

Jessie Rouse Elementary

Partnership Agreement

This Partnership Agreement (**Agreement**) is entered into by and among the Saginaw Public Schools Board of Education and Saginaw Public Schools, a general powers school district established by the Michigan Revised School Code (**SPSD**), Saginaw Intermediate School District (**SISD**), a Michigan Intermediate school district, the Michigan Department of Education (**MDE**), and the State School Reform Office (**SRO**) as part of the State Department of Technology, Management and Budget, as of September 4, 2018.

PREMISES

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

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

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

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

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

1) LOCAL CONTROL

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

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2) Term of Agreement and Expiration.

- A. Except as otherwise provided herein, the term of this Agreement shall commence on September 4, 2018, and shall end on September 7, 2021, unless extended by mutual agreement of the parties.
- B. During the term of this Agreement, neither MDE nor the SRO shall take any action to close either partnership school or apply or enforce any other remedy under Section 1280c of the School Code, MCL 380.1280c.
- C. Either SPSD or MDE may terminate its participation in this Agreement at any time by agreement with SPSD or for cause, on 30 days' prior written notice to the other parties hereto. For purposes of this Agreement, "cause" shall include any illegal action or material breach of a party's promises and obligations contained within this Agreement.
- D. It is agreed that if either partnership school substantially achieves its established goals at the expiration of this Agreement, then it will be released from the requirements of Section 1280c and/or from any threat of closure or takeover from any other similar or corresponding legislative enactment that may be in effect at the expiration of this Agreement.
- E. In the event that Section 1280c of the School Code is repealed and not replaced with any corresponding legislative enactment or in the event that a court determines that the SRO is illegally configured, the Executive Order No. 2015-2 is invalid, or the SRO has taken illegal actions in identifying and selecting SPSD partnership schools for closure or takeover, then at SPSD's option this Agreement shall be void, and the SPSD partnership schools shall have the same standing as any other public school which has not been identified among the lowest achieving 5% of public schools or subject to the requirements of Section 1280c.
- F. In the event that Section 1280c of the School Code is modified or replaced by another legislative enactment relating to school reform, then the parties agree that that this Agreement shall be grandfathered under such legislative enactment and will be protected by the constitutional doctrines that forbid impairment of contract and ex post facto laws, Mich. Const. Art 1, Section 10. However, within SPSD sole discretion, SPSD can declare this Agreement void and elect to operate its partnership schools under the new legislative enactment.

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- G. At the expiration of the Agreement, the parties agree that before any lawful recommendation is made regarding school closure or takeover of either SPSD partnership schools, SPSD will have the option to reconfigure the partnership school with different school administration and staff and/or different school programs, and the replacement of the partnership school with different school administration and staff and/or different school programs will be an acceptable outcome in lieu of actual school closure and/or takeover.

3) SCHOOL(s) SUPPORTED BY THIS AGREEMENT:

- A) Jessie Rouse Elementary
- B) All SPSD Schools Identified with a Next Level of Accountability - there is a systemic need for school reform initiatives and resource support for At-Risk SPSD schools feeding into priority designated schools.
- C) Partners will honor services outlined for the Saginaw Public School District within the initial Partnership Agreement adopted by the Saginaw Board of Education on September 1, 2016.

BENCHMARKS AND GOALS TO BE MET BY SAGINAW PUBLIC SCHOOLS: (Items 4 – 9)

Goal # 1 - ELA: 3% annual increase of all third through sixth grade students at the proficient or advanced proficient level on the ELA M-STEP

Reading Focus

In year one, Jessie Rouse Elementary is focused on phonics instruction. The staff analyzed trend data and found a major deficit area in phonics mastery at all levels K-6. Professional Learning Communities (PLC) and Professional Development were used to look at the phonics component in each unit for all grade levels. After reviewing these components, the decision was made to intentionally focus on repetitively teaching phonological awareness and phonics daily. Moving forward teachers in K-6 will use small group work and/ or center-based learning to target and reinforce deficit areas. Teachers will utilize DRA2 mini lessons, Florida Center for Reading Research (FCRR) and Words Their Way to support phonics instruction. Teachers will incorporate summative and formative assessment data to monitor student growth in the area of phonological awareness and phonics.

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Analysis of Relevant Data

Analysis of 2017 M-STEP data supports the 36-month ELA Goal 2 and the 18-month Benchmark 2 because 11.2% of third through sixth grade students were proficient indicating a need for an ELA focus. In addition, local summative assessment data indicates that the average score in grades K-6 is 43.9%. This supports the need for this goal as well.

System for Monitoring: AIMSweb benchmark scores will be entered in the Rank and Serve Document and monitored by the principal and Title I Team in the Fall, Winter and Spring. Formative Assessment data will be monitored using completed PLC Protocol B. Teachers in K-2 will turn in Pearson Unit Assessment data and teachers in 3-5 will turn in Pearson Balanced Unit Assessment data at the end of each unit. The sixth grade teacher will turn in MAISA end of unit assessment data at the end of each unit. Principal will monitor the summative assessment data.

18 Month Benchmark: 18 Month Benchmark 2 ELA: 3% more students in third through sixth grade at each grade level will score proficient or advanced proficient on the 2020 ELA M-STEP compared to the 2018 ELA M-STEP.

36 Month Goal: 3% annual increase of third through sixth grade students at each grade level will score proficient or advanced proficient on the ELA M-STEP.

Implementation Timeline: September 2018- September 2021.

Academic Assessment Cycle: AIMSweb benchmark testing (Fall, Winter, Spring), AIMSweb Progress monitoring weekly for students who receive Tier II and Tier III interventions, Documented weekly progress monitoring, Formative assessments during instruction, Pearson Balanced Unit Assessments at the end of each unit of instruction, M-Step (Spring of 2019, 2020 and 2021)

Assessments: On-going teacher collaboratively created formative assessments, AIMSweb benchmark and progress monitoring, Pearson Balanced Unit Assessments, M-Step

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Guided Reading, Words Their Way, DRA2 mini lessons, FCRR strategies - Tier I & II

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- Use Reading Street for reading with fidelity in a 1½ hour uninterrupted core block
- Teachers will implement PPSC-SWPBIS structures to create a culture of learning

Professional Learning Needed to Meet Goals and/or Benchmarks

- Classroom Management - Culture of Learning
- Follow-up job embedded coaching by district coaches
- Guided Reading, Words Their Way, FCRR strategies, DRA2 mini lesson training and follow-up modeling and coaching by district coaches

Goal # 2 - Math: 3% annual increase of all third through sixth grade students at the proficient or advanced proficient level on the Math M-STEP

Targeted Number Sense and Computation Focus

In year two, Jessie Rouse Elementary will focus on Mathematics with a targeted number sense and computation fluency focus. The staff analyzed trend data and found a major deficit area in these areas at all levels K-6. Professional Learning Communities (PLC) and Professional Development were used to analyze the areas of weakness and to determine research based strategies to improve student achievement. Moving forward, teachers in K-6 will use small group work and/ or center-based learning to target and reinforce deficit areas. Teachers will utilize Fast Math, Do the Math, Pearson Math Diagnosis and Intervention System (MDIS) and Number World to support number sense and computation instruction. Teachers will incorporate summative and formative assessment data to monitor student growth in the area of number sense and computation skills.

Analysis of Relevant Data

Analysis of 2016-17 M-STEP data supports the 36-month Math Goal 1 and the 18-month Benchmark 1 because 6.8% of third through sixth grade students were proficient indicating a need for a math focus. In addition, local summative assessment data indicates that the average score in grades K-6 is 40.7%. This data supports the need for this goal.

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System for Monitoring: AIMSweb benchmark scores will be entered in the Rank and Serve Document and monitored by the principal and Title I Team in the Fall, Winter and Spring. Formative Assessment data will be monitored using completed PLC Protocol B. Teachers will turn in district summative assessment data at the end of each unit. Principal will monitor the summative assessment data.

18 Month Benchmark: 18 Month Benchmark 1- Math: 3% more students in third through sixth grade at each grade level will score proficient or advanced proficient on the 2020 Math M-STEP compared to the 2018 Math M-STEP.

36 Month Goal: 3% annual increase of third through sixth grade students at each grade level will score proficient or advanced proficient on the Math M-STEP.

Implementation Timeline: September 2018- September 2021

Academic Assessment Cycle: AIMSweb benchmark testing (Fall, Winter, Spring), AIMSweb Progress monitoring weekly for students who receive Tier II and Tier III interventions, Formative assessments during instruction, District Summative Math Assessments at the end of each unit of instruction, M-Step (Spring of 2019, 2020 and 2021)

Assessments: On-going teacher collaboratively created formative assessments, AIMSweb benchmark and progress monitoring, district summative unit assessments, M-Step

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Use Pearson Math with fidelity in a 1 hour uninterrupted core block
- Incorporate computation fluency with fidelity daily (following lunch)
- Utilize Do the Math, Pearson Math Diagnosis and Intervention System (MDIS) and Number Worlds – Tier I & II
- Teachers will implement PPSC-SWPBIS structures to create a culture of learning

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Professional Learning Needed to Meet Goals and/or Benchmarks

- Classroom Management - Culture of Learning
- Follow-up job embedded coaching by district coaches
- Do the Math, Pearson Math Diagnosis and Intervention System (MDIS) and Number Worlds training and follow-up modeling and coaching by district coaches

Goal # 3 - Classroom Culture and Climate: Referrals for classroom educational disruptions will be reduced by 30% by the spring of 2021.

Classroom Climate and Culture Focus

Jessie Rouse Elementary staff participated in Restorative Practices training in the summer of 2015 or in two day training during the 2016-2017 school year. Teachers have been trained in restorative circles. The Promoting Positive School Climate (PPSC) School Leadership Team (SLT) currently works to design and implement Positive Behavior Interventions and Supports (PBIS) throughout the building which includes a student incentive program. Classroom teachers works with students who frequently experience difficulty maintaining acceptable school behavior. Interventions include small group work using the Restorative Practices that include small restorative circles with students, one-on-one conversations and positive acknowledgments to support students. Beginning in year one, Jessie Rouse Elementary staff will focus on changing classroom behaviors which often impact student learning. Data will be gathered through the School- wide Information System (SWIS) and analyzed to determine the types of behaviors, the physical areas where they occur and the times of day when negative behaviors are most prevalent.

Analysis of Relevant Data

Analysis of Skyward Discipline Referrals for past 3 years data supports the 36-month Classroom Climate and Culture Goal 3 and the 18-month Benchmark 3 because 80.5% of Kindergarten through 6th grade students referrals originated in the classrooms. This data supports the need for this goal.

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System for Monitoring: All discipline referrals will be entered into Skyward by teachers or building secretary, if referred by support staff. The PPSC-SWPBIS Leadership Team will meet monthly to monitor this data. All major infractions will also be entered in SWIS by the SLT. They will run a report and share this data at the monthly PPSC team meeting. Principal will monitor.

18 Month Benchmark: 18 Month Benchmark 3 - Classroom, Climate, and Culture: Educational disruptions in the classroom will be reduced by 15% by Spring 2020 and reduced by 30% by Spring 2021.

36 Month Goal: Referrals for classroom educational disruptions will be reduced by 30% by spring 2021.

Implementation Timeline: September 2018- September 2021

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

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

Strategies to Reach Goals and Benchmarks

Instructional Staff will:

- Teachers will implement PPSC-SWPBIS structures (To improve classroom climate and culture)
- Follow discipline protocols before sending students to the office, and inform and engage the parent/guardian's within the process of discipline

Professional Learning Needed to Meet Goals and/or Benchmarks

- SLT Team will facilitate PD connected to defining PPSC P. A.W.S. structure in key areas of the building at each grade level; staff will come to consensus about behaviors that are the cause for classroom referrals
- Participate in ongoing Restorative Practices professional development
- SWIS Training for all staff responsible for entering referral data

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STRENGTHS OF Saginaw Public School District

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

WEAKNESSES OF Saginaw Public School District

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

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

The Saginaw Board of Education agrees to:

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

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

The District Superintendent/Saginaw Public School District agree to:

- Set Student Achievement and Graduation Rate goals and measures and give a report at each board meeting on one of each of the goals
- Create a communications plan to inform staff and community of goals and measures

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

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

The Saginaw Intermediate School District agrees to:

1. Format of Support
 - a. Intervention Specialist and School Improvement Facilitators will be the primary point of contact between the district and the SISD.
 - b. Monthly meetings will occur between the SISD Instructional Team and Jessie Rouse. The purpose of these meetings is to assist with monitoring the progress towards the designated goals and benchmarks. The team will complete walkthroughs, meet with teachers and administrators, examine qualitative and quantitative data, and provide feedback.
2. Regional Assistance Grant
 - a. Continuation of Professional Development for current initiatives in place.
 - b. Public Consulting Group Mentor Assigned to Each
 - i. Bi-Monthly PLCs, both face-to-face and virtual
 - ii. Monthly onsite one-to-one meetings
 - c. Intervention Specialist
 - i. Blueprint Implementation
 - ii. Monthly meetings with Superintendent around Priority School needs and Service Plan Implementation
 - iii. Monthly Meetings with Principals around individual school needs and Transformation Plan/SIP implementation
 - iv. Provide training aimed at improving the methodology of coaches currently funded by the district
 - v. Assistance with Progress Monitoring Requirements for Mi-Excel
 - d. School Improvement Facilitator
 - i. Examine and support implementation of best-practices and curriculum
 - ii. Provide training aimed at improving the methodology of coaches currently funded by the district
 - iii. Instructional coaching and support for each academic goal 12-20 days a month.
 - iv. Will complete compliance measures that support full utilization and monitoring of grant funds

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3. MTSS
 - a. SISD will take part in the implementation of the Early Warning System
 - b. Recommended that Jessie Rouse attend MTSS Cohort II Training
 - c. All MTSS Coordinators and Interventionist should attend SISD MTSS Network Meetings
4. Data Support
 - a. Will assist with data collection and analysis with content coaches
 - b. SISD will take part in the implementation of Illuminate and Early Warning System
 - c. Provide support through the Data Agreement currently in place
5. Content Specialist
 - a. Content Specialist at the SISD will be available for consultation and professional development as needed.
 - b. Offer support for educator evaluation and training
6. Culture and Climate
 - a. Assist with implementation of Promoting Positive School Climate (PPSC) and how to connect it with Restorative Justice
 - b. SWIS facilitation will be provided by the SISD
 - c. PBIS support will be provided by the SISD
7. Have an open door policy for the partners listed within this agreement

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

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

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

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

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

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

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

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

15) BUDGET: Describe how existing and anticipated local, state, and federal funds will be used for staffing, programs, initiatives, and activities in order to meet the 18-month benchmarks and 36-month goals. Complete Attachment A, 36-Month Budget Overview.

16) ADDITIONAL PARTNERS: Saginaw Public School District and the Michigan Department of Education serve as the primary decision making bodies in this Agreement. Saginaw Public School District and the Michigan Department of

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Education identify the following entities as additional partners in pursuit of completing of the benchmarks and goals defined in this Agreement:

The Michigan Association of School Boards agrees to:

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

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

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

The Middle Cities Education Association agrees to:

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

The Saginaw Public Library System agrees to:

- Engage SPSD students in the Summer Reading Program for grades 1-6.
- Provide students with a working knowledge of the library system throughout the school year to encourage reading proficiency and use of resources
- Assist teachers with identifying texts that support reading at or above grade level
- Work with the school to incentive reading to build readers' confidence
- Assist administrators with developing a reading culture within the building that supports 3rd grade reading proficiency rates

17) NEXT LEVEL ACCOUNTABILITY MEASURES:

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

- a) Meet with district personnel to determine what supports are needed to

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- finalize the Partnership Agreement
- b) Provide additional technical assistance to help complete the unfinished plan
 - c) Provide support to individual partners for identification of deliverables to reach goals outlined within the Partnership Agreement
- 2) If the district fails to meet the 18-month benchmark(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline
 - b) Enlist the support of the Saginaw ISD to determine what obstacles are inhibiting benchmark completion
 - c) Request the ISD to participate in more job-embedded coaching with the school's Leadership Team to promote benchmark attainment
- 3) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will impose the following mutually agreed upon measures:
- a) If the trajectory of academic growth shows improvement toward the benchmark, refine strategies that are in the plan on a more aggressive timeline
 - b) Enlist the support of the Saginaw ISD to determine what obstacles are impeding goal completion
 - c) Request the ISD to participate in more job-embedded coaching with the school's Leadership Team to promote goal achievement

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.

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

- a) By April 30, 2018, create a communication plan to share the signed Partnership Agreement with partners. SPSD staff, parents, students, and community members
- b) By May 15, 2018, create a transition plan from the date of the Partnership Agreement to August 1, 2018, to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement
- c) By May 30, 2018, reassemble Partnership Agreement parties to discuss next steps and quarterly meeting dates

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- d) By May 30, 2018, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document delineating tasks accomplished by year, persons responsible for , for monitoring completion of tasks, resource acquisition, and identified deadlines

19) FUTURE MEETING DATES:

Saginaw Public Schools, the Saginaw Intermediate School District, and the Michigan Department of Education will establish quarterly meeting dates to engage in collaborative discussion, gauge implementation progress, identify barriers to implementation, and discuss relevant issues regarding this agreement. We anticipate holding a 9-month Partnership Agreement Progress Update Meeting with the Michigan Department of Education.

20) AMENDMENTS

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

21) 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, has made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.

22) 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.

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23) 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.

24) CAPTIONS

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

25) GOVERNING LAW

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

26) 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.

27) NO IDEMNIFICATION

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

28) NOTICES

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

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

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

If to SISD: _____

If to MDE: _____

If to SRO: _____

29) INVALIDITY OF ANY PROVISION

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

30) 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.

31) ENTIRE AGREEMENT

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

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

SAGINAW PUBLIC SCHOOL DISTRICT

By: Nathaniel B. McLean
Its: Superintendent

SAGIANW INTERMEDIATE SCHOOL DISTRICT

By: _____
Its: _____

MICHIGAN DEPARTMENT OF EDUCATION

By: [Signature]
Its: Deputy Superintendent

STATE SCHOOL REFORM OFFICE

By: [Signature]
Its: State Superintendent

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ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

NOTE: the budget overview is for planning purposes only. The terms of this Agreement **do not grant explicit advanced approval for expenditure of Federal funds**. There is an anticipation of a 9 month review with the MDE for updates following implementation of this plan. 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							
3							
GRAND TOTAL							

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Jessie Rouse Elementary Attachment A: Professional Development Budget Sheet Partnership Agreement revised 12-08-17

Goal 1: ELA							
	Activity (Topic)	Target Audience	Resources Needed	Funding Source	Salaries + Benefits or Purchased Service Costs	Person Responsible	Timeframe and Deadline
Year 1	Professional development focused on Phonological awareness and phonics	Classroom Teachers	N/A	Title II	Added Compensation \$5000	District ELA Coaches Pearson Consultant Principal	August 2018
	Professional development focused on Phonological awareness and phonics	Classroom Teachers	Materials	Title II	\$4,500 for cost of resource books (example Words Their Way series)	District ELA Coaches, ISD ELA consultant, Principal	August 2018
	Guided Reading: Modeling	Classroom Teachers	N/A	Title II	Substitute Costs: \$119.19 x 3 days x 12 teachers = \$4,290.84	District ELA Coaches Principal	August 2018
	Job Embedded/Modeling & Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: \$119.19 x 3 days x 12 teachers = \$4,290.84	District ELA Coaches Principal	September 2018 – June 2019
Year 2	Guided Reading: Follow up job embedded Modeling & Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: \$119.19 x 1 day x 12 teachers = \$1,430.28	District ELA Coaches, ISD ELA consultant, Principal	August 2019
	Phonological Awareness and Phonics: Follow Up Job Embedded/Modeling & Coaching	Classroom Teachers	N/A	Title II	Substitute Costs: \$119.19 x 1 day x 12 teachers = \$1,430.28	District ELA Coaches, ISD ELA consultant, Principal	August 2019
Year 3	Comprehension & Fluency: Job Embedded Modeling & Coaching	Classroom Teachers	N/A	Title II	Added Compensation \$2500 Substitute Costs: \$119.19 x 3 days x 12 teachers = \$4,290.84	District ELA Coaches Principal	October 2020 - May 2021
Goal 2: MATH							
Year 1	Math fluency training	Classroom Teachers	Materials	Title II	Substitute Costs: \$119.19 x 1 day x 12 teachers = \$1,430.28	District Math Coaches Principal	August 2018
Year 2	Math fluency training/ refresher (focused especially usage of reports and data)	Classroom Teachers	Materials	Title II	Added Compensation \$2500 Substitute Costs: \$119.19 x 1 day x 12 teachers = \$1,430.28	District Math Coaches Principal	August 2019
	Do the Math, Pearson MDIS kit, and Number Worlds training/ refresher	Classroom Teachers	Materials	Title II	Substitute Costs: \$119.19 x 3 days x 12 teachers = \$4,290.84	District Math Coaches Principal	August 2019
Year 3	Review data, update any of the previous year's activities, and determine workability and usefulness of what we are using.	Gr. K - 6	Materials	Title II	Added Compensation \$2500	District Math Coaches Principal	Sept. 2020 - June 2021
Goal 3: CULTURE & CLIMATE							

Jessie Rouse Elementary Partnership Agreement

Year 1	Review PPSC behavior matrix, lesson plans, reteaching, office referral forms/ protocols, and acknowledgement systems	ALL Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 & January 2019
Year 2	Review PPSC behavior matrix, lesson plans, reteaching, office referral forms/ protocols, and acknowledgement systems	ALL Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 & January 2019
	Identify & review strategies for Tier 2-3 behavior students	Classroom Teachers/ Behavior Interventionist	PPSC Resource Books & Information	N/A	N/A	Classroom Teachers, PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 – May 2019 (15 min)
	SWIS Data Review	All Staff	Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	Data Collection at the end of each quarter: September 2018 - May 2019
Year 3	Review PPSC behavior matrix, lesson plans, reteaching, office referral forms/ protocols, and acknowledgement systems	ALL Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	August PD & Monthly Staff Meetings: September 2018 & January 2019
	Review SWIS Data and Restorative Practice	All Staff	PPSC and Restorative Practice Materials	N/A	N/A	PPSC Leadership Team & Behavior Interventionist Principal	Data Collection at the end of each quarter: September 2018 - May 2019

Jessie Rouse Elementary
Partnership Agreement

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

Saginaw Board of Education President

Name: Rudy Pallera

Title: President

Date: 1-26-18

Saginaw Board of Education Vice-President

Name: Jason E Thompson

Title: Vice President

Date: 1/24/18

Saginaw Board of Education Secretary

Name: Kris Arnold

Title: Secretary

Date: 1-26-18

Saginaw Board of Education Treasurer

Name: _____

Title: _____

Date: _____

Saginaw Board of Education Trustee

Name: Joyce J Seals

Title: Trustee

Date: January 25, 2018

Saginaw Board of Education Trustee

Name: Tamara D. Miller

Title: Trustee

Date: 1/24/18

Saginaw Board of Education Trustee

Name: Paul Ann Lipp

Title: Trustee

Date: 26 January 2018

Jessie Rouse Elementary
Partnership Agreement

Michigan Department of Education

Name: [Signature]

Title: Deputy Superintendent

Date: 2/2/18

Saginaw Public School District Superintendent

Name: [Signature]

Title: Superintendent

Date: 1/29/18

State Reform Office

Name: [Signature]

Title: State Superintendent

Date: 020218

Saginaw Education Association

Name: Lisa Ann Murphy

Title: Saginaw Education Association

Date: 1/29/18

Saginaw Intermediate School District

Name: _____

Title: _____

Date: _____

Middle Cities Education Association

Name: _____

Title: _____

Date: _____

MAISA

Name: _____

Title: _____

Date: _____

Michigan Association of School Boards

Name: _____

Title: _____

Date: _____