2018 31
State Outcome Benchmark 2 State Determined	The Mean Growth Percentile for Math will increase by 2 points by the 18-month RGA.	State index score	Mean Math SGP 2016-17 27.4 2017-18 17.6
State Outcome Benchmark 3 State Determined	The percent of students scoring proficient or advanced for 4 th Grade English Language Arts will reach 15.5% by the 18-Month RGA.	MSTEP	2017-18: 13.5% Proficient
State Outcome Benchmark 4 State Determine	The percent of students scoring proficient or advanced for 4 th Grade Mathematics will reach 6% by the 18-Month RGA.	MSTEP	2017-2018 3.8% Proficient
State Outcome Benchmark 5 State Determine	The percent of students scoring partially proficient, proficient or advanced for MSTEP ELA will increase by 2% by the 18-Month RGA.	MSTEP	2017-2018 AVG – 44.7% scored partially proficient, proficient or advanced
State Outcome Benchmark 6 State Determine	The percent of students scoring partially proficient, proficient or advanced for MSTEP Mathematics will increase by 2% by the 18-Month RGA.	MSTEP	2017-2018 AVG. – 41.1% scored partially proficient, proficient or advanced

Amend section 5 and 36-month Outcome/Product benchmarks by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

C) 36-Month Outcome/Product Benchmarks Goals

(Completed by September, 2021)

Proficiency

- ~~1) Increase the percentages of students scoring at or above the National Norm (achievement percentile of 50 or higher) on the NWEA/MAP **reading** assessments by 5-8%, with at a least 3 percentage point gain from fall 2018 to spring 2021, and/or~~
- ~~2) Increase the percentages of students scoring at or above the National Norm (achievement percentile of 50 or higher) on the NWEA/MAP **math** assessments by 5-8%, with at a least 3 percentage point gain, from fall 2018 to spring 2021, and/or~~
- ~~3) Increase the percentage of students scoring proficient and/or advanced in Math by 5-8%, with at a least a 3 percentage point gain on MSTEP from spring 2018 to spring 2021, and/or~~
- ~~4) Increase the percentage of students proficient and/or advanced in ELA by 5-8%, with at a least 3 percentage point gain on MSTEP from spring 2018 to spring 2021.~~

Growth

- ~~1) Increase the percentages of students meeting or exceeding their RIT growth goal on NWEA/MAP **reading** assessments by 5-8%, with at a least 3 percentage point gain, from spring 2018 to spring 2021, and/or~~
- ~~2) Increase the percentages of students meeting or exceeding their RIT growth goal on NWEA/MAP **math** assessments by 5-8%, with at a least 3 percentage point gain, from spring 2018 to spring 2021, and/or~~

Student Behavior

- ~~1) Reduce Hoover's discipline incidences by 5% from spring 2018 to spring 2021 (taking into account developing district wide processes for documentation of and support of student behavior), and/or~~
- ~~2) Reduce Hoover's suspensions by 5% from spring 2018 to spring 2021 (taking into account developing district wide processes for documentation of and support of student behavior).~~

	36-Month Outcome Benchmarks	Effectiveness Metric Used	Baseline Data
Local Outcome benchmark 1 Locally Determined	Reduce chronic absenteeism of students by 6% by the 36-Month EPA.	Attendance tracker data, State index score	2018-19: 43% truancy
Local Outcome benchmark 2 Locally Determined	Reduce discipline referrals by 15% by the 36-month EPA.	MiStar Behavior Data	2017-2018 - 205 referrals 2018-2019 - 135 referrals
Local Outcome benchmark 3 Locally Determined	Increase the percentage of students meeting or exceeding their RIT growth goal on NWEA/MAP reading assessments by 5%, from spring 2018 to spring 2021	NWEA DATA	44% met RIT growth projections for 2017-2018
State Outcome Benchmark 1 State Determined	The Mean Growth Percentile for English Language Arts will increase by 4 points by the 36-Month EPA.	State index score	Mean ELA SGP 16/17 - 38.7 17/18 - 31
State Outcome Benchmark 2 State Determined	The Mean Growth Percentile for Math will increase by 4 points by the 36-month EPA.	State index score	Mean Math SGP 2016-17: 27.4 2017-18: 17.6
State Outcome Benchmark 3 State Determined	The percent of students scoring proficient or advanced for 4 th Grade English Language Arts will reach 18.5% by the 36-Month EPA.	MSTEP	2017-18: 13.5% Proficient
State Outcome Benchmark 4 State Determined	The percent of students scoring proficient or advanced for 4 th Grade Mathematics will reach 8% by the 36-Month EPA.	MSTEP	2017-2018 3.8% Proficient
State Outcome Benchmark 5 State Determined	The percent of students scoring partially proficient, proficient or advanced for MSTEP ELA will increase by 4% by the 36-Month EPA.	MSTEP	2017-2018 AVG – 44.7% scored partially proficient, proficient or advanced

State Outcome Benchmark 6 State Determined	The percent of students scoring partially proficient, proficient or advanced for MSTEP Mathematics will increase by 4% by the 36-Month EPA.	MSTEP	2017-2018 AVG. – 41.1% scored partially proficient, proficient or advanced
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Amend section 5 and 36-month process goals by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

D) 36-Month Process Goals:

(Completed by the end of June, 2021)

- 1) Finish creating common assessments for elementary ELA curriculum. Evidence: Artifacts, agenda, sign-in**
- 2) Finish creating common assessments for elementary math curriculum. Evidence: Artifacts, agenda, sign-in**
- 3) Continue to implement Instructional rounds. Evidence: Artifacts, debrief meeting minutes, instructional round data**

Amend section 19 and NEXT LEVEL ACCOUNTABILITY MEASURES by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

- A)
 - 2) ~~Close and Reconstitute~~
- C)
 - 1) ~~Close and Reconstitute~~
- D)
 - 1) ~~Close and Reconstitute~~

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

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

**Wayne-Westland Community Schools
Board of Education President**

Name: David R. Cox

Date: 8-14-2019

**Wayne-Westland Community Schools
Superintendent**

Name: S. Marnell

Date: 8/14/19

**Wayne-Westland Education Association
Designee**

Name: Donald Hinz

Title: Association President

Date: 8/14/2019

**Wayne Regional Education Service Agency
Superintendent**

Name: R. J. G. [Signature]

Date: 8-14-19

**Michigan Department of Education,
Interim Superintendent of Public Instruction**

Name: _____

Date: _____

**Office of Partnership Districts
Director, SRO Officer**

Name: William Pearson

Date: 8.15.19