

## Office of Partnership Districts

### Partnership Agreement Enactment & Amendment History

Partnership District	Muskegon Public Schools
Partnership Agreement	March 2018
Amendment 1	August 26, 2019
Amendment 2	
Amendment 3	

# Partnership District Agreement Muskegon Public Schools

## Muskegon Public Schools Partnership Agreement

THIS PARTNERSHIP AGREEMENT is entered on June 26, 2018 between the Michigan Department of Education (MDE), the State School Reform/Redesign Officer (SRO), the Muskegon Area Intermediate School District and:

Muskegon Public Schools  
349 W. Webster Avenue  
Muskegon, MI 49440  
Justin M. Jennings, Superintendent  
Cindy Larson, 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 90 days or should the 18-month benchmark(s) or 36-month goal(s) not be met by the district.

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

Michigan law requires the superintendent of public instruction to publish a list identifying the public schools in this state that the department has determined to be among the lowest achieving 5% of all public schools in this state. The Schools subject to this agreement are either identified as Comprehensive Support and Improvement (CSI) Schools or are electively added to this agreement per the

# Partnership District Agreement

## Muskegon Public Schools

request of **Muskegon Public Schools**. 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 Schools. The SRO is executing its statutory responsibilities defined in MCL 380.1280c by assigning the oversight of the school(s) named in this agreement to the Michigan Department of Education (MDE) for the duration of this agreement, pending the Next Levels of Accountability (NLA) defined in Paragraph 20 do not require implementation as defined therein. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, and local control in the school district, and avoid the threat of action by the SRO under Section 1280c of the Revised School Code (School Code).

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at Muskegon Community Educational Center (MCEC) for its/their academic improvement.

**2) TERMS AND CONDITIONS:** Muskegon Public Schools 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) Muskegon Community Educational Center (MCEC)

**4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY Muskegon Public Schools:**

**A) Goal 1: Academic Proficiency(M-Step) & Growth (NWEA) in Mathematics and Reading**

- 1) 33% of MCEC students demonstrate proficiency in Mathematics on the NWEA.
- 2) 33% of MCEC students demonstrate proficiency in Critical Reading skills on a district-approved local assessment.
- 3) 33% of MCEC students demonstrate proficiency in English/Language Arts on the NWEA.

**B) Goal 2: Increase Graduation Rate**

- 1) 50% of MCEC students will recover at least three core credits by the end of the 2018-2019 academic year.

**C) Goal 3: Increase Positive Behaviors**

- 1) MCEC staff will have created a student support system to ensure that all MCEC students have a mentor to address non-academic issues.

# Partnership District Agreement

## Muskegon Public Schools

- 2) Significant increase in the number of students participating in programs to increase career readiness skills.

### D) Goal 4: Increase of SAT Scores

- 1) By the end of the 2018-2019 school year the average increase of MME/SAT (Composite for ELA and Math) scores by at least 2%.

## 5) THIRTY-SIX MONTH GOALS TO BE MET BY Muskegon Public Schools:

### A) Goal 1: Academic Proficiency(M-Step) & Growth (NWEA) in Mathematics and Reading

- *All MCEC students will be proficient in Mathematics.* The strategies we are using to accomplish this goal revolve around Math Intervention within the classroom through differentiated instruction. Intervention courses such as Pre-Algebra, Common Core Math and Algebra II over a two year cycle.
- *All MCEC students will make measurable progress in reading.* A Critical Reading course for struggling readers has also shown to be very successful. We will continue this work through the 36-month Goals
- *All MCEC students at will become proficient in English Language Arts.* Each student will improve by one performance level on NWEA Reading which measures Word Recognition, Structure and Vocabulary, and Reading Informational Text. Furthermore, 80% of the students will score at proficient or better overall.

### B) Goal 2: Increase Graduation Rate

- MCEC graduation cohort will met the 80% or above State graduation rate
- Students will recover credit towards graduation cohort at an accelerated pace.
- Credit will be granted per 9-week quarters to meet the graduation core content.

### C) Goal 3: All Students will exhibit positive behaviors

- 1) 100% MCEC students will have be proficient as measured WorkKeys assessment or district-identified assessment
  - 2) 50% Reduction of out-of-school suspensions
  - 3) 50% of classroom discipline referrals
- Students who were identified as At-Risk learners are provided with a mentor for Check In/Check Out with a counselor, teacher, Dean or other support staff.

# Partnership District Agreement

## Muskegon Public Schools

- Student Support - Identified At-Risk students will be mentored and monitored by counselors, social worker, dropout prevention specialist, deans, and the Teen Health Center. Team will meet to discuss the status of these students every during out late start PLC time. Category: School Culture Research Cited: PBIS Research:  
[www.pbis.org/research/secondary](http://www.pbis.org/research/secondary)
  - Mentor/ Counselor - Team of At-Risk staff will meet every Tuesday during our Late Start time to coordinate efforts to assist At-Risk students. Team will discuss caseloads and what work they have done with those students from week to week; and what changes need to be made to support students.
  - Jobs for America's Graduates (JAG) -Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. In more than three decades of operation, JAG has delivered consistent.

### D) Goal 4: All student will increase performance on MME/SAT

- 1) By the end of the 2020-2021 school year the average increase of MME/SAT (Composite for ELA and Math) scores by at least 6%.

## 6) ANALYSIS OF RELEVANT DATA

A) Muskegon Community Educational Center (MCEC) is a unique alternative high school to prevent high school dropout program. This program is an important step to earn your high school diploma, identify a career path, and/or transition to college. Program participants must be 16 - 19 years of age that are committed to excellent attendance and high school completion.

- 1) Big Ideas - Teaching and Learning Priorities:
  1. Teaching Life Skills
  2. Responsibility
  3. Communication
  4. Career Awareness

### B) PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- 1) Students are referred to the (MCEC) Selection Committee that includes: Social Worker, High School Administrators MCEC Dean of Students, Counselors (MCEC & High School).The Selection committee team meets once a year to determine the appropriate placement for referred students using information from the spreadsheet created by MCEC Counselor.
- 2) Students that meet the established criteria are recommended to MCEC in one of the following categories:

## Partnership District Agreement Muskegon Public Schools

1. Credit deficient and at risk of dropping out during the cohort year (Students that should have status).
  2. Alternative Learner: transitioning from another alternative education program, and at risk of dropping out due to current learning environment, attendance, social/emotional, or behavioral issues, challenging life issues, substance abuse, traumatic events, or teen pregnancy.
- C) Muskegon Public Schools, in partnership with the Muskegon Area Intermediate School District, have been regularly reviewing academic and non-academic data related to the Partnership School through Muskegon Community Educational Center (MCEC) through Professional Learning Communities and monthly Performance Management meetings. These regular data reviews enable the school and district to understand and respond immediately using multiple measures of data that indicate the degree to which the building is on track to meet or exceed annual performance goals. It is from these ongoing data meetings that the initial benchmarks and goals have been determined. The goals represent the thirty-six month targets for academic proficiency and growth. The benchmarks represent the work that will be done in order to move the Partnership School to meet or exceed the goals. While the district will continuously monitor the progress of the Partnership School, there will be a formal review by the District, Intermediate School District and Michigan Department of Education at 18 and 24 months. It is agreed that if or when MDE launches a new assessment system changing the conditions of the State assessment, the goals and benchmarks will be revised.
- D) Analysis of 2014-15, 2015-16 and 2016-17 NWEA Mathematics and Reading supports Academic Proficiency(M-Step) & Growth (NWEA) in Mathematics and Reading because proficiency in mathematics (<5%) fell below the State and similar school demographic schools, 35% and 19.6% respectively. Also in Reading in 2014-2016 (<5%) and 2016-17 increased to 15%, but still fell below the State and similar school demographic schools 46% and 33% respectively indicate a need focus on the academic gap for our students in an alternative setting.
- E) Analysis of Graduation Rates from MCEC in the 2014-2016 cohorts supports increasing graduation rate for MCEC because 2014 rate (68%), 2015 rate (83%) and 2016 rate (75%), which averaged 75% rate for the three year period fell short of the state average of 80% indicates a need for reducing the number of student not graduating with the cohort.

# Partnership District Agreement

## Muskegon Public Schools

F) Analysis of students who were identified as At-Risk learners, attendance and referral data from Muskegon high School. (2014-15, 88%, 2015-16, 100% & 2016-17, 100%) supports all students at MCEC will exhibit positive behaviors in and outside of the classroom. because lack of career readiness post-graduation, lack of attendance at high school, family history, teen pregnancy and for lack of access to resources outside of school indicate a need for Intense student support network, staff training for mentoring urban and resilient learners, developing cultural relevant positive classroom experiences through instruction, additional counseling service with the instructional day, and trauma support services.

### 7) STRENGTHS AND WEAKNESSES OF Muskegon Public Schools

#### A) Strengths –District/School

- 1) District has begun the installation of the Blueprint framework 2016-2017.
- 2) District and school commitment for full implementation of Professional Learning Communities (PLC) process.
- 3) Development of Curriculum at District Level to support Summative Common Assessments to monitor student performance.
- 4) Formative Assessment- identify formative assessment for teachers to use in classrooms.
- 5) Use Pre-assessments to establish a baseline.
- 6) During Content PLCs teachers will develop a plan for addressing the missing needs of students.
- 7) Student recover credit at accelerated pace to meet graduation requirement at MCEC.

#### B) Weakness – District/school

- 1) Lack of consistent and cohesion of staff (due to retirement and leave of absences).
- 2) Lack of interim and summative student achievement data are not collected consistently.
- 3) The process for discussing academic data and using it to improve teacher practice not implemented fully.
- 4) Attendance by students lack consistency of attending school regularly.
- 5) Not graduating with cohort.
- 6) Transient student in and out of District.
- 7) Not creating more career exploration opportunities for high school students after graduation.

# Partnership District Agreement

## Muskegon Public Schools

### 8) STRATEGIES TO MEET GOALS AND BENCHMARKS:

- A) Strategy 1 – Academic Proficiency and Growth
  - 1) Implement progress monitoring testing (3x/ year) for Math and Reading to monitor progress to achieve a year and half growth for growth goals (Star Assessment)
  - 2) Progress monitor PLC to ensure staff works collaboratively to improve teaching skills and the academic performance of students
  - 3) Continue with PLC process to monitor instructional strategies to address gap discovered through Formative Assessment data (Monthly)
  - 4) Opportunities that will be provided for teachers to receive feedback during: PLC (Content, 1st and 3rd Late Starts)
- B) Strategy 2 - Increase Graduation Rate
  - 1) Staff will make connection to content area/career readiness to promote graduating on time.
  - 2) Staff will work with partners to promote strong mental health
  - 3) Operate as “small learning communities” (SLCs) to create a more supportive, personalized learning environment
  - 4) Establish partnerships with local employers to provide career awareness and work-based learning opportunities for students
- C) Strategy 3 - All Students will exhibit positive behaviors in and outside of the classroom.
  - 1) Monitor Student Attendance (Bimonthly) to ensure student performance toward Academic goals
  - 2) Visit 2-3 similar alternative settings to gather models of successful.
  - 3) A variety of instructional strategies are employed to accommodate for students with different backgrounds, individual learning styles (e.g. visual, auditory, and kinesthetic learners), and multiple intelligences.
  - 4) Instruction integrates life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) into the curricula and affords the student with opportunities to put the acquired skills into action.

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

- A) Progress monitoring testing (3x per year)



## **Partnership District Agreement Muskegon Public Schools**

- B) The development of Performance management system is needed to use all benchmarks are monitor and met (9, 18,27 and 36 months) and monitoring student progress.
- C) Instructional Coaching Cycle - coaching increases staff capacity through training, modeling and ensuring the use of research-based strategies that align with the needs of the program population.
- D) District/School - Administrators walkthroughs, (Weekly)
- E) Instructional coaching session using data to adjust instruction to address achievement gaps
- F) Combine academic and career/technical curricula around a career theme to enrich teaching and learning (Externship for staff)

### **10) MUSKEGON PUBLIC SCHOOLS BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

- A) Adopt MCEC Curriculum Requirement
- B) Quarterly Benchmark Reviews

### **11) MUSKEGON PUBLIC SCHOOLS SUPERINTENDENT ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

- A) Provide monthly updates to the Board of Education regarding the status of the district as relates to the implementation of this Partnership Agreement and the achievement of the goals defined herein.
- B) At least bi-annually, the Superintendent shall convene a community meeting and shall provide attendees with an update regarding the status of the district as relates to the implementation of this Partnership Agreement and the achievement of the goals defined herein.

### **12) UNION OR EMPLOYEE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

Collaborate to fine tune our processes for implementing a streamlined approach to developing a scope and sequence with benchmarks assessments for calibration and united learning.

- B) Union shall meet with the district to provide input on the development of districtwide systems and processes to streamline district functioning and operations.
- C) The union and district will partner in emphasizing that all professional learning and growth is the responsibility of all district education professionals.
- D) The union and the district will partner to ensure that all employees have the skills and resources to meet the needs of their current students.

# **Partnership District Agreement Muskegon Public Schools**

## **13) MUSKEGON AREA INTERMEDIATE SCHOOL DISTRICT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

A) Full support and implementation of climate and culture work at MCEC through trainings, professional learning opportunities, creation and implementation of school wide MTSS processes and protocols for social emotional, behavior and academics districtwide.

B) Provide support with the full implementation of the Partnership Agreement through the RAG funds to provide professional learning, compensation for after hours or Saturday trainings and technical support for climate, culture, social emotional, curriculum and special services work.

C) Assist in providing curriculum needs assessment, assessment creation and implementation support, and instructional coaching.

D) Provide technical support and professional development to create a Multi-Tiered System of Supports (MTSS) processes and procedures manual that includes an identified system of supports and partnerships for every building. Continuous training and coaching for staff at all levels of the organization and coaching for administrators and teachers on implementation and time management.

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

A) An MDE Assigned Partnership Agreement Liaison will serve as primary point-of-contact for MDE to assist District/Schools in coordination of MDE and ISD/Authorizer supports.

B) Work with local Superintendent and staff to ensure the successful implementation of the Partnership Agreement.

C) Assist with the identification of barriers to successful implementation of the Partnership Agreement and eliminate or minimize these barriers.

D) Facilitate discussion and meetings related to the Partnership Agreement when necessary.

E) Participate in regular check-ins with partners to discuss progress towards Partnership Agreement goals.

F) Provide technical assistance to support the successful implementation of Partnership Agreement goals.

G) Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.

# Partnership District Agreement

## Muskegon Public Schools

- 15) SUPERINTENDENT STUDENT ADVISORY COUNCIL ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**
- A) Monthly Meetings with Superintendent
  - B) Issues and Crisis Sub-Committee
  - C) Quarterly Student MPS School Board Meeting
- 16) BUDGET:** The final budget for Muskegon Public Schools for the 2018-2019 school year has not been approved by the School Board, but every effort will be made to use existing and anticipated local, state, and federal funds for staffing, programs, initiatives, and activities to meet the 18-month benchmarks and 36-month goals.
- 17) ADDITIONAL PARTNERS:** Muskegon Public Schools, its local board, MAISD, 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 achieving the benchmarks and goals defined in this Agreement:
- A) MAISD
  - B) Mercy Health Partners
  - C) Muskegon Rotary
  - D) 21<sup>st</sup> Century Learning
  - E) Michigan College Access Network
  - F) International Institute of Restorative Practices
  - G) Muskegon Chamber of Commerce
  - H) Muskegon Community Foundation
- 18) ADDITIONAL SCHOOLS:** The parties agree that other Muskegon Public 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.
- 19) PERIOD OF AGREEMENT:** The Agreement shall commence with the beginning of the next school year that begins after all parties have signed the Agreement and will expire three years later. This round of Agreements will begin at the start of the 2018/2019 school year, continue through the 2019/2020 school year, and will expire at the end of the 2020/2021 school year. <district name> or the Michigan Department of Education may terminate this Agreement early

# **Partnership District Agreement Muskegon Public Schools**

upon delivery of written notice at least 30 days in advance of the prospective termination date. Termination of this Agreement by either Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability measures defined elsewhere in the Agreement. If either Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. If the Michigan Department of Education terminates this Agreement, it shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party; and furthermore, the Michigan Department of Education shall be held harmless by any other Party from legal actions brought by third parties, including participating schools or their students occasioned by such termination.

**20) NEXT LEVEL ACCOUNTABILITY MEASURES:**

- A) If the district fails to sign this agreement within 90 days, the District shall implement one of the following Next Level of Accountability Measures:
  - 1) Close and Reconstitute
  - 2) Engage an ISD to assume control of the school(s)
  - 3) Closure
- B) If the district fails to sign this agreement within 90 days, and fails to implement one of the Next Level of Accountability Measures defined in subsection A, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection A.
- C) If the district fails to meet the 18-month benchmark(s), the district will impose the following mutually agreed upon measures:
  - 1) Close and Reconstitute
  - 2) Engage an ISD to assume control of the school(s)
  - 3) Closure
- D) If the district fails to meet the 18-month benchmark(s), and fails to implement one of the Next Level of Accountability Measures defined in subsection C, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection C.
- E) If the district fails to meet the 36-month goal(s), the district will impose the following mutually agreed upon measures:
  - 1) Close and Reconstitute
  - 2) Engage an ISD to assume control of the school(s)

# Partnership District Agreement Muskegon Public Schools

## 3) Closure

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

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

- 21) COMMUNITY ENGAGEMENT:** The following actions will be completed by Muskegon Public Schools, the Superintendent, the Board of Education, and Partners to ensure that the school/district community is meaningfully engaged in the implementation of this Partnership Agreement:
- 22) CHECKLIST OF ACTIONS:** The following actions will be completed by Muskegon Public Schools, the Superintendent, the Board of Education, and Partners as specified below:
- A) Align Partnership Agreement with MCEC School Improvement Plan by September 1, 2018.
  - B) Share Partnership Agreement with Superintendent's Executive Cabinet and the District Acceleration Network to discuss implementation strategies by August 31, 2018.
  - C) Convene partners to discuss next steps for a successful 2018-2019 academic year.
- 23) FUTURE MEETING DATES:**
- A) Muskegon Public Schools and the Michigan Department of Education will establish future meeting dates to engage in collaborative discussion, gauge implementation progress, identify barriers, and discuss relevant issues regarding this Agreement prior to the 2018-2019 school year.
  - B) Muskegon Public Schools, the Muskegon Area 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.

## Partnership District Agreement Muskegon Public Schools

- 24) **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.
- 25) **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.
- 26) **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.
- 27) **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.
- 28) **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.
- 29) **GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.
- 30) **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.

## **Partnership District Agreement Muskegon Public Schools**

- 31) NO IDEMNIFICATION:** There shall be no indemnification of any party by any other as regards to liabilities arising out of the functions covered by this Agreement. All parties shall be responsible for their own liabilities and defense as determined by law.
- 32) 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:  
Muskegon Public Schools  
349 W. Webster Avenue  
Muskegon, MI 49440  
Attn: Justin M. Jennings, Superintendent  
Cindy Larson, Board President
  
- ii) If to ISD/Authorizer:  
Muskegon Area Intermediate School District  
630 Harvey Street  
Muskegon, MI 49442-4278  
Attn: Dr. John Severson, Superintendent
  
- iii) If to Michigan Department of Education:  
608 W. Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
Attn: Dr. Dedrick Martin, State School Reform/Redesign Officer

# Partnership District Agreement Muskegon Public Schools

- iv) If to Michigan Department of Education:  
608 W. Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
Attn: Sheila Alles, Interim State Superintendent

**33) 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.

**34) 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.

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



# Partnership District Agreement Muskegon Public Schools

## Partnership Agreement Signatures

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

Michigan Department of Education, Supt Muskegon Public Schools, Superintendent

Name: Sheik A. Alla Name: [Signature]

Title: Interim State Superintendent Title: Superintendent

Date: 7-2-18 Date: 6-26-18

Muskegon Public Schools,  
Board of Education President <Office of Partnership Districts, Director, SRO Officer>

Name: [Signature] Name: [Signature]

Title: Board President Title: Dir. of Partnership Districts SRO

Date: 6-26-18 Date: 6-26-18

MAISD Superintendent

Student Advisory Council

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

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

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

<Partner Organization or Entity name> <Partner Organization or Entity name>

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

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

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

# Partnership District Agreement Muskegon Public Schools

## **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.**

# Partnership District Agreement Muskegon Public Schools

## Thirty-Six Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1							
2							
3							
<b>GRAND TOTAL</b>							



**<1st > AMENDMENT  
to the  
Muskegon Public Schools Partnership Agreement**

In accordance with section 24 of the Muskegon Public Schools 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 < **Section 4** > by striking through the language to be changed and adding new language in **bold** . The statement(s) should read as follows:

4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY Muskegon Public Schools:

~~A) Goal 1: Academic Proficiency(M-Step) & Growth (NWEA) in Mathematics and Reading~~

~~1)33% of MCEC students demonstrate proficiency in Mathematics on the NWEA.~~

~~2)33% of MCEC students demonstrate proficiency in Critical Reading skills on a district approved local assessment.~~

~~3)33% of MCEC students demonstrate proficiency in English/Language Arts on the NWEA.~~

**B) Goal 1: Academic Proficiency & Growth in Reading**

**1) MCEC students will increase proficiency by 5 percentage points on Content Area Reading Indicators (CARI) as measured by benchmark scores on the Acadience Reading MAZE assessment measure. Baseline CARI for Spring 19:**

- 33% at benchmark**
- 27% below benchmark**
- 40% well below benchmark**

**2) MCEC students will demonstrate growth on Content Area Reading Indicators by decreasing the percent of students scoring well below benchmark on the Acadience Reading MAZE assessment measure by 5 percentage points. Baseline CARI for Spring 19:**

- 33% at benchmark**
- 27% below benchmark**
- 40% well below benchmark**

**3) In Fall 2019 MCEC will hire Critical Success Reading Teacher to work directly with identified**

5) Goal 2: Increase Graduation Rate

1) 50% of MCEC students will recover at least three core credits by the end of the 2018-2019 academic year.

- 2) MCEC counselors and administrative team will create a process and conduct quarterly credit reviews.
- 3) Identified students will be recommended to 21st Century Grant for tutoring. 21st Century staff will track number of MCEC students served.

C) Goal 3: Increase Positive Behaviors

- ~~1) MCEC staff will have created a student support system to ensure that all MCEC students have a mentor to address non-academic issues.~~
- ~~2) Significant increase in the number of students participating in programs to increase career readiness skills.~~
- 1) MCEC will decrease the percentage of students at high risk from a baseline of 42% in the fall of 2018 to less than 20% as measured by Early Warning Indicators
- 2) Youth Safety Advocates will track and report attendance weekly to administrative team and staff.
- 3) Youth Safety Advocates will conduct home visits for identified students.
- 4) MCEC will decrease the number of student average daily referrals from a baseline of 1.52 in October of 2018 to at or below 1.00.
- 5) True Success Social Emotional Learning program will be implemented. A Schedule of assigned lessons will be created for staff to teach to students twice a week.
- 6) Guidelines for Restorative Practices will be created and used by MCEC counselor and dean to support students in repairing student to student and student to adult relationships.
- 7) MCEC teachers will attempt to contact parents when any office discipline referral is written to build positive relationships.
- 8) MCEC staff will have created a student support system to ensure that all MCEC students have a mentor to address non-academic issues.
- 9) Student goal setting guidelines will be created and supported by the Student Success Coordinator.
- 10) Mentor program to be developed and assigned from the community partnership.
- 11) Based on academic and non-academic indicators, students will be identified for the mentoring program.
- 12) Significant increase in the number of students participating in programs to increase career readiness skills.
- 13) All identified MCEC students will have an opportunity for work-place visits, or college visits, or internship placement or employment opportunities.

D.) Goal 4: Increase of SAT Scores

- 1) By the end of the 2018-2019 school year the average increase of MME/SAT (Composite for ELA and Math) scores by at least 2%.
- 2) **Identify an assessment to identify critical skill deficiencies in Mathematics.**
- 3) **Identify an intervention or program to support students mathematics skills.**

Amend section < **Section 5** > by striking through the language to be changed and adding new language in **bold** . The statement(s) should read as follows:

**Goal 1: Academic Proficiency(M-Step) & Growth (NWEA) in Mathematics and Reading**

**A) Academic Proficiency & Growth in Mathematics and Reading**

- ~~• All MCEC students will be proficient in Mathematics. The strategies we are using to accomplish this goal revolve around Math Intervention within the classroom through differentiated instruction. Intervention courses such as Pre-Algebra, Common Core Math and Algebra II over a two year cycle.~~
- ~~• All MCEC students will make measurable progress in reading. A Critical Reading course for struggling readers has also shown to be very successful. We will continue this work through the 36 month Goals~~
- ~~• All MCEC students at will become proficient in English Language Arts. Each student will improve by one performance level on NWEA Reading which measures Word Recognition, Structure and Vocabulary, and Reading Informational Text. Furthermore, 80% of the students will score at proficient or better overall.~~

**B) MCEC students will increase proficiency by 7 percentage points on Content Area Reading Indicators (CARI) as measured by benchmark scores on the Acadience Reading MAZE assessment measure. Baseline CARI for Spring 19:**

- 33% at benchmark
- 27% below benchmark
- 40% well below benchmark

**C) MCEC students will demonstrate growth on Content Area Reading Indicators by decreasing the percent of students scoring well below benchmark on the Acadience Reading MAZE assessment measure by 7 percentage points.**

**Baseline CARI for Spring 19:**

- 33% at benchmark
- 27% below benchmark
- 40% well below benchmark

**D) In Fall 2019 MCEC will hire Critical Success Reading Teacher to work directly with identified below benchmark students.**

B) Increase Graduation Rate

- 1) MCEC graduation cohort will meet the 80% or above State graduation rate  
~~Students will recover credit towards graduation cohort at an accelerated pace.  
Credit will be granted per 9-week quarters to meet the graduation core content.~~
- 2) 60% of MCEC students will recover at least three core credits by the end of the 2018-2019 academic year.
- 3) MCEC counselors and administrative team will create a process and conduct quarterly credit reviews.
- 4) Identified students will be recommended to 21st Century Grant for tutoring. 21st Century staff will track number of MCEC students served

C) All Students will exhibit positive behaviors

- 1) ~~100% MCEC students will have be proficient as measured WorkKeys assessment or district identified assessment~~
  - 2) ~~50% Reduction of out-of-school suspensions~~
  - 3) ~~50% of classroom discipline referrals~~
- ~~Students who were identified as At Risk learners are provided with a mentor for Check In/Check Out with a counselor, teacher, Dean or other support staff.~~
  - ~~Student Support – Identified At Risk students will be mentored and monitored by counselors, social worker, dropout prevention specialist, deans, and the Teen Health Center. Team will meet to discuss the status of these students every during out late start PLC time. Category: School Culture Research Cited: PBIS Research: [www.pbis.org/research/secondary](http://www.pbis.org/research/secondary)~~
    - ~~Mentor/ Counselor – Team of At Risk staff will meet every Tuesday during our Late Start time to coordinate efforts to assist At-Risk students. Team will discuss caseloads and what work they have done with those students from week to week; and what changes need to be made to support students.~~
    - ~~Jobs for America's Graduates (JAG) – Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at risk. In more than three decades of operation, JAG has delivered consistent.~~
- 1) **MCEC will decrease the percentage of students at high risk from a baseline of 42% in the fall of 2018 to less than 15% as measured by Early Warning Indicators**
  - 2) **Youth Safety Advocates will track and report attendance weekly to administrative team and staff.**
  - 3) **Youth Safety Advocates will conduct home visits for identified students.**



- 4) MCEC will decrease the number of student average daily referrals from a baseline of 1.52 in October of 2018 to at or below the national 75% percentile.
- 5) True Success Social Emotional Learning program will be implemented. A Schedule of assigned lessons will be created for staff to teach to students twice a week.
- 6) Guidelines for Restorative Practices will be created and used by MCEC counselor and dean to support students in repairing student to student and student to adult relationships.
- 7) MCEC teachers will attempt to contact parents when any office discipline referral is written to build positive relationships.
- 8) MCEC staff will have created a student support system to ensure that all MCEC students have a mentor to address non-academic issues.
- 9) Student goal setting guidelines will be created and supported by the Student Success Coordinator.
- 10) Mentor program to be developed and assigned from the community partnership.
- 11) Based on academic and non-academic indicators, students will be identified for the mentoring program.
- 12) Significant increase in the number of students participating in programs to increase career readiness skills.
- 13) All identified MCEC students will have an opportunity for work-place visits, or college visits, or internship placement or employment opportunities.

D) All student will increase performance on MME/SAT

- 1) By the end of the 2020-2021 school year the average increase of MME/SAT (Composite for ELA and Math) scores by at least ~~6%~~ **4%**.
- 2) **Identify an assessment to identify critical skill deficiencies in Mathematics.**
- 3) **Identify an intervention or program to support students mathematics skills**

Amend section < **Section 10** > by striking through the language to be changed and adding new language in **bold** . The statement(s) should read as follows:

MUSKEGON PUBLIC SCHOOLS BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

~~A) Adopt MCEC Curriculum Requirement~~

Amend section < **Section 13** > by striking through the language to be changed and adding new language in **bold** . The statement(s) should read as follows:

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

~~A) Full support and implementation of climate and culture work at MCEC through trainings, professional learning opportunities, creation and implementation of school wide MTSS processes and protocols for social emotional, behavior and academics districtwide.~~

- A) Provide support with the full implementation of the Partnership Agreement through the RAG funds to provide professional learning, compensation for after hours or Saturday trainings and technical support for climate, culture, social emotional, curriculum and special services work.

~~B) Provide support with the full implementation of the Partnership Agreement through the RAG funds to provide professional learning, compensation for after hours or Saturday trainings and technical support for climate, culture, social emotional, curriculum and special services work.~~

Amend section < **Section 17** > by striking through the language to be changed and adding new language in **bold** . The statement(s) should read as follows:

ADDITIONAL PARTNERS: Muskegon Public Schools, its local board, MAISD, 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 achieving the benchmarks and goals defined in this Agreement:

- A) MAISD
- B) **Good will of Greater Muskegon**
- C) Mercy Health Partners
- D) Muskegon Rotary
- E) 21<sup>st</sup> Century Learning
- F) Michigan College Access Network  
~~International Institute of Restorative Practices~~
- G) Muskegon Chamber of Commerce
- H) Muskegon Community Foundation

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.

## Partnership District Agreement Muskegon Public Schools

### Partnership Agreement Signatures

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

Michigan Department of Education, Supt Muskegon Public Schools, Superintendent

Name: Matthew T. [Signature] Name: \_\_\_\_\_

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

Date: 8/13/19 Date: \_\_\_\_\_

Muskegon Public Schools,  
Board of Education President <Office of Partnership Districts, Director,

Name: [Signature] Name: William Pearson

Title: President, Board of Education Title: Director of Partnership Districts

Date: 8/13/19 Date: 8.26.19

MAISD Superintendent

Student Advisory Council

Name: [Signature] Name: \_\_\_\_\_

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

Date: 08/12/19 Date: \_\_\_\_\_

<Partner Organization or Entity name> <Partner Organization or Entity name>

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

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

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