

## Office of Partnership Districts

### Partnership Agreement Enactment & Amendment History

Partnership District	River Rouge School District
Partnership Agreement	March 2017
Amendment 1	August 1, 2018
Amendment 2	August 26, 2019
Amendment 3	

# River Rouge School District Partnership Agreement

THIS PARTNERSHIP AGREEMENT is entered on April 21, 2017 between the Michigan Department of Education (MDE), the State Reform Office (SRO), the Wayne RESA and:

***River Rouge School District  
1460 W. Coolidge  
River Rouge, Michigan 48218  
Derrick R. Coleman, Superintendent  
Darryl Folks, Board President***

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

- 1) PURPOSE OF THIS AGREEMENT:** To work collaboratively in setting 18-month benchmarks and 36-month outcome goals with intent to significantly increase student achievement in the schools named in this agreement; and to determine the next level of accountability should this agreement not be completed within 60 days, or should the 18-month benchmark(s) or 36-month goal(s) not be met by the district. Michigan law requires the SRO to annually publish a list of Priority Schools. The Schools subject to this agreement are Priority Schools and under Michigan law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those Priority Schools. The SRO is executing its statutory responsibilities by collaborating with the MDE to enter school intervention partnership agreements among the SRO, MDE, local schools and partners. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, and local control in the school district, and to avoid the threat of action by the State School Reform Office (SRO) under Section 1280c of the Revised School Code (School Code). Ann Visger Preparatory Academy is a Priority School and the SRO, MDE, and River Rouge School District agree that the implementation of this partnership agreement is in the best interest of the students at Ann Visger Preparatory Academy for its/their academic improvement.
- 2) TERMS AND CONDITIONS:** River Rouge 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) Ann Visger Preparatory Academy**
- 4) STRENGTHS AND WEAKNESSES OF RIVER ROUGE SCHOOL DISTRICT**
  - 1) Strengths:** Strong collaboration amongst local community, school buildings and central office with passionate and committed staff. River Rouge Schools are a magnet for families seeking access and opportunity for students of all ages.

- 2) Weaknesses: Currently developing a guaranteed and viable curriculum in all core subject areas (i.e. revising power standards and further development of assessment practices).

**5) THIRTY SIX MONTH GOALS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT:**

**A) Goal 1: CURRICULUM AND INSTRUCTION**

- 1) All teachers (100%) will be trained on the identified curriculum and implement it with fidelity.

**B) Goal 2: STUDENT WELL BEING**

- 1) A system of network delivery for meeting the non-academic needs of students will be developed and implemented.
- 2) Reduce the rate of out of school suspension by 10% as measured by the discipline data reported in MiStar.

**C) Goal 3: STUDENT ACADEMIC ACHIEVEMENT**

- 1) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 17-18 school year.
- 2) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 18-19 school year.
- 3) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 7% in both reading and mathematics as measured by NWEA for the 19-20 school year.
- 4) Given the 15-16 baseline M-Step Data, students in 3rd-5th grade will increase their proficiency in both reading and mathematics by 3% as measured by M-Step for the 18-19 school year.
- 5) Given the 15-16 baseline M-Step Data, students in 3rd-5th grade will increase their proficiency in both reading and mathematics by 5% as measured by M-Step for the 19-20 school year.

**6) EIGHTEEN MONTH BENCHMARKS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT:**

**A. 18 Month Benchmark For Goal 1:**

- 1) A team comprised of administrators, teachers, and central office staff will be formed to develop protocols and procedures to ensure that all are trained on the school's curriculum.
- 2) At least 75% of Ann Visger staff will be trained on the school's curriculum.
- 3) Implementation walkthroughs (for progress monitoring) will show at least 50% of Ann Visger teachers are implementing the curriculum with fidelity.

**B. 18 Month Benchmark For Goal 2:**

- 1) Create a school-based intense student support team that works closely with the District Turnaround Network to create a vision for supporting the non-academic needs of students and a system of network delivery.

- 2) Ann Visger will meet the social and emotional needs of our students through establishing protocols and procedures to identify the social and emotional needs of our students.
- 3) The intense student support team will gather and analyze data to ensure that appropriate services are in place to meet their needs.

**C. 18 Month Benchmark For Goal 3:**

- 1) Establish baseline data for all academic data points.
- 2) Establish a team to incorporate MTSS best practices to create protocols and procedures aligned to ensure academic and non-academic needs of all students are met.
- 3) Ann Visger staff will use the problem solving protocols during PLCs to inform instruction.
- 4) Analyze K-2 data to ensure students are growing academically in both reading and math.
- 5) Adjust goals in 120 days and 18 months based on current data points, if necessary.

**7) STRATEGIES TO MEET GOALS AND BENCHMARKS:**

**Goal #1**

- A. Strategy 1: Develop clear instructional goals using a guaranteed and viable curriculum.

**Goal #2:**

- A. Strategy 1: Implement the student support network from the MiExcel Blueprint.
- B. Strategy 2: Analyze the cause of the attendance issues, strengthen our attendance protocols, and follow through.
- C. Strategy 3: Create alternatives to suspensions.

**Goal #3:**

- A. Strategy 1: Implement instructional infrastructure from the MiExcel Blueprint.
- B. Strategy 2: Expand/differentiate learning opportunities for all learners.
- C. Strategy 3: Ensure that staff are meeting, discussing instructional practices, evaluating student assessment data, and making instructional decisions in Professional Learning Communities.
- D. Strategy 4: Create balanced assessments and performance tasks that are aligned with power standards that will reflect and predict how students will perform on the M-Step.

**8) ANALYSIS OF RELEVANT DATA**

- 1) Analysis of our process, perception, and achievement data supports 36-month goal 1 and/or 18-month benchmark 1 because walkthroughs, staff surveys, and state and local assessments indicate a need to ensure that appropriate curriculum is in place, resources are available to teachers to deliver the curriculum, and that instruction is actually happening inside the classroom.

- 2) Analysis of our demographics and student learning data supports both 36-month goal 2 and/or 18-month benchmark 2 because our behavior and attendance data indicate a need for improvement in our wrap around services.
- 3) Analysis of our achievement data supports 36-month goal 3 and/or 18-month benchmark 3 because our state and local assessment data indicate a need for addressing students' academic needs and a need to refine a collaborative instructional/learning culture.

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

- A) Identify and revise power standards, unpacking standards, examining student artifacts assessment practices (creating high quality assessments, using MI-STAR DNA, formative assessment, student self-assessment, etc.)
- B) Training and coaching around MTSS implementation.
- C) Training and coaching around classroom management.
- D) Curriculum training
- E) Training and coaching around teaching students with adverse childhood experiences.
- F) Training and coaching around climate and culture.
- G) Training on how to enhance students social and emotional learning.

**10) RIVER ROUGE SCHOOLS BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

- A) Be committed to Ann Visger Preparatory Academy as a priority.
- B) Review progress of Ann Visger Preparatory Academy.
- C) Approve resources needed to ensure the success of Ann Visger Preparatory Academy.

**11) RIVER ROUGE SCHOOLS SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS**

- A) Support Ann Visger's plan of implementation as a priority.
- B) Ensure that Ann Visger has a guaranteed and viable curriculum.
- C) Conduct diagnostic audits on systems and instructional practices at Ann Visger Preparatory Academy.
- D) Support school leader in decision making and problem solving.
- E) Give school leader operational flexibility.

**12) WAYNE RESA ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS**

Wayne RESA will actively support the School District efforts to achieve the goals of the phase identified in paragraph 1 by working with School District staff and partners to:

- A) Support the collection, review and analysis of the data and profiles for the School District and the Partnership School;
- B) Identifying curriculum options for adoption for the Partnership School;
- C) Providing training and ideas to support strategies;

- D) Facilitating building level discussions to align building level recommendations and strategies with district-wide expectations as mutually agreed upon by the School District and Wayne RESA;
- E) Identifying potential partners and resources;
- F) Providing sample evaluation tools and suggesting strategic adjustments for consideration by the School District;
- G) Other supports which may be requested by the School District and are agreed to by both the School District and Wayne RESA;
- H) Provide a designee to meet three times a year with Ann Visger staff, district personnel, and partners to review the building level components of the approved partnership agreement.

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

- A) Paula Daniels will serve as primary point-of-contact for MDE.
- B) Provide support to the superintendent, school, and district teams to ensure that the partnership agreement is implemented successfully.
- C) Assist in the identification and coordination of resources to support the implementation of the Partnership Agreement.
- D) Help identify and remove or minimize barriers that may impede the successful implementation of the Partnership Agreement, such as granting waiver of reports (i.e. School Improvement Plan, Quarterly Monitoring Reports – SRO, and PERIS Reporting), flexibility in spending from federal funding sources, and flexibility with respect to state reporting requirements (i.e. Title I Diagnostic, School System Review, Interim Self-Assessment, Program Evaluation, Megs Budgeting (Consolidated Application), Reform/Redesign Plan, Quarterly Board Reports, and AdvancED Self-Assessment or accompanied Reporting or State Required Equivalent).
- F) Help facilitate building and district discussions related to the implementation of the partnership agreement.
- F) Work collaboratively with the superintendent, district and schools teams, and partners to coordinate and strengthen the supports provided to the district and school.
- G) Support and encourage the district in the use of the online math program Algebra Nation in schools where appropriate. Algebra Nation is currently financially supported through the Michigan Legislature.

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

- A) Support the partnership agreement.

**15) ADDITIONAL PARTNERS:** River Rouge School District, its local board, Wayne RESA, the SRO, and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. The following entities have been identified and will serve as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

A) See list of partners in attachments committed to supporting Ann Visger Preparatory Academy.

Additional partners may be added or revised at a later date after consultation with the Michigan Department of Education. Such additions will not require modifications to the Agreement.

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

**17) PERIOD OF AGREEMENT:** The Agreement shall commence on the date of the last signature affixed below, and expire three years later. RRSD may terminate this agreement as to any Supported School upon delivery of written notice to Wayne Resa and MDE at least 30 days in advance of the prospective termination date. MDE may terminate this Agreement as to any Supported School with the mutual, written consent of RRSD and Wayne Resa or effective at the end of an applicable term upon 60 days, advance written notice to RRSD and Wayne Resa. Wayne Resa may terminate this Agreement as to any Supported School with the mutual, written consent of RRSD and MDE or effective at the end of an applicable term upon 60 days, advance written notice to RRSD and MDE. The parties agree that if MDE terminates this Agreement as to a Supported School the Agreement's terms and conditions shall be enforceable by RRSD and Wayne Resa if either of those parties has not terminated. Termination of this Agreement by either Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement. If either Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Modifications shall not be effective until duly authorized representatives of both Parties sign off. 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.

**18) NEXT LEVEL ACCOUNTABILITY MEASURES:**

A) If the district fails to sign this agreement within 60 days, the Michigan Department of Education will impose the following measures:

- 1) The State School Reform Office will implement the original next level accountability plan on Ann Visger Preparatory Academy.

- B) If the district fails to meet the 18-month benchmark(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- 1) Step 1: Work more intensively with Wayne RESA to implement tasks identified. Identify areas of strengths and weaknesses. This first step is significant, and should be allocated the appropriate amount of time to assure a deep analysis is done, so that Ann Visger Preparatory Academy will focus on the right things. Research shows that if this is handled any other way, basically a compliance document will be created that will not provide the deep understanding needed to meet the needs identified to improve the school.
    - i) Collect Data - Wayne RESA and the River Rouge School District will work together to collect key data points for the school, through a school profile, that will tell the story of the school. In addition, current curriculum expectations, materials available to teach the curriculum, assessments expectations and collaborative teacher planning processes will be documented and then compared to what is actually being provided at the school and in classrooms in order to assess the actual implementation success of best practices.
    - ii) Analyze the Data - The rich data collected will then be analyzed by representatives of Wayne RESA, who are assigned to work collaboratively with the River Rouge staff, staff from the school and River Rouge central office, and rich dialogue and discussion will occur in a collaborative manner to eventually identify areas of strength and weakness. This work will be the key component to future improvement. The appropriate time needs to be allocated to dig deep into what the “story” of the school is, and to bring staff along as it relates to what is occurring well at Ann Visger and what needs to be the basis for real improvement. This analysis will be broken down in the following areas:
      - (a) Guaranteed and viable curriculum
      - (b) Assessment practices
      - (c) PLC Implementation
      - (d) Teaching and Learning/Systems and Operations
      - (e) MTSS
  - 2) Step 2: Convene the primary partners to re-examine root causes and develop a plan to remove barriers and determine actions for the remaining 18 months of the Partnership Agreement.
  - 3) Step 3: Work with superintendent and district team to reassess and revise the partnership agreement goals if needed.
- C) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- 1) If the trajectory of academic growth shows improvement toward the benchmark, ramp up the strategies that are in the plan on a more aggressive timeline.
  - 2) If the district is not making reasonable progress, there will be consideration by the State Superintendent to maintain local control with closure and a reconstitution of Ann Visger Preparatory Academy.



- 3) If the district is not making reasonable progress, there will be consideration by the State Superintendent for retaining local control with increased RESA oversight.

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

**19) CHECK LIST OF ACTIONS:** The following actions will be completed by River Rouge School District, Superintendent Derrick R. Coleman, the Board of Education, the Michigan Department of Education, and Partners as specified below

- a) By August 1, 2017, the district will create an implementation plan to ensure that all components of the partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, person(s) responsible, and progress notes.
- b) By August 1, 2017, the district will create an evaluation and monitoring process to ensure that Ann Visger stay on target with the partnership agreement.
- c) By August 1, 2017, the district will determine quarterly locations for the signatories to this agreement to monitor progress of the partnership agreement.

**20) FUTURE MEETING DATES:** River Rouge School District and the Michigan Department of Education 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:

**YEAR 1:**

- a). December, 2017
- b). April, 2018
- c). September, 2018

**YEAR 2:**

- a). December, 2018
- b). April, 2019
- c). September, 2019

**YEAR 3:**

- a). December, 2019
- b). April, 2020
- c). September, 2020

**21) BUDGET:** In order to meet the 18-month benchmarks and 36-month goals local, state, and federal funds will be used for staffing, programs, initiatives, and activities based on data trends, needs assessments and past practices. See Attachment A, 36-Month Budget Overview.

**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.

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

(i) If to the School District:

School District of the City of River Rouge  
1460 W. Coolidge  
River Rouge, MI 48218  
Attn: Superintendent  
President, Board of Education

(ii) If to Wayne RESA:  
33500 Van Born Road  
Wayne, MI 48184  
Attn: Superintendent

(ii) If to Michigan Department of Education:  
608 W. Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
Attn: Superintendent

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

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

Michigan Department of Education

River Rouge School District

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

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

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

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

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

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

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

State Reform Office

River Rouge Board of Education President

Name: \_\_\_\_\_ Name: \_\_\_\_\_  
Title: \_\_\_\_\_ Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Wayne Resa <partner organization or entity name>  
Name: \_\_\_\_\_ Name: \_\_\_\_\_  
Title: \_\_\_\_\_ Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

<partner organization or entity name> <partner organization or entity name>  
Name: \_\_\_\_\_ Name: \_\_\_\_\_  
Title: \_\_\_\_\_ Title: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

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

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

**Use the supplied template on the following page to complete the budget overview.**

## Thirty Six Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$2,300,598.53 (SIG, GF, Title 1, Title 31a)	\$1,468,533.80 (SIG, GF, Title 1, Title 31a)	\$42,000 (SIG, GF, Title 1, Title 31a)	\$46,000 (SIG, GF, Title 1, Title 31a)	\$132,735 (SIG, GF, Title 1, Title 31a)	\$94,335 (SIG, GF, Title 1, Title 31a)	\$4,084,202.33
2	\$2,300,598.53 (GF, Title 1, Title 31a)	\$1,468,533.80 (GF, Title 1, Title 31a)	\$42,000 (GF, Title 1, Title 31a)	\$46,000 (GF, Title 1, Title 31a)	\$132,735 (GF, Title 1, Title 31a)	\$94,335 (GF, Title 1, Title 31a)	\$1,059,395
3	\$2,300,598.53 (GF, Title 1, Title 31a)	\$1,468,533.80 (GF, Title 1, Title 31a)	\$42,000 (GF, Title 1, Title 31a)	\$46,000 (GF, Title 1, Title 31a)	\$132,735 (GF, Title 1, Title 31a)	\$94,335 (GF, Title 1, Title 31a)	\$1,059,395
GRAND TOTAL	\$6,901,795.59	\$4,405,601.40	\$126,000	\$138,000	\$398,205	\$283,005	\$12,252,607



## River Rouge School District Partnership Agreement Addendum

THIS PARTNERSHIP AGREEMENT Addendum is entered on July 3, 2018 between the Michigan Department of Education (MDE), the State Reform Office (SRO), the Wayne RESA and:

***River Rouge School District***  
***1460 W. Coolidge***  
***River Rouge, Michigan 48218***  
***Derrick R. Coleman, Superintendent***  
***Darryl Folks, Board President***

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

**1) PURPOSE OF THIS AGREEMENT:** To work collaboratively in setting 18-month benchmarks and 36-month outcome goals with intent to significantly increase student achievement in the schools named in this agreement; and to determine the next level of accountability should this agreement not be completed within 60 days, or should the 18-month benchmark(s) or 36-month goal(s) not be met by the district.

Michigan law requires the SRO to annually publish a list of Priority Schools. The Schools subject to this agreement are Priority Schools and under Michigan law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those Priority Schools. The SRO is executing its statutory responsibilities by collaborating with the MDE to enter school intervention partnership agreements among the SRO, MDE, local schools and partners. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, and local control in the school district, and to avoid the threat of action by the State School Reform Office (SRO) under Section 1280c of the Revised School Code (School Code). Clarence B. Sabbath 6-8 Preparatory Academy is a Priority School and the SRO, MDE, and River Rouge School District agree that the implementation of this partnership agreement is in the best interest of the students at Clarence B. Sabbath 6-8 Preparatory Academy for its/their academic improvement.

**2) TERMS AND CONDITIONS:** River Rouge 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 ADDENDUM:**

**A)** Clarence B. Sabbath 6-8 Preparatory Academy

#### **4) STRENGTHS AND WEAKNESSES OF RIVER ROUGE SCHOOL DISTRICT**

- 1) Strengths:** Strong collaboration amongst local community, school buildings and central office with passionate and committed staff. River Rouge Schools are a magnet for families seeking access and opportunity for students of all ages.
- 2) Weaknesses:** Currently developing a guaranteed and viable curriculum in all core subject areas (i.e. revising power standards and further development of assessment practices).

#### **5) THIRTY SIX MONTH GOALS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT:**

##### **A) Goal 1: CURRICULUM AND INSTRUCTION**

- 1) All teachers (100%) will be trained on the identified curriculum and implement it with fidelity.

##### **B) Goal 2: STUDENT WELL BEING**

- 1) A system of network delivery for meeting the non-academic needs of students will be developed and implemented,
- 2) Reduce the rate of out of school suspension by 10% as measured by the discipline data reported in MiStar.

##### **C) Goal 3: STUDENT ACADEMIC ACHIEVEMENT**

- 1) Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 18-19 school year.
- 2) Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 19-20 school year.
- 3) Given the 16-17 baseline M-Step Data, students in 6<sup>th</sup>-8<sup>th</sup> grade will increase their proficiency in both reading and mathematics by 3% as measured by M-Step for the 19-20 school year.
- 4) Given the 16-17 baseline M-Step Data, students in 6<sup>th</sup>-8<sup>th</sup> grade will increase their proficiency in both reading and mathematics by 5% as measured by M-Step for the 20-21 school year.

#### **6) EIGHTEEN MONTH BENCHMARKS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT:**

##### **A) 18 Month Benchmark For Goal 1:**

- 1) A team comprised of administrators, teachers, and central office staff will be formed to develop protocols and procedures to ensure that all are trained on the school's curriculum.
- 2) At least 75% of Clarence B. Sabbath 6-8 Preparatory Academy's staff will be trained on the school's curriculum.
- 3) Implementation walkthroughs (for progress monitoring) will show at least 50% of Clarence B. Sabbath 6-8 Preparatory Academy's teachers are implementing the curriculum with fidelity.



**B) 18 Month Benchmark For Goal 2:**

- 1) Create a school-based intense student support team that works closely with the District Turnaround Network to create a vision for supporting the non-academic needs of students and a system of network delivery.
- 2) Clarence B. Sabbath 6-8 Preparatory Academy will meet the social and emotional needs of our students through establishing protocols and procedures to identify the social and emotional needs of our students.
- 3) The intense student support team will gather and analyze data to ensure that appropriate services are in place to meet their needs.

**C. 18 Month Benchmark For Goal 3:**

- 1) Establish baseline data for all academic data points.
- 2) Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 19-20 school year.
- 3) Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 19-20 school year.
- 4) Establish a team to incorporate MTSS best practices to create protocols and procedures aligned to ensure academic and non-academic needs of all students are met.
- 5) Clarence B. Sabbath 6-8 Preparatory Academy staff will use the problem solving protocols during PLCs to inform instruction.
- 6) Analyze 6-8 data to ensure students are growing academically in both reading and math.
- 7) Adjust goals in 120 days and 18 months based on current data points, if necessary.

**7) STRATEGIES TO MEET GOALS AND BENCHMARKS:**

**Goal #1**

- A. Strategy 1: Develop clear instructional goals using a guaranteed and viable curriculum.

**Goal #2:**

- A. Strategy 1: Implement the student support network from the MiExcel Blueprint.
- B. Strategy 2: Analyze the cause of the attendance issues, strengthen our attendance protocols, and follow through.
- C. Strategy 3: Create alternatives to suspensions.

**Goal #3:**

- A. Strategy 1: Implement instructional infrastructure from the MiExcel Blueprint.
- B. Strategy 2: Expand/differentiate learning opportunities for all learners.
- C. Strategy 3: Ensure that staff are meeting, discussing instructional practices, evaluating student assessment data, and making instructional decisions in Professional Learning Communities.

- D. Strategy 4: Create balanced assessments and performance tasks that are aligned with power standards that will reflect and predict how students will perform on the M-Step.

**8) ANALYSIS OF RELEVANT DATA**

- 1) Analysis of our process, perception, and achievement data supports 36-month goal 1 and/or 18-month benchmark 1 because walkthroughs, staff surveys, and state and local assessments indicate a need to ensure that appropriate curriculum is in place, resources are available to teachers to deliver the curriculum, and that instruction is actually happening inside the classroom.
- 2) Analysis of our demographics and student learning data supports both 36-month goal 2 and/or 18-month benchmark 2 because our behavior and attendance data indicate a need for improvement in our wrap around services.
- 3) Analysis of our achievement data supports 36-month goal 3 and/or 18-month benchmark 3 because our state and local assessment data indicate a need for addressing students' academic needs and a need to refine a collaborative instructional/learning culture.

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

- A) Identify and revise power standards, unpacking standards, examining student artifacts assessment practices (creating high quality assessments, using MI-STAR DNA, formative assessment, student self-assessment, etc.)
- B) Training and coaching around MTSS implementation.
- C) Training and coaching around classroom management.
- D) Curriculum training
- E) Training and coaching around teaching students with adverse childhood experiences.
- F) Training and coaching around climate and culture.
- G) Training on how to enhance students social and emotional learning.

**10) RIVER ROUGE SCHOOLS BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

- A) Be committed to Clarence B. Sabbath 6-8 Preparatory Academy as a priority.
- B) Review progress of Clarence B. Sabbath 6-8 Preparatory Academy.
- C) Approve resources needed to ensure the success of Clarence B. Sabbath 6-8 Preparatory Academy.

**11) RIVER ROUGE SCHOOLS SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS**

- A) Support Clarence B. Sabbath 6-8 Preparatory Academy's plan of implementation as a priority.
- B) Ensure that Clarence B. Sabbath 6-8 Preparatory Academy's has a guaranteed and viable curriculum.
- C) Conduct diagnostic audits on systems and instructional practices at Clarence B. Sabbath 6-8 Preparatory Academy.

- D) Support school leader in decision making and problem solving.
- E) Give school leader operational flexibility.

**12) WAYNE RESA ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS**

Wayne RESA will actively support the School District efforts to achieve the goals of the phase identified in paragraph 1 by working with School District staff and partners to:

- A) Support the collection, review and analysis of the data and profiles for the School District and the Partnership School;
- B) Identifying curriculum options for adoption for the Partnership School;
- C) Providing training and ideas to support strategies;
- D) Facilitating building level discussions to align building level recommendations and strategies with district-wide expectations as mutually agreed upon by the School District and Wayne RESA;
- E) Identifying potential partners and resources;
- F) Providing sample evaluation tools and suggesting strategic adjustments for consideration by the School District;
- G) Other supports which may be requested by the School District and are agreed to by both the School District and Wayne RESA;
- H) Provide a designee to meet three times a year with Clarence B. Sabbath 6-8 Preparatory Academy staff, district personnel, and partners to review the building level components of the approved partnership agreement.

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

- A) A department appointed Liaison will serve as primary point-of-contact for MDE.
- B) Provide support to the superintendent, school, and district teams to ensure that the partnership agreement is implemented successfully.
- C) Assist in the identification and coordination of resources to support the implementation of the Partnership Agreement.
- D) Help identify and remove or minimize barriers that may impede the successful implementation of the Partnership Agreement, such as granting waiver of reports (i.e. School Improvement Plan, flexibility in spending from federal funding sources, and flexibility with respect to state reporting requirements (i.e. Title I Diagnostic, School System Review, Interim Self-Assessment, Program Evaluation, Megs Budgeting (Consolidated Application, Quarterly Board Reports, and AdvancED Self-Assessment or accompanied Reporting or State Required Equivalent)).
- E) Help facilitate building and district discussions related to the implementation of the partnership agreement.
- F) Work collaboratively with the superintendent, district and schools' teams, and partners to coordinate and strengthen the supports provided to the district and school.
- G) Support and encourage the district in the use of the online math program Algebra Nation in schools where appropriate. Algebra Nation is currently financially supported through the Michigan Legislature.

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

A) Support the partnership agreement.

**15) ADDITIONAL PARTNERS:** River Rouge School District, its local board, Wayne RESA, and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. The following entities have been identified and will serve as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

A) See list of partners in attachments committed to supporting Ann Visger Preparatory Academy & Clarence B. Sabbath School.

Additional partners may be added or revised at a later date after consultation with the Michigan Department of Education. Such additions will not require modifications to the Agreement.

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

**17) PERIOD OF AGREEMENT:** The Agreement shall commence on the date of the last signature affixed below, and expire three years later. RRSD may terminate this agreement as to any Supported School upon delivery of written notice to Wayne RESA and MDE at least 30 days in advance of the prospective termination date. MDE may terminate this Agreement as to any Supported School with the mutual, written consent of RRSD and Wayne RESA or effective at the end of an applicable term upon 60 days, advance written notice to RRSD and Wayne RESA. Wayne RESA may terminate this Agreement as to any Supported School with the mutual, written consent of RRSD and MDE or effective at the end of an applicable term upon 60 days, advance written notice to RRSD and MDE. The parties agree that if MDE terminates this Agreement as to a Supported School the Agreement's terms and conditions shall be enforceable by RRSD and Wayne RESA if either of those parties has not terminated. Termination of this Agreement by either Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement. If either Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Modifications shall not be effective until duly authorized representatives of both Parties sign off. 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.

**18) NEXT LEVEL ACCOUNTABILITY MEASURES:**

- A) If the district fails to sign this agreement within 60 days, the Michigan Department of Education will impose the following measures:
- 1) The State School Reform Office will implement the original next level accountability plan on Clarence B. Sabbath 6-8 Preparatory Academy.
- B) If the district fails to meet the 18-month benchmark(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- 1) Step 1: Work more intensively with Wayne RESA to implement tasks identified. Identify areas of strengths and weaknesses. This first step is significant, and should be allocated the appropriate amount of time to assure a deep analysis is done, so that Clarence B. Sabbath 6-8 Preparatory Academy will focus on the right things. Research shows that if this is handled any other way, basically a compliance document will be created that will not provide the deep understanding needed to meet the needs identified to improve the school.
    - i) Collect Data- Wayne RESA and the River Rouge School District will work together to collect key data points for the school, through a school profile, that will tell the story of the school. In addition, current curriculum expectations, materials available to teach the curriculum, assessments expectations and collaborative teacher planning processes will be documented and then compared to what is actually being provided at the school and in classrooms in order to assess the actual implementation success of best practices.
    - ii) Analyze the Data - The rich data collected will then be analyzed by representatives of Wayne RESA, who are assigned to work collaboratively with the River Rouge staff, staff from the school and River Rouge central office, and rich dialogue and discussion will occur in a collaborative manner to eventually identify areas of strength and weakness. This work will be the key component to future improvement. The appropriate time needs to be allocated to dig deep into what the "story" of the school is, and to bring staff along as it relates to what is occurring well at Clarence B. Sabbath 6-8 Preparatory Academy and what needs to be the basis for real improvement.

This analysis will be broken down in the following areas:

      - (a) Guaranteed and viable curriculum
      - (b) Assessment practices
      - (c) PLC Implementation
      - (d) Teaching and Learning/Systems and Operations
      - (e) MTSS
  - 2) Step 2: Convene the primary partners to re-examine root causes and develop a plan to remove barriers and determine actions for the remaining 18 months of the Partnership Agreement.
  - 3) Step 3: Work with superintendent and district team to reassess and revise the partnership agreement goals if needed.

- C) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
  - 1) If the trajectory of academic growth shows improvement toward the benchmark, ramp up the strategies that are in the plan on a more aggressive timeline.
  - 2) If the district is not making reasonable progress, there will be consideration by the State Superintendent to maintain local control with closure and a reconstitution of Clarence B. Sabbath 6-8 Preparatory Academy.
  - 3) If the district is not making reasonable progress, there will be consideration by the State Superintendent for retaining local control with increased RESA oversight,

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

**19) CHECK LIST OF ACTIONS:** The following actions will be completed by River Rouge School District, Superintendent Derrick R. Coleman, the Board of Education, the Michigan Department of Education, and Partners as specified below

- a) By August 1, 2018, the district will create an implementation plan to ensure that all components of the partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, person(s) responsible, and progress notes.
- b) By August 1, 2018, the district will create an evaluation and monitoring process to ensure that Clarence B. Sabbath 6-8 Preparatory Academy stay on target with the partnership agreement.
- c) By August 1, 2018, the district will determine quarterly locations for the signatories to this agreement to monitor progress of the partnership agreement.

**20) FUTURE MEETING DATES:** River Rouge School District and the Michigan Department of Education 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:

**YEAR 1:**

- a). December, 2018
- b). April, 2019
- c). September, 2019

**YEAR 2:**

- a). December, 2019
- b). April, 2020
- c). September, 2020

**YEAR 3:**

- a). December, 2020
- b). April, 2021
- c). September, 2021

- 21) BUDGET:** In order to meet the 18-month benchmarks and 36-month goals local, state, and federal funds will be used for staffing, programs, initiatives, and activities based on data trends, needs assessments and past practices.
- 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.
- 23) ENTIRE AGREEMENT:** This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have, made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.
- 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 IDEMNIFICATION:** There shall be any indemnification of either party by the 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:

(i) If to the School District:

School District of the City of River Rouge  
1460 W. Coolidge  
River Rouge, MI 48218  
Attn: Superintendent  
President, Board of Education

(ii) If to Wayne RESA:

33500 Van Born Road  
Wayne, MI 48184  
Attn: Superintendent

(ii) If to Michigan Department of Education:

608 W. Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
Attn: Superintendent



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

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

Michigan Department of Education

River Rouge School District

Name: Sheila A. Alles

Name: Derrick R. Coleman

Title: Interim State Superintendent

Title: Superintendent

Date: 8-1-18

Date: June 29, 2018

Signature: Sheila A. Alles

Signature: Derrick R. Coleman

State Reform Office

River Rouge Board of Education President

Name: Dedrick Martin

Name: Darryl Folks

Title: Dir. of O.P.D. /SRO

Title: Board President

Date: 7-12-18

Date: June 29, 2018

Signature: Dedrick Martin

Signature: Darryl Folks

Agreement

Wayne RESA

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

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

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

Signature: \_\_\_\_\_

<partner organization or entity name>

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

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

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

Signature: \_\_\_\_\_

< partner organization or entity name>

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

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

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

Signature: \_\_\_\_\_

<partner organization or entity name>

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

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

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

Signature: \_\_\_\_\_



**<3rd > AMENDMENT  
to the  
River Rouge School District Partnership Agreement**

In accordance with section 22 of the River Rouge 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. “

All parties agree to the following:

Amend section **5) THIRTY SIX MONTH GOALS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT for Ann Visger Preparatory Academy:** > by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

**THE FOLLOWING WILL BE DELETED:**

~~**A) Goal 1: CURRICULUM AND INSTRUCTION**~~

- ~~1) All teachers (100%) will be trained on the identified curriculum and implement it with fidelity.~~

~~**B) Goal 2: STUDENT WELL BEING**~~

- ~~1) A system of network delivery for meeting the non-academic needs of students will be developed and implemented.~~
- ~~2) Reduce the rate of out of school suspension by 10% as measured by the discipline data reported in MiStar.~~

~~**C) Goal 3: STUDENT ACADEMIC ACHIEVEMENT**~~

- ~~1) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 17-18 school year.~~
- ~~2) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 18-19 school year.~~
- ~~3) Given the 15-16 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 7% in both reading and mathematics as measured by NWEA for the 19-20 school year.~~

- 4) ~~Given the 15-16 baseline M-Step Data, students in 3rd-5th grade will increase their proficiency in both reading and mathematics by 3% as measured by M-Step for the 18-19 school year.~~
- 5) ~~Given the 15-16 baseline M-Step Data, students in 3rd-5th grade will increase their proficiency in both reading and mathematics by 5% as measured by M-Step for the 19-20 school year.~~

**THE FOLLOWING WILL BE ADDED:**

**5) THIRTY SIX MONTH GOALS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT:  
ANN VISGER PREPARATORY ACADEMY**

Goal Type	36-Month Outcome Goals	Effectiveness Metric Used	Baseline Data
<i><b>STUDENT WELL-BEING</b></i>			
<b>Local Outcome Goal 1 (non-academic) Locally Determined</b>	<b>1) Non-academic needs of students will be addressed using the system of network delivery.</b>	<i><b>MTSS Handbook; MTSS Tiered non-academic rubric, non-academic student data and other artifacts</b></i>	<i><b>NA</b></i>
<b>Local Outcome Goal 2 (non-academic) Locally Determined</b>	<b>2) Given the 18-19 baseline MISTAR Suspension data the rate of out of school suspensions will be reduced by 5% as measured by the discipline data reported in MiStar for the 19-20 school year.</b>	<i><b>MiStar Suspension Reports</b></i>	<i><b>384</b></i>
<b>Local Outcome Goal 3 (non-academic) Locally Determined</b>	<b>3) Given the 18-19 baseline MISTAR attendance data the percentage of chronically absent students will be reduced by 2 percentage points as measured by the attendance data reported in MiStar for the 19-20 school year.</b>	<i><b>MiStar Attendance Report</b></i>	<i><b>Beginning of school until the end of the school year (65%)</b></i>
<i><b>STUDENT ACADEMIC ACHIEVEMENT</b></i>			
<b>Student Academic Performance</b>	<b>1) Given the 15-16 baseline NWEA data, the percentage of students meeting their</b>	<i><b>NWEA Student Growth Summary Report</b></i>	<i><b>50.2%</b></i>

<b>Outcome Goal #1</b> <b>Locally determined</b>	<b>projected growth goal will increase by 3% in reading as measured by NWEA for the 17-18 school year.</b>		
<b>Student Academic Performance Outcome Goal #2</b> <b>Locally determined</b>	<b>2) Given the 15-16 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 3% in mathematics as measured by NWEA for the 17-18 school year.</b>	<i>NWEA Student Growth Summary Report</i>	<b>51.6%</b>
<b>Student Academic Performance Outcome Goal #3</b> <b>Locally determined</b>	<b>3) Given the 15-16 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 4% in reading as measured by NWEA for the 18-19 school year.</b>	<i>NWEA Student Growth Summary Report</i>	<b>50.2%</b>
<b>Student Academic Performance Outcome Goal #4</b> <b>Locally determined</b>	<b>4) Given the 15-16 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 4% in mathematics as measured by NWEA for the 18-19 school year.</b>	<i>NWEA Student Growth Summary Report</i>	<b>51.6%</b>
<b>Student Academic Performance Outcome Goal #5</b> <b>Locally determined</b>	<b>5) Given the 15-16 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 5% in reading as measured by NWEA for the 19-20 school year.</b>	<i>NWEA Student Growth Summary Report</i>	<b>50.2%</b>
<b>Student Academic Performance Outcome Goal #6</b>	<b>6) Given the 15-16 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 5% in mathematics</b>	<i>NWEA Student Growth Summary Report</i>	<b>51.6%</b>

Locally determined	as measured by NWEA for the 19-20 school year.		
<b>STATE STUDENT ACADEMIC ACHIEVEMENT OUTCOME GOALS</b>			
Student Academic Performance Outcome Goal #1 State determined	Given the 15-16 baseline M-STEP data the percent of students proficient (level 1) in ELA will increase by 3 percentage points as measured by M-STEP for the 18-19 school year.	<i>State Data</i>	<i>11.88%</i>
Student Academic Performance Outcome Goal #2 State determined	Given the 15-16 baseline M-STEP data the percent of students proficient (level 1) in mathematics will increase by 3 percentage points as measured by M-STEP for the 18-19 school year.	<i>State Data</i>	<i>8.43%</i>
Student Academic Performance Outcome Goal #3 State determined	Given the 15-16 baseline M-STEP data the percent of students not proficient (level 1) in ELA will decrease by 3 percentage points as measured by M-STEP for the 19-20 school year.	<i>State Data</i>	<i>67%</i>
Student Academic Performance Outcome Goal #4 State determined	Given the 15-16 baseline M-STEP data the percent of students proficient (level 1) in mathematics will increase by 4 percentage points as measured by M-STEP for the 19-20 school year.	<i>State Data</i>	<i>8.43%</i>
Student Academic Performance	Given the 15-16 baseline M-STEP data the percent of students proficient (level 1) in ELA will increase by 4 percentage points as	<i>State Data</i>	<i>11.88%</i>

<b>Outcome Goal #5</b> <b>State determined</b>	measured by M-STEP for the 19-20 school year.		
<b>Student Academic Performance Outcome Goal #6</b> <b>State determined</b>	Given the 15-16 baseline M-STEP data the percent of students not proficient (level 1) in mathematics will decrease by 3 percentage points as measured by M-STEP for the 19-20 school year.	<i>State Data</i>	<b>64%</b>

<b>Goal Type</b>	<b>36-Month Process Goals, Strategies, and Professional Learning</b>	<b>Effectiveness Metric Used</b>
<b>Process Goal 1</b>	All teachers (100%) will be trained on the identified curriculum.	<i>Training Day Agenda(s). sign-in sheets.</i>  <i>List of staff who have been trained</i>
<b>Strategy for Goal 1</b>	Develop clear instructional goals using a guaranteed and viable curriculum.	<i>Artifacts, Agenda(s), Sign-in Sheets,</i>
<b>Professional Learning for Goal 1</b>	Identify and revise power standards, unpacking standards.	<i>Agenda(s), sign-in sheets (curriculum meetings) and pacing guides, and other artifacts</i>
<b>Process Goal 2</b>	A system of network delivery for meeting the non-academic needs of students will be developed and implemented	<i>Documents that demonstrate the established protocols and procedures</i>  <i>Artifacts, Non-Instructional Data Profiles</i>



Strategy for Goal 2	Implement the student support network from MiExcel Blueprint.	<i>Vision for ISSN List of Committee Members</i>
Strategy for Goal 2	Periodically analyze the cause of attendance issues, strengthen our attendance protocols, and follow through.	<i>Attendance Protocols Artifacts, Attendance Data, Sign-in Sheets, Agenda(s),</i>
Strategy for Goal 2	Create alternatives to suspension	<i>List of Alternatives to Suspensions, and other artifacts, agenda(s) and sign-in sheets  MiStar Data Reports</i>
Professional Learning for Goal 2	Training and coaching around classroom management.	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 2	Training and coaching around teaching students with adverse childhood experiences.	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 2	Training and coaching around climate and culture.	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 2	Training on how to enhance students' social and emotional learning.	<i>Agenda(s), sign-in sheets</i>
Process Goal 3	Implement instructional infrastructure from the MiExcel Blueprint.	<i>Visions of High Quality Instruction (Subject Specific)</i>
Strategy for Goal 3	Expand/differentiate learning opportunities for all learners.	<i>Walkthrough Data with Evidence of Practice</i>
Strategy for Goal 3	Ensure that staff are meeting, discussing instructional practices, evaluating student assessment data, and making instructional decisions in Professional Learning Communities.	<i>PLC documents</i>
Strategy for Goal 3	Create balanced assessments and performance tasks that are aligned with power standards that will reflect and predict how students will perform on the M-STEP.	<i>Samples of Balance Assessments</i>

Professional Learning for Goal 3	Training and coaching around MTSS implementation	Agenda(s), sign-in sheets
Professional Learning for Goal 3	Assessment practices, creating high quality assessments, MI-STAR DnA, formative assessment, student self-assessments	Agenda(s), sign-in sheets

Amend section **5 THIRTY SIX MONTH GOALS TO BE MET BY SABBATH MIDDLE SCHOOL** by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

**THE FOLLOWING WILL BE DELETED:**

- ~~A) Goal 1: CURRICULUM AND INSTRUCTION~~
  - ~~1) All teachers (100%) will be trained on the identified curriculum and implement it with fidelity.~~
- ~~B) Goal 2: STUDENT WELL BEING~~
  - ~~1) A system of network delivery for meeting the non-academic needs of students will be developed and implemented,~~
  - ~~2) Reduce the rate of out-of-school suspension by 10% as measured by the discipline data reported in MiStar.~~
- ~~C) Goal 3: STUDENT ACADEMIC ACHIEVEMENT~~
  - ~~1) Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 18-19 school year.~~
  - ~~2) Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 19-20 school year.~~
  - ~~3) Given the 16-17 baseline M-Step Data, students in 6<sup>th</sup>-8<sup>th</sup> grade will increase their proficiency in both reading and mathematics by 3% as measured by M-Step for the 19-20 school year.~~
  - ~~4) Given the 16-17 baseline M-Step Data, students in 6<sup>th</sup>-8<sup>th</sup> grade will increase their proficiency in both reading and mathematics by 5% as measured by M-Step for the 20-21 school year.~~

**THE FOLLOWING WILL BE ADDED:**

**5 THIRTY SIX MONTH GOALS TO BE MET BY SABBATH MIDDLE SCHOOL**

Goal Type	36-Month Outcome Goals	Effectiveness Metric Used	Baseline Data 2016-17*
<i><b>STUDENT WELL BEING</b></i>			
Local Outcome Goal 1	Non-academic needs of students will be addressed using the system of network delivery.	<i><b>MTSS Handbook; MTSS Tiered non-academic rubric, other artifacts,</b></i>	<i><b>NA</b></i>

Locally Determined		<i>agenda(s), sign-in sheets, non-academic student data</i>	
Local Outcome Goal 2 Locally Determined	Given the 16-17 baseline MiStar Suspension data the rate of out of school suspension will be reduced by 5% as measured by the discipline data reported in MiStar for the 20-21 school year.	<i>MiStar Suspension Reports</i>	479
<b>STUDENT ACADEMIC ACHIEVEMENT</b>			
Local Outcome Goal 3 Locally Determined	Given the 16-17 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 4% in mathematics as measured by NWEA for the 18-19 school year.	<i>NWEA Student Growth Summary Report</i>	37.7%
Local Outcome Goal 4 Locally Determined	Given the 16-17 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 4% in reading as measured by NWEA for the 19-20 school year.	<i>NWEA Student Growth Summary Report</i>	66.7%
Local Outcome Goal 5 Locally Determined	Given the 16-17 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 4% in mathematics as measured by NWEA for the 19-20 school year.	<i>NWEA Student Growth Summary Report</i>	37.7%
Local Outcome Goal 6 Locally Determined	Given the Spring 17-18 baseline NWEA linking study projected to the M-STEP, the percent of students in the Not Proficient category will decrease by 4 percentage points as measured by the Spring NWEA linking study projected to the M-STEP for the 20-21 school year in Math and Reading combined.	<i>NWEA Projected Proficiency Summary Report</i>	2017-18* 74.3%
<b>GOAL 3: STATE ACADEMIC ACHIEVEMENT OUTCOME GOALS</b>			
Student Academic Performance Outcome Goal #1	Given the 16-17 baseline M-STEP data, the percent of students proficient (level 1) in ELA will increase by 3 percentage points as measured by -STEP and PSAT for the 19-20 school year.	<i>State Data BAA secure site student data files</i>	14.53%

State determined			
Student Academic Performance Outcome Goal #2 State determined	Given the 16-17 baseline M-STEP data, the percent of students proficient (level 1) in mathematics will increase by 3 percentage points as measured by M-STEP and PSAT for the 19-20 school year.	State Data BAA secure site student data files	1.69%
Student Academic Performance Outcome Goal #3 State determined	Given the 16-17 baseline M-STEP data, the percent of students proficient (level 1) in ELA will increase by 5 percentage points as measured by M-STEP and PSAT for the 20-21 school year.	State Data BAA secure site student data files	14.53%
Student Academic Performance Outcome Goal #4 State determined	Given the 16-17 baseline M-STEP data, the percent of students proficient (level 1) in mathematics will increase by 5 percentage points as measured by M-STEP and PSAT for the 20-21 school year.	State Data BAA secure site student data files	1.69%
Student Academic Performance Outcome Goal #5 State determined	Given the 16-17 baseline M-STEP data the percent of students not proficient (level 1) in ELA will decrease by 3 percentage points as measured by M-STEP for the 20-21 school year.	State Data	67%
Student Academic Performance Outcome Goal #6 State determined	Given the 16-17 baseline M-STEP data the percent of students not proficient (level 1) in mathematics will decrease by 3 percentage points as measured by M-STEP for the 20-21 school year.	State Data	86%

<b>Goal Type</b>	<b>36-Month Process Goals, Strategies, and Professional Learning</b>	<b>Effectiveness Metric Used</b>
<b>Process Goal 1</b>	<b>All teachers (100%) will be trained on the identified curriculum.</b>	<i>Training Day Agenda(s). sign-in sheets. List of staff who have been trained</i>
<b>Strategy for Goal 1</b>	<b>Develop clear instructional goals using a guaranteed and viable curriculum.</b>	<i>Artifacts, Agenda(s), Sign-in Sheets,</i>
<b>Professional Learning for Goal 1</b>	<b>Identify and revise power standards, unpacking standards.</b>	<i>Agenda(s), sign-in sheets (curriculum meetings) and pacing guides, and other artifacts</i>
<b>Process Goal 2</b>	<b>A system of network delivery for meeting the non-academic needs of students will be developed and implemented</b>	<i>Documents that demonstrate the established protocols and procedures Artifacts, Non-Instructional Data Profiles</i>
<b>Strategy for Goal 2</b>	<b>Implement the student support network from MiExcel Blueprint.</b>	<i>Vision for ISSN List of Committee Members</i>
<b>Strategy for Goal 2</b>	<b>Periodically analyze the cause of attendance issues, strengthen our attendance protocols, and follow through.</b>	<i>Attendance Protocols Artifacts, Attendance Data, Sign-in Sheets, Agenda(s),</i>
<b>Strategy for Goal 2</b>	<b>Create alternatives to suspension</b>	<i>List of Alternatives to Suspensions, and other artifacts, agenda(s) and sign-in sheets</i>

		<i>MiStar Data Reports</i>
Professional Learning for Goal 2	Training and coaching around classroom management.	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 2	Training and coaching around teaching students with adverse childhood experiences.	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 2	Training and coaching around climate and culture.	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 2	Training on how to enhance students' social and emotional learning.	<i>Agenda(s), sign-in sheets</i>
Process Goal 3	Implement instructional infrastructure from the MiExcel Blueprint.	<i>Visions of High Quality Instruction (Subject Specific)</i>
Strategy for Goal 3	Expand/differentiate learning opportunities for all learners.	<i>Walkthrough Data with Evidence of Practice</i>
Strategy for Goal 3	Ensure that staff are meeting, discussing instructional practices, evaluating student assessment data, and making instructional decisions in Professional Learning Communities.	<i>PLC documents</i>
Strategy for Goal 3	Create balanced assessments and performance tasks that are aligned with power standards that will reflect and predict how students will perform on the M-STEP.	<i>Samples of Balance Assessments</i>
Professional Learning for Goal 3	Training and coaching around MTSS implementation	<i>Agenda(s), sign-in sheets</i>
Professional Learning for Goal 3	Assessment practices, creating high quality assessments, MI-STAR DnA, formative assessment, student self-assessments	<i>Agenda(s), sign-in sheets</i>

Amend section **6) EIGHTEEN MONTH GOALS TO BE MET BY RIVER ROUGE SCHOOL DISTRICT:** by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:

**THE FOLLOWING WILL BE DELETED:**

~~C. 18 Month Benchmark For Goal 3:~~

- ~~1) Establish baseline data for all academic data points.~~

- 2) ~~Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 3% in both reading and mathematics as measured by NWEA for the 19-20 school year.~~
- 3) ~~Given the 16-17 baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by 5% in both reading and mathematics as measured by NWEA for the 19-20 school year.~~

## THE FOLLOWING WILL BE ADDED:

### 6) EIGHTEEN MONTH GOALS TO BE MET BY SABBATH MIDDLE SCHOOL

Goal Type	18-Month Outcome Benchmarks	Effectiveness Metric Used	Baseline Data 2016-17*
Local Outcome (Growth) Benchmark 1 Locally Determined	Given the 16-17 baseline NWEA data, the percentage of students meeting their projected growth goal will increase by 4% in mathematics as measured by NWEA for the 18-19 school year.	<i>NWEA Student Growth Summary Report</i>	37.7%
Local Outcome (Proficiency) Benchmark 2 Locally Determined	Given the Spring 17-18 baseline NWEA linking study projected to the M-STEP, the percent of students scoring not proficient (level 1) will decrease by 3 percentage points as measured by the Spring NWEA linking study projected to the M-STEP for the 18-19 school year in reading.	<i>NWEA Student Growth Summary Report</i>	*2017-2018 60.1%
Local Outcome (Proficiency) Benchmark 3 Locally Determined	Given the Spring 17-18 baseline NWEA linking study projected to the M-STEP, the percent of students scoring Not Proficient (level 1) will decrease by 3 percentage points as measured by the Spring NWEA linking study projected to the M-STEP for the 18-19 school year in mathematics.	<i>NWEA Projected Proficiency Summary Report</i>	*2017-18 88.5%

Goal Type	18-Month Process Benchmarks	Effectiveness Metric Used
Process Benchmark 1	At least 50% of Clarence B. Sabbath 6-8 Preparatory Academy's staff will implement the school's curriculum with fidelity.	<i>Training Day Agenda(s). sign-in sheets, etc. List of current staff and list of staff who have been</i>

		<i>trained; results of walkthrough data</i>
<b>Strategy for Process Benchmark 1</b>	<b>A team comprised of administrators, teachers, and central office staff will be formed to develop protocols and procedures to ensure that all are trained on the school's curriculum.</b>	<i>Sign in sheets, PD plan for curriculum, a list of team members. Procedure and protocol document.</i>
<b>Strategy for Process Benchmark 1</b>	<b>Implementation walkthroughs (progress monitoring) to determine implementation of the curriculum at Clarence B. Sabbath Preparatory Academy.</b>	<i>Walkthrough tools, schedule of walkthroughs, fidelity rubric, walkthrough data</i>
<b>Process Benchmark 2</b>	<b>Establish MTSS protocols and procedures aligned to ensure academic and non-academic needs of all students are met.</b>	<i>List of MTSS team members Document(s) identifying the established protocols and procedures</i>
<b>Strategy for Process Benchmark 2</b>	<b>Create a vision for supporting the non-academic needs of students and a system of network delivery.</b>	<i>Artifacts, document(s) identifying the vision for supports and systems as identified in this benchmark</i>
<b>Strategy for Process Benchmark 2</b>	<b>Form a school-based intense student support team that works closely with the District Turnaround Network to create a vision for supporting the needs of students in a system of network delivery.</b>	<i>Artifacts, Agenda(s), Sign-in Sheets</i>
<b>Strategy for Process Benchmark 2</b>	<b>The intense student support team will gather and analyze data to ensure that appropriate services are in place to meet their needs.</b>	<i>Student data with identified supports intended to address the various data points</i>
<b>Process Benchmark 3</b>	<b>Clarence B. Sabbath 6-8 Preparatory Academy staff will use the problem-solving protocols during PLCs to inform instruction.</b>	<i>PLC agendas and meeting notes Protocol(s) used during PLC meetings, walkthrough data</i>
<b>Strategy for Process Benchmark 3</b>	<b>Analyze 6-8 data to ensure students are growing academically in both reading and math.</b>	<i>List of student support team members Document(s) identifying the vision for supports and systems as identified in this benchmark</i>

**Amend section 9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND / OR BENCHMARKS:** by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows:



## THE FOLLOWING WILL BE DELETED:

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

- A) ~~Identify and revise power standards, unpacking standards examining student artifacts assessment practices (creating high quality assessments, using MI-STAR DNA, formative assessment, student self-assessment, etc.)~~
- B) ~~Assessment practices, creating high quality assessments, MI-STAR DnA, formative assessment, student self-assessment~~
- C) ~~Training and coaching around MTSS implementation.~~
- D) ~~Training and coaching around classroom management.~~
- E) ~~Curriculum training~~
- F) ~~Training and coaching around teaching students with adverse childhood experiences.~~
- G) ~~Training and coaching around climate and culture.~~
- H) ~~Training on how to enhance students social and emotional learning.~~

## THE FOLLOWING WILL BE ADDED:

### The following applies to Ann Visger

<i>9: PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND / OR BENCHMARKS</i>
<b>A) Identify and revise power standards, unpacking standards</b>
<b>B) Assessment practices, creating high quality assessments, MI-STAR DnA, formative assessment, student self-assessment</b>
<b>C) Training and coaching around MTSS implementation.</b>
<b>D) Training and coaching around classroom management.</b>
<b>E) Training and coaching around teaching students with adverse childhood experiences.</b>
<b>F) Training and coaching around climate and culture.</b>
<b>G) Training on how to enhance students' social and emotional learning.</b>

## THE FOLLOWING WILL BE DELETED:

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

- I) ~~Identify and revise power standards, unpacking standards examining student artifacts assessment practices (creating high quality assessments, using MI-STAR DNA, formative assessment, student self-assessment, etc.)~~
- J) ~~Assessment practices, creating high quality assessments, MI-STAR DnA,~~

- formative assessment, student self-assessment
- K) Training and coaching around MTSS implementation.
  - L) Training and coaching around classroom management.
  - M) Curriculum training
  - N) Training and coaching around teaching students with adverse childhood experiences.
  - O) Training and coaching around climate and culture.
  - P) Training on how to enhance students social and emotional learning.

**THE FOLLOWING WILL BE ADDED:**

**The following applies to Sabbath Middle School**

<b><i>9: PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND / OR BENCHMARKS</i></b>
<b><i>H) Identify and revise power standards, unpacking standards</i></b>
<b><i>I) Assessment practices, creating high quality assessments, MI-STAR DnA, formative assessment, student self-assessment</i></b>
<b><i>J) Training and coaching around MTSS implementation.</i></b>
<b><i>K) Training and coaching around classroom management.</i></b>
<b><i>L) Training and coaching around teaching students with adverse childhood experiences.</i></b>
<b><i>M) Training and coaching around climate and culture.</i></b>
<b><i>N) Training on how to enhance students' social and emotional learning.</i></b>

***Amend section 13) MDE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS: by striking through the language to be changed and adding new language in bold. The statement(s) should read as follows:***

**THE FOLLOWING WILL BE DELETED:**

- A) Paula Daniels

**THE FOLLOWING WILL BE ADDED:**

Partnership Agreement Liaison

All references to SRO will be deleted and replaced with OPD.

All references to School Reform Office will be deleted and replaced with Office of Partnership District.

***Amend section 18) 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:***

**THE FOLLOWING WILL BE DELETED:**

2) If the district is not making reasonable progress, there will be consideration by the State Superintendent to maintain local control with ~~closure~~ and a reconstitution of Ann Visger Preparatory Academy.

2) If the district is not making reasonable progress, there will be consideration by the State Superintendent to maintain local control with ~~closure~~ and a reconstitution of Clarence B. Sabbath 6-8 Preparatory Academy.

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:

**River Rouge School District**  
Board of Education President

Name: *Dan J. [Signature]*

Date: 8-16-2019

**River Rouge School District**  
Superintendent

Name: *Dr. Dennis R. Coenen*

Date: August 14, 2019

**Wayne RESA**  
Superintendent/Designee

Name: *[Signature]*

Title: Superintendent

Date: 8-16-19

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

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

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

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

Name: *William Pearson*

Date: 8-26-19