

District Partnership Agreement

THIS PARTNERSHIP AGREEMENT is entered on April 30, 2017, and amended April 23, 2018, September 28, 2018, and August 5, 2019 between the Michigan Department of Education (MDE), the Muskegon Area Intermediate School District (MAISD) and:

Muskegon Heights Public School Academy System
2441 Sanford
Muskegon Heights, Michigan 49444
Rané Garcia, Superintendent
Garland Kilgore, Board President

It is noted that the Muskegon Heights Public School district board are authorizers of the Muskegon Heights Public School Academy System and share in the interest of the successful implementation of the Partnership Agreement. Quarterly reporting is done as a part of the charter school contract and will continue through the duration of this agreement.

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 for this purpose. Muskegon Heights Academy is a Priority School and the SRO, MDE, and Muskegon Heights Public School Academy System agree that the implementation of this partnership agreement is in the best interest of the students at Muskegon Heights Academy for their academic improvement.

2) TERMS AND CONDITIONS: Muskegon Heights Public School Academy System 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:

- 1) Muskegon Heights Academy, April 2017-June 2020
- 2) Dr. Martin Luther King, Jr. Academy, August 2018-June 2021

4) THIRTY SIX MONTH GOALS TO BE MET BY MUSKEGON HEIGHTS ACADEMY:

1) Goal 1: Rigorous Learning (see appendix for detailed goal and timeline) as demonstrated by:

- a) (P) Documentation of research-based, scope and sequenced, written and viable curriculum in ELA K-12, Math K-12 and Science K-12.
- b) (O/L) Given the 17-18, winter to spring baseline NWEA Data, the percentage of students meeting their projected growth goal will increase by at least 3 percentage points annually in mathematics as measured by NWEA for the 18-19 and 19-20 school years. (see Appendix B for table A)



- c) (O/L) Given the Fall 17-Winter 18 DIBELS Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 7 on the composite score will increase by 2 percentage points for spring of 18, and at least 3 percentage points annually for the 18-19 and 19-20 school years, as measured by the DIBELS Assessment. (see Appendix B for Table E)
- d) (O/L) Given the Fall 17-Winter 18 DIBELS Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 8 on the composite score will increase by 2 percentage points for spring of 18, and at least 3 percentage points annually for the 18-19 and 19-20 school years, as measured by the DIBELS Assessment. (see Appendix B for Table E)
- e) (O/S) Improve the number of 7th grade students who score proficient on Spring 2020 State ELA Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table B)
- f) (O/S) Improve the number of class of 2022 students who score proficient on Spring 2020 State Assessment. Average proficiencies will increase by 9 percentage points from 7th grade to 10th grade. (see Appendix B for Table C)
- g) (O/S) Improve the number of class of 2023 students who score proficient on Spring 2020 State Assessment. Average proficiencies will increase by 9 percentage points from 6th grade to 9th grade. (see Appendix B for Table D)
- h) (P) Utilization of Early Warning Indicators to increase graduation rate by identifying students with higher risk factors (class failure, low attendance, and behavior referrals) and providing interventions.

2) Goal 2: Tiger Pride (see appendix for detailed goal and timeline) will grow as demonstrated by:

- a) (P)*¹Tiered Fidelity Inventory implemented at 70% at each tier to demonstrate fidelity for Universal PBIS,

¹ The SWPBIS TFI was developed and released publically in 2014. Many schools and districts used the 80% fidelity standard with this original version that was somewhat arbitrarily set. Research has been conducted around the TFI and has found through numerous studies that there is a threshold of fidelity that is reached at 70%. Once a school or district reaches a 70% fidelity score on the TFI, dramatic results have been realized in student behavior outcomes. Version 2.1 of the SWPBIS Tiered Fidelity Inventory lists 70% as a fidelity goal.



Targeted PBIS, and Intensive PBIS.

b) (P) Epicenter report on successful implementation of media stories per communication plan.

3) Goal 3: Leadership (see appendix for detailed goal and timeline) will grow as demonstrated by:

a) (O/L) Increase in students reporting they have a voice in school by 50%.

b) (O/L) Minimum percent of students participating in leadership activities will be 20%.

c) (P) 100% of administrators and leadership team will score Effective on evaluations.

d) (P) Participation in leadership opportunities for teacher leaders such as Strategic Planning Committees, DAN, BAN and Teacher Mentoring will increase to a 40% participation rate.

4) Goal 4: Community Partnerships (see appendix for detailed goal and timeline) will strengthen as evidenced by:

a) (P) 100% of partners will be aligned to the Strategic Plan of MHPSAS.

b) (O/L) 100% of students will have the opportunity to be involved in external exposure activities.

c) (P) *Review of Integration Mapping within past 12 months to verify accuracy.

5) Goal 5: Systems installation (see appendix for detailed goal and timeline) as measured by:

a) (P) A score of Strong Fidelity on the *Blueprint* Fidelity Appraisal Tool.

b) (P) Achieve 70% on the District Capacity Assessment Total Score.

5) EIGHTEEN MONTH BENCHMARKS TO BE MET BY MUSKEGON HEIGHTS ACADEMY:

1) Goal 1: Rigorous Learning as demonstrated by:

a) Documentation of research-based, scope and sequenced, written and viable curriculum in Math K-12, ELA K-12, and Literacy in the core content 7-12



- b) Given the Fall 17-Winter 18 CARI Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grades 7-8 on the MAZE Total Adjusted score will increase by 2 percentage points for spring of 18 as measured by the DIBELS CARI Assessment. (see Appendix for table)
- 2) Goal 2: Tiger Pride will grow as demonstrated by:
 - a) *²Tiered Fidelity Inventory implemented at 70% to demonstrate fidelity for Universal PBIS.
 - b) Epicenter report on successful implementation of media stories per communication plan.
- 3) Goal 3: Leadership will grow as demonstrated by:
 - a) Increase in students reporting they have a voice in school by 25%.
 - b) Minimum percent of students participating in leadership activities will be 10%.
 - c) 100% of administrators and leadership team will score Effective on evaluations.
 - d) Participation in leadership opportunities for teacher leaders such as Strategic Planning Committees, DAN, BAN and Mentoring will increase to a 20% participation rate.
- 4) Goal 4: Community Partnerships will strengthen as evidenced by:
 - a) 100% of partners will be aligned to the Strategic Plan of MHPASAS.
 - b) 70% of students will have the opportunity to be involved in external exposure activities.
 - c) Completion of Integration Mapping.
- 5) Goal 5: Systems installation as measured by:
 - a) A score of Developing Fidelity on the Blueprint Fidelity Tool.
 - b) *Installation of the Mechanical Level of the Talent Management Infrastructure to recruit & retain instructional staff.

² The SWPBIS TFI was developed and released publically in 2014. Many schools and districts used the 80% fidelity standard with this original version that was somewhat arbitrarily set. Research has been conducted around the TFI and has found through numerous studies that there is a threshold of fidelity that is reached at 70%. Once a school or district reaches a 70% fidelity score on the TFI, dramatic results have been realized in student behavior outcomes. Version 2.1 of the SWPBIS Tiered Fidelity Inventory lists 70% as a fidelity goal.



c) Achieve 70% on the District Capacity Assessment Total Score.

6) THIRTY SIX MONTH GOALS TO BE MET BY DR. MARTIN LUTHER KING, JR. ACADEMY:

- 1) Goal 1: Rigorous Learning (see appendix for detailed goal and timeline) as demonstrated by:
 - a) (P)Documentation of research-based, scope and sequenced, written and viable curriculum in ELA K-12, Math K-12 and Science K-12.
 - b) (O/L)Given the Fall 17-Winter 18 Acadience Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 2 on the composite score will increase by at least 3 percentage points annually for the 18-19, 19-20, and 20-21 school years, as measured by the Acadience Assessment. (see Appendix B for Table E)
 - c) (O/S)Improve the number of third grade students who score proficient on Spring 2021 State ELA Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table F)
 - d) (O/S)Improve the number of third grade students who score proficient on Spring 2021 State Mathematics Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table F)
 - e) (O/S)Improve the number of fourth grade students who score proficient on Spring 2021 State ELA Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table F)
 - f) (O/S)Improve the number of fourth grade students who score proficient on Spring 2021 State Mathematics Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table F)
 - g) (O/S)Improve the number of fifth grade students who score proficient on Spring 2021 State ELA Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table F)
 - h) (O/S)Improve the number of fifth grade students who score proficient on Spring 2021 State Mathematics Assessment. Average proficiencies will increase by 9 percentage points. (see Appendix B for Table F)
- 2) Goal 2: Tiger Pride (see appendix for detailed goal and timeline) will grow as demonstrated by:
 - a) (P)Tiered Fidelity Inventory implemented at 70% at each tier to demonstrate fidelity for Universal PBIS,



Targeted PBIS, and Intensive PBIS.

- b) (P)Epicenter report on successful implementation of media stories per communication plan.
 - 3) Goal 3: Leadership (see appendix for detailed goal and timeline) will grow as demonstrated by:
 - a) (O/L)Minimum percent of students participating in leadership activities will be 20%.
 - b) (P)100% of administrators and leadership team will score Effective on evaluations.
 - c) (P)Participation in leadership opportunities for teacher leaders such as Strategic Planning Committees, DAN, BAN and Teacher Mentoring will increase to a 40% participation rate.
 - 4) Goal 4: Community Partnerships (see appendix for detailed goal and timeline) will strengthen as evidenced by:
 - a) (P)100% of partners will be aligned to the Strategic Plan of MHPSAS.
 - b) (O/L)100% of students will have the opportunity to be involved in external exposure activities.
 - c) (P)Review of Integration Mapping within past 12 months to verify accuracy.
 - 5) Goal 5: Systems installation (see appendix for detailed goal and timeline) as measured by:
 - a) (P)A score of Strong Fidelity on the *Blueprint* Fidelity Appraisal Tool.
 - b) (P)Achieve 70% on each component of the District Capacity Assessment Total Score.
- 7) EIGHTEEN MONTH BENCHMARKS TO BE MET BY DR. MARTIN LUTHER KING, JR. ACADEMY:**
- 1) Goal 1: Rigorous Learning as demonstrated by:
 - a) (P)Documentation of research-based, scope and sequenced, written and viable curriculum in Math K-12, ELA K-12.
 - b) (O/L)Given the 17-18 Acadience Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 2 on the composite score will increase by at least 3 percentage points annually for the 18-19 school year, as measured by the Acadience Assessment. (see Appendix B for Table E)
 - c) (O/L)Given the 17- 18 Acadience Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 3 on the composite score will increase by at least 3 percentage



points annually for the 18-19 school year, as measured by the Acadience Assessment. (see Appendix B for Table E)

- d) (O/L) Given the 17- 18 Acadience Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 4 on the composite score will increase by at least 3 percentage points annually for the 18-19 school year, as measured by the Acadience Assessment. (see Appendix B for Table E)
- e) (O/L) Given the 17- 18 Acadience Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 5 on the composite score will increase by at least 3 percentage points annually for the 18-19 school year, as measured by the Acadience Assessment. (see Appendix B for Table E)
- f) (O/L) Given the 17- 18 Acadience Summary of Effectiveness of Core Instruction, the percentage of students maintaining benchmark status in grade 6 on the composite score will increase by at least 3 percentage points annually for the 18-19 school year, as measured by the Acadience Assessment. (see Appendix B for Table E)

2) Goal 2: Tiger Pride will grow as demonstrated by:

- a) (P) Tiered Fidelity Inventory implemented at 70% to demonstrate fidelity for Universal PBIS.
- b) (P) Epicenter report on successful implementation of media stories per communication plan.

3) Goal 3: Leadership will grow as demonstrated by:

- a) (O/L) Minimum percent of students participating in leadership activities will be 10%.
- b) (P) 100% of administrators and leadership team will score Effective on evaluations.
- c) (P) Participation in leadership opportunities for teacher leaders such as Strategic Planning Committees, DAN, BAN and Mentoring will increase to a 20% participation rate.

4) Goal 4: Community Partnerships will strengthen as evidenced by:

- a) (P) 100% of partners will be aligned to the Strategic Plan of MHPSAS.



- b) (O/L)70% of students will have the opportunity to be involved in external exposure activities.
 - c) (P)Review of Integration Mapping.
- 5) Goal 5: Systems installation as measured by:
- a) (P)A score of Strong Fidelity on the Blueprint Fidelity Tool.
 - b) (P)Installation of the Mechanical Level of the Talent Management Infrastructure to recruit & retain instructional staff.
 - c) (P)Achieve 70% on the District Capacity Assessment Total Score.

4 and 5. MHPSAS Goal and Benchmark	6. Relevant Data	7. Strength/Weakness	8. Strategy	9. Professional Learning needed
36-month Goals: Rigorous Learning, Tiger Pride, Leadership, Community Partnership and Blueprint 18-month Benchmarks 1-5 Rigorous	Analysis of State and local assessments proficiency rates indicate a need for a viable, written curriculum.	Weakness	Committee work to research and recommend adoption of mandatory scope and sequence of Research-based curriculum. The District's theory of action is to begin with intense focus on English language arts and mathematics; as we deepen the understanding of literacy and numeracy, we expect academic improvement in science and social studies.	Professional development and job-embedded coaching to support implementation of curriculum with fidelity.



<p>Learning, Tiger Pride, Leadership, Community Partnership and Blueprint</p>	<p>K-12 Mathematics curriculum adoption during the 16-17 school year.</p> <p>K-6 Reading Foundation curriculum adoption during the 16-17 school year</p>	<p>Strength</p>	<p>Plan for implementation of programs with fidelity checks, data dialogues and leveled interventions in the 17-18 school year.</p>	<p>Job-embedded coaching, summer training for teacher leaders, coaches and administrators to grow learning in how lesson components build toward a comprehensive and in-depth understanding of mathematics.</p>
<p>36-month Goal Blueprint 18-month Benchmark Blueprint</p>	<p>Analysis of teacher evaluation, student achievement scores, teacher turnover, teacher evaluation at a basic level, low academic progress, and high teacher turnover indicate a need for a system to support rapid acceleration.</p>	<p>Weakness</p>	<p>Superintendent, Assistant Superintendent and Muskegon ISD School Improvement Facilitator (SIF) will be trained as Blueprint for Acceleration Facilitators.</p> <p>Installing the Blueprint-Talent Management-Link Evaluation to Blueprint Efforts, Utilize Retention to Maintain Adult Capacity, Utilize Removal to Increase Adult Capacity (36-month)</p> <p>Installing the Blueprint-Talent Management-Establish Turnaround Competencies, Measure Adult</p>	<p>Blueprint facilitators training and additional training for implementation with board members and staff</p> <p>Crosswalk AdvancEd and 5-D with Blueprint for Acceleration competencies to determine staff Professional Development needs and create a professional development plan on an</p>



			Turnaround Capacity, Internal Assignment, Selection of Turnaround Leaders & Teachers(18-month)	annual basis.
36-month Goals Tiger Pride, Leadership and Community Partnerships 18-month Benchmarks Tiger Pride, Leadership and Community Partnerships	Analysis of MiPhy (Michigan Profile for Healthy Youth) Data and the ACES (Adverse Childhood Experiences Study) high level of risk and trauma indicate a need for a system to provide wrap around services to our students and families. MiPhy data demonstrates high percentages of suicide ideation and feelings of depression among students. ACES data demonstrates high levels of childhood trauma in adults living in our community, this is associated with poor academic, health and social outcomes later in life.	Weakness	Conduct System Integration Mapping with partners and initiatives to identify needs, eliminate duplication and ensure alignment of resources for students and staff to support student wellness through coordination of current efforts and implementation of System of Care.	System of Care trauma informed care, MIBLSI PBIS training, Adaptive Schools Training.



	2017 formation of Rotary Interact 2017 formation of NHS Student Government elected, not active	Strength	Obtain adult sponsors to work with student leadership groups to increase student voice.	Leadership training by Rotary members for sponsor and students involved in interact.
36-month Goals Tiger Pride and Community Partnerships 18-month Goals Tiger Pride and Community Partnerships	Strong evidence of multiple agencies, organizations and partners willing to support MHPSAS and interested in the academic success of the students and continuation of Tiger traditions.	Strength	Conduct System Integration Mapping with partners and initiatives to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening impact of agencies, organizations and partners on student academic progress, student identity and students' ability to exemplify Tiger PRIDE.	Professional development regarding history of 'Tiger Legacy' to be developed and implemented with staff.

8) ANALYSIS OF RELEVANT DATA (see Appendix B)

- a) Analysis of State and local assessments proficiency rates indicate a need for a viable, written curriculum, relevant to Goals 1-5 and Benchmarks 1-5.
- b) K-12 Mathematics curriculum and K-6 Reading Foundation curriculum adoption during the 2016-17 school year of research-based materials and practices provide a strong foundation to continue the work identified in the Strategic Plan.
- c) Analysis of teacher evaluation, student achievement scores, teacher turnover, teacher evaluation at a basic level, low academic progress, and high teacher turnover indicate a need for a system to support rapid acceleration



relevant to Goal 5 and Benchmark 5.

d) Analysis of MiPhy (Michigan Profile for Healthy Youth) Data and the ACES (Adverse Childhood Experiences Study) high-level of risk and trauma indicate a need for a system to provide wraparound services to our students and families. MiPhy data demonstrates high percentages of suicide ideation and feelings of depression among students. ACES data demonstrates high levels of childhood trauma in adults living in our community, this is associated with poor academic, health and social outcomes later in life.

e) Strong evidence of multiple agencies, organizations and partners willing to support MHPAS and interested in the success of the students and continuation of Tiger traditions.

9) STRENGTHS AND WEAKNESSES OF MUSKEGON HEIGHTS PUBLIC SCHOOL ACADEMY SYSTEM

a) See chart above.

10) STRATEGIES TO MEET GOALS AND BENCHMARKS:

a) Committee work to research and recommend adoption of mandatory scope and sequence of Research-based curriculum. The district's theory of action is to begin with intense focus on English language arts and mathematics; as we deepen the understanding of literacy and numeracy, we expect academic improvement in science and social studies.

b) Plan for implementation of K-12 Mathematics and K-6 Reading Foundation implementation in 2017-18 school year with fidelity checks, data dialogues and leveled interventions in the 2017-18 school year.

c) Conduct System Integration Map with partners and initiatives to identify holes, eliminate duplication and ensure alignment of resources for students and staff to support student wellness through coordination of current efforts and implementation of System of Care.

d) Obtain adult sponsors to work with student leadership groups to increase student voice.

e) Conduct System Integration Map with partners and initiatives to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening impact of agencies, organizations and partners on student



academic progress and student identity and ability to exemplify Tiger Pride.

11) PROFESSIONAL LEARNING TO MEET GOALS AND/OR BENCHMARKS:

- a) Professional development and job-embedded coaching to support implementation of curriculum with fidelity.
- b) Job-embedded coaching, summer training for teacher leaders and coaches and administrators to grow learning in how lesson components build toward a comprehensive and in-depth understanding of mathematics.
- c) System of Care trauma informed care, MIBLSI PBIS training.
- d) Leadership training by Rotary members for sponsor and students involved in interact.
- e) Professional development regarding history of 'Tiger Legacy' to be developed and implemented with staff.

12) MUSKEGON HEIGHTS PUBLIC SCHOOL ACADEMY SYSTEM BOARD OF EDUCATION ROLE AND ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- a) Adopt the Partnership Agreement Goals as the School Board goals.
- b) Adopt the school district's Partnership Agreement goals as the Superintendent's annual performance evaluation goals.
- c) Participate in Board professional learning to improve the Board's effectiveness.

13) MUSKEGON HEIGHTS PUBLIC SCHOOL ACADEMY SYSTEM SUPERINTENDENT ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

- a) Work with the MDE Partnership Liaison to ensure the successful implementation of the Partnership Agreement.
- b) Coordinate regular quarterly check-ins with partners to establish progress on Partnership Agreement.
- c) Lead the district leaders and school leaders in the actual implementation of the Partnership Agreement.
- d) Communicate the Partnership Agreement goals and student achievement targets to School Board members, staff, students, parents and community throughout the life of the Partnership Agreement.



- e) Serve as chief overseer of the Partnership Agreement.
- f) Direct, supervise and be accountable for the strategies and interventions included for academic/instructional progress in the Partnership Agreement.
- g) Direct, supervise and be accountable for the strategies and interventions included for the goals in the Partnership Agreement.
- h) Oversee the evaluation system for teachers and administrators to ensure progress toward highly effective ratings for both.
- i) Work with MAISD and district staff to employ qualified and certified staff needed to implement strategies and interventions of the Partnership Agreement and the operation of the Muskegon Heights Academy school and district.
- j) Submit Quarterly Reports utilizing Epicenter to keep MHPSAS board, authorizer (MHPS) and RTAB boards informed of progress towards Partnership Agreement goals.

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

- a) Work with the district to integrate and evaluate multiple initiatives through Integration Map.
- b) Provide support with the implementation of the strategic plan through the use of Regional Assistance Grant funds.
- c) Support the district with professional development needs as identified through Blueprint tools and curriculum adoption.

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

- a) The Partnership Liaison will serve as primary point-of-contact for MDE.
- b) Work with the Superintendent and staff to ensure the successful implementation of the Partnership



Agreement.

- c) Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- d) Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- e) Facilitate discussions and meetings related to the Partnership Agreement.
- f) Participate in regular quarterly check-ins with partners to discuss Partnership Agreement progress.
- g) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- h) Attend District School Board meetings to collaboratively present with the Superintendent updates on the implementation of the Partnership Agreement.
- i) Request funds from the legislature to provide some support to the District with resources to improve academic growth and proficiency rates in school identified in Partnership Agreement.

16) BUDGET: Muskegon Heights Public School Academy System has allocations from state and federal grants that are used for allowable activities, some of which are included in the strategies section under our Partner Agreement for (A) Academy Improvements, (B) Positive Student Behavior and (C) Leadership Capacity. We are unaware of our final allocations for the next three years but using our current amounts, the administration recommends using the following revenue to administer the Partnership Agreement: 80% of Building Allocation of Title I Funds being \$100,156; 80% of Title II allocation being \$91,730 and 80% of 31A being \$370,259. If we are to implement the entire 3 year plan with the detail in which the community envisioned, there is a need of \$196,041, \$186,641 and \$199,641 in Years 1, 2 and 3 respectively to come from general fund and/or other grant opportunities (see Appendix A).

17) ADDITIONAL PARTNERS: Muskegon Heights Public School Academy System, its local board, Muskegon Area Intermediate School District, 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) Boys & Girls Club of the Muskegon Lakeshore (BGCML)
 - i) will provide two services as a vehicle to administer proven youth development programs, at the Muskegon Heights Academy School Building (2441 Sanford Street) for a 12-Month Project Period. These services are the vehicle BGCML uses to implement programs identified below, to 7th-12th grade members.

MHA Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Leadership 36-month Goal Community Partnership 18-month Benchmark Rigorous Learning 18-month Benchmark Leadership 18-month Benchmark Community Partnership	Boys and Girls Club will complete After School enrichment program for youth during the school year from mid-September thru May (9 months per year). This program is offered Monday through Friday, for a minimum of four hours a day, by Fall 2017
36-month Goal Rigorous Learning 36-month Goal Leadership 36-month Goal Community Partnership 18-month Benchmark Rigorous Learning 18-month Benchmark Leadership 18-month Benchmark Community Partnership	Summer Camp enrichment programs for are provided from June- August. This program is offered Monday through Friday for a minimum of six hours per day.

- b) City of Muskegon Heights



MHA Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Community Partnerships 18-month Goal Rigorous Learning 18-month Benchmark Community Partnerships	Provide mentoring, job-shadowing, career fairs, youth advisory and advocacy opportunities.

c) Coalition for Community Development

i) The Coalition for Community Development agrees to support the Muskegon Heights Public School Academy System in the following ways as tied to the goals indicated in the Partnership Agreement:

Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Community Partnerships 18-month Goal Rigorous Learning 18-month Benchmark Community Partnerships	Participate in the curriculum adoption process, aligning the library program and garden program with the core curriculum.
36-month Goal Rigorous Learning 36-month Goal Tiger Pride 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Tiger Pride	Work with the MHPSAS to design, organize and support field trips that align with curriculum experiences at all grade levels. Including supporting curriculum and experiences to allow students to receive the full benefit of the experience.



18-month Benchmark Community Partnerships	
36-month Goal Rigorous Learning 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Community Partnerships	CCD will work with MHPSAS on integration mapping, with other initiatives and partnerships. The goal of this process would be to determine if CCD can support identified needs through future programming.

d) Davenport University

Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Community Partnerships	Davenport University will provide professional development, observation and coaching for Muskegon Heights Public School Academy. Professional development and coaching will be designed with the district to fit needs identified through crosswalk document that includes AdvancEd, 5D and Blueprint for Acceleration competencies. Pre and post assessments will be utilized to measure growth. This work will be dependent on available funding.



36-month Goal Community Partnerships 18-month Benchmark Community Partnerships	Davenport will work with Muskegon Heights Public School Academy to integrate professional development work with other initiatives and partnerships.
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e) MiBLSi

MHA Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Tiger Pride 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Tiger Pride 18-month Benchmark Community Partnerships	MiBLSi will provide professional development and support at the following levels to create an integrated MTSS model of research based, effective behavior and reading systems: District Building level Practitioner level (teacher)
36-month Goal Community Partnerships 18-month Benchmark Community Partnerships	MiBLSi will work with Muskegon Heights Public School Academy to integrate the MTSS project work with other initiatives and partnerships.



f) Muskegon Community College

MHA Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Community Partnerships	Provide Internships and Practicums by fall of 2017.
36-month Goal Rigorous Learning 36-month Goal Tiger Pride 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Tiger Pride 18-month Benchmark Community Partnerships	Visitations to MCC based on Career Cruising and align to curriculum beginning at 8th grade
36-month Goal Rigorous Learning 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Community Partnerships	Specific supports for MHA students for Early College and Dual Enrollment

G) Muskegon Heights Alumni Association



MHA Goal/Benchmark	Action
36-month Goal Rigorous Learning 36-month Goal Tiger Pride 36-month Goal Community Partnerships 18-month Benchmark Rigorous Learning 18-month Benchmark Tiger Pride 18-month Benchmark Community Partnerships	The Muskegon Heights Alumni Association will collaborate with Muskegon Heights Public School Academy System to promote and encourage local and alumni involvement in school initiatives.

g) Systems of Care

MHA Goal/Benchmark	Action
36-month Goal Community Partnership 18-month Benchmark Community Partnership	Systems of Care staff will participate in the Integration Map process with the MHPAS and MAISD to ensure alignment and integration of services.
36-month Goal Tiger Pride 36-month Goal Leadership 36-month Goal Community Partnerships 18-month Benchmark Tiger Pride 18-month Benchmark Leadership	Provide staffing, professional development, and a system to support students, families and staff, with coordinated community based services, up to and including mental health services, wrap around, peer support and linkages with other community based organizations.



18-month Benchmark Community Partnerships	
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h) WZZM

MHA Goal/Benchmark	Action
36-month Goal Tiger Pride 36-month Goal Community Partnership 18-month Benchmark Tiger Pride 18-month Benchmark Community Partnership	WZZM will commit to telling the story of Muskegon Heights Public School Academy through multi-media, thereby supporting academic initiatives, staff retention and recruitment efforts.
36-month Rigorous Learning 36-month Goal Community Partnership 18-month Benchmark Rigorous Learning 18-month Benchmark Community Partnership	WZZM will support the 'Count Down to Marching Band' by working with the school district and community to promote the effort, recruit volunteers and donors, and collaborate in K-12 music education.
36-month Goal Community Partnership 18-month Benchmark Community Partnership	WZZM will provide technical and educational support in the MHA Broadcast Lab.

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

18) PERIOD OF AGREEMENT: The Agreement shall commence on the date of the last signature affixed below,



and expire at the end of the 2019-2020 school year from Muskegon Heights Academy and the end of the 2020-2021 school year for Dr. Martin Luther King, Jr. Academy. Muskegon Heights Public School Academy System or the Michigan Department of Education may terminate this Agreement earlier 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. Modifications shall not be effective until duly authorized by representatives of both Parties. If the Michigan Department of Education terminates this Agreement, it shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party; and furthermore, the Michigan Department of Education shall be held harmless by any other Party from legal actions brought by third parties, including participating schools or their students occasioned by such termination.

19) NEXT LEVEL ACCOUNTABILITY MEASURES:

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

i) The State School Reform Office will improve the original next level accountability plan on Muskegon Heights Academy.

ii) Assign Muskegon Area Intermediate School District (ISD) a greater role in the development of an intensive intervention plan

b) If the district fails to meet the 36-month goal(s), the Michigan Department of Education will consider the



following mutually agreed upon measures:

- i) 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.
- ii) If the district is not making reasonable progress conduct a root cause analysis to determine obstacles/personnel, actions for next steps, such as removing obstacles, removing personnel, and/or providing additional support staff, potentially including assigning a CEO to work in conjunction with the superintendent to support the progress of the students in the system.
- iii) ISD/MDE to consider placement of personnel in the district to provide job embedded coaching to leadership and/or instructional team.
- iv) Secure site visits to successful schools with similar demographics for leadership team.
- v) 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.

20) CHECKLIST OF ACTIONS: The following actions will be completed by Muskegon Heights Public School Academy System, Alena Zachery-Ross, the Board of Education, the Michigan Department of Education, and Partners as specified below:

- a) By June 2, 2017, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document that delineates the tasks that will be done by year, who is responsible for overseeing each task, and the deadline for completion.
- b) By May 5, 2017, create a transition plan from the date of this Partnership Agreement to August 1, 2017 to ensure that all current accountability measures and protocols are properly aligned to the Partnership Agreement.
- c) By May 5, 2017, determine the 2017-2018 meeting dates and locations for the KEY Partnership Agreement partners (MHPSAS, MDE, SRO, MAISD) to monitor progress on the Partnership Agreement.
- d) By May 5, 2017 determine the quarterly 2017-2018 meeting dates and locations for ALL Partnership Agreement partners.



e) By May 5, 2017 create a communication plan, to share the signed Partnership Agreement with partners, MHPSAS staff, parents, students and community members.

f) By June 2, 2017 re-assemble the Partnership Agreement Partners to discuss next steps.

21) FUTURE MEETING DATES: Muskegon Heights Public School Academy System and the Michigan Department of Education establish mutually agreed-upon quarterly meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Partnership Agreement.

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

Michigan Department of Education

Muskegon Heights Public School Academy System

Name: _____

Name: Rané Garcia

Title: _____

Title: Superintendent of Schools

Date: _____

Date: _____

State Reform Office

Muskegon Heights Public School Academy System Board

Name: _____

Name: Garland Kilgore



Title: _____ Title: ___ Board President _____

Date: _____ Date: _____

Muskegon Area Intermediate School District Systems of Care

Name: _____ Name: ___ Lauren Meldrum _____

Title: _____ Title: _____

Date: _____ Date: _____

Boys and Girls Club

Davenport University

Name: ___ Dakota Crow _____ Name: ___ Dr. Susan Gunn _____

Title: ___ CPO _____ Title: ___ Dean _____

Date: _____ Date: _____

Muskegon Heights Alumni Association

Coalition for Community Development



Name: _____ Joseph Warren _____ Name: _____

Title: _____ Alumni President _____ Title: _____

Date: _____ Date: _____

City of Muskegon Heights

MIBLSI

Name: _____ Mayor Kimberly Sims _____ Name: _____ Steve Goodman _____

Title: _____ Mayor _____ Title: _____ Director _____

Date: _____ Date: _____

Muskegon Community College

WZZM

Name: _____ Dale Nesberry _____ Name: _____

Title: _____ President _____ Title: _____

Date: _____ Date: _____

Appendix 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+.**



Appendix A: Thirty Six Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1			403,086	169,100	108,000	78,000	758,186
2			431,686	169,100	108,000	38,000	746,786
3			431,686	169,100	123,000	38,000	761,786
GRAND TOTAL			1,266,458	507,300	339,000	154,000	2,266,758



Appendix B

State Assessment yearly growth targets:

The district's theory of action is to begin with intense focus on English language arts and mathematics; as we deepen the understanding of literacy and numeracy, we expect academic improvement in science and social studies. The District's Strategic Plan includes the implementation of K-12 research based mathematics curriculum in the 17-18 school year. In addition, in the 17-18 school year, there will be research and adoption of K-12 research based English Language Arts curriculum with implementation in the 18-19 school year.



Table A

Percentage of Students Meeting Mathematics Growth Goal as measured by NWEA						
Year	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Spring 2018-baseline	61	88	59	79	**	**
Spring 2019	64	85*	62	82	**	**
Spring 2020	67	85*	65	85	**	**
Spring 2021	n/a	n/a	n/a	n/a		

*In an MTSS system, 85% of students reaching goals without intervention demonstrates a solid core program.

** Grade 11 and 12 show no data because NWEA does not have established growth projections for these grade levels



Table B - 7th Grade M-STEP Proficiencies

	ELA	
	Goal	Actual
2017		2% (baseline)
2018	5%	6%
2019	8%	2%
2020	11%	TBD

Table C - Class of 2022 English Language Arts Proficiency

Grade	Test	Percent Proficient Goal	Percent Proficient Actual
7th Grade	2017 M-STEP		4% (baseline)
8th Grade	2018 M-STEP	7%	4%
9th Grade	2019 PSAT 8/9	10%*	6%*
10th Grade	2020 PSAT 10	13%*	TBD*

*Percentage pertains to meeting the Evidence Based Reading and Writing (ERW) benchmark on the PSAT 8/9 and PSAT 10.



Table D - Class of 2023 English Language Arts Proficiency

Grade	Test	Percent Proficient Goal	Percent Proficient Actual
6th Grade	2017 M-STEP		6% (baseline)
7th Grade	2018 M-STEP	9%	6%
8th Grade	2019 PSAT 8/9	12%*	10%*
9th Grade	2020 PSAT 8/9	15%*	TBD*

*Percentage pertains to meeting the Evidence Based Reading and Writing (ERW) benchmark on the PSAT 8/9 and PSAT 10.

Table E

	Acadience Annual Summary of Effectiveness of Core Instruction Goals						
	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Fall 17/Jan 18 baseline	n/a**	n/a**	n/a**	n/a**	n/a	50%	50%
17/18 SY	57%	63%	67%	33%	53%	52%	52%
18/19 SY	60%	66%	70%	36%	56%	55%	55%
19/20 SY	63%	n/a*	n/a*	n/a*	n/a*	58%	58%
20/21 SY	66%	n/a*	n/a*	n/a*	n/a*	n/a**	n/a**



*36 month goal in these areas will be measured by the State Assessment.
 **SY not included in Partnership Agreement

Table F - Dr. Martin Luther King, Jr. Academy M-STEP Proficiencies

Year	3rd Grade M-STEP ELA	3rd Grade M-STEP Math	4th Grade M-STEP ELA	4th Grade M-STEP Math	5th Grade M-STEP ELA	5th Grade M-STEP Math
2018	3%	3%	1%	0%	0%	0%
2019	6%	6%	4%	3%	3%	3%
2020	9%	9%	7%	6%	6%	6%
2021	12%	12%	10%	9%	9%	9%



Muskegon Heights Public School Academy System
 Rigorous Learning
 DRAFT Strategic Planning Goal 1
 16-17

Goals	(Year 1) 2017-2018	(Year 2) 2018-2019	(Year 3) 2019-2020	(Year 4) 2020-2021	Year 5
Curriculum and Assessment	Mandatory Scope and Sequence and curriculum				
16-17	Count Down to Marching Band through K-12 music curriculum and program				
<i>design/adopt:</i>	<i>design/adopt:</i>	<i>Implement:</i>	<i>Implement:</i>	<i>Implement:</i>	<i>Implement:</i>
k-6 reading foundations	k-6 ELA (k-3 embedded science and social studies)	k-12 ELA(k-3 embedded science and social studies)	k-12 ELA	Core Content Areas with fidelity	Core Content Areas with fidelity
k-12 math	7-12 ELA and Literacy in the content	k-12 Math	k-12 Math		



		7-12 literacy in content	literacy in content		
	<i>Implement:</i>	<i>design/adopt:</i>	science		
	k-6 reading foundations	4-12 science and social studies	social studies		
	k-12 math				
	Monitor implementation		Monitor Student Results/Monitor Teacher Effectiveness		
Professional Development for Effective Instruction	Plan PD based on teacher effectiveness in each competency				
Summer 17	Crosswalk AdvancEd and 5-D with Blueprint for Acceleration competencies	Implement and evaluate	Implement and evaluate	Implement and evaluate	Implement and evaluate
Create PD calendar for 17-18	August PD				
	MiBLSi?				
	Blueprint				
	Engagement				
	Google				
	Curriculum Rollout				
Continuous Progress/Effective	Align Blueprint for Acceleration timeline and tasks to Rigorous Learning Objectives/Action Steps				



Instructional Systems					
			Summary of Effectiveness	Summary of Effectiveness	Summary of Effectiveness
			tiers of instruction k-12 math and ELA	tiers of instruction k-12 math and ELA	tiers of instruction science and social studies
Community Learning Center (Rigorous Learning beyond the school day)					
	Establish Community Exploration Committee	Implement year 1 of Community Learning Center			
	Create vision and programming plan				

TIGER PRIDE
DRAFT Strategic Planning Goal 2
16-17

Goals		(Year 1) 2017-2018	(Year 2)	(Year 3) 2019-2020	(Year 4)	Yea
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			2018-2019		2020-2021	r 5
Tiger Pride History (Stories)	LEARN	<i>a. K-12 visit to Alumni room</i>	Monitor	Monitor	Monitor	Monitor
		<i>b. Design tiger pride portfolio</i>	Monitor	Monitor	Monitor	Monitor
		<i>c. Saturate school/district with alumni photos</i>	Monitor	Monitor	Monitor	Monitor
		<i>d. Create system/schedule for sharing tiger stories (media)</i>	Monitor	Monitor	Monitor	Monitor
Tigers Creative Expression	EXPRESS	<i>a. Plan tiger pride events aligned to curriculum and community interest</i>	Monitor	Event/Kickoff (see Partnership/School Exposure)	Monitor	Monitor
		<i>b. K-12 events and learning opportunities</i>	Monitor	Tigers Got Talent	Monitor	Monitor
Tiger Awareness	CULTURAL AWARENESS	<i>a. Tiger pride team creates culturally aware pd for adults to include timelines</i>	Monitor	Monitor	Monitor	Monitor
		<i>in collaboration with rigorous learning pd (New Teacher Packet)</i>				
		<i>b. Systems of Care</i>	Monitor	Monitor	Monitor	Monitor



		Grant/(Partnership University)				itor

Muskegon Heights Public School Academy System					
Leadership					
DRAFT Strategic Planning Goal 3					
16-17					
Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Student Leadership Academy	Student Government Elections	Std-Std Orientation	Student Ambassador	Model UN	Decca
				Develop structure,	Develop academy-
	Spring 2017 (President, Vice		Create Job Description	selection process,	wide entrepreneurial
	President, Treasurer, Secretary)	Student		evaluation of	structure,
	1.5 year term	Leadership Courses	Parent with City,	UN members	guidelines,
			community to		by-laws



			send		
	Develop Student Leadership	Spring '19	students to shadow,	Select UN	
	Academy Structure	Reflection &	intern and work at	Members	Determine which
	Syllabus	Revision of	organizations		program to begin
	2-5 Year Plan	Leadership Academy		Sprint '21	
	Grades 7-12		Spring '20	Reflect & Revise	Begin 1st program
		Lay ground work	Reflect & Revise		
	Spring '18 Reflect & Revise	for K-6 Leadership Academy			Evaluate 1st program
					Reflect & Revise
Parent University	Create Parent & Family	Teach parents	Continue Volunteer		
	Create Parent & Family	Teach parents	Continue Volunteer		
	Volunteer Hour System	using Joyce Epstein's model	System with any revisions		

	Syllabus & Structure	of parent			
	and evaluation toll	involvement	Evaluate volunteer effectiveness		
		Courses for			
		parents/graduation	Spring' 20		
			Reflect & Revise		
		Evaluate volunteer effectiveness			
		Spring '19			
		Reflect & Revise			
Re-Design Senior Year	Student Government,				
	Council, Alumni, MHPSAS Staff,	July-August develop			
	Strategic Plan Leadership and	partnerships within			
	Parents develop structure and	community for intern			



	curriculum	placements			
	Spring '17 special meeting with	Implement schedule			
	juniors who have completed	for Class of 18 Seniors			
	24 credits to establish 17-18	(trial cohort 6 or less)			
	pathway with principal,	to implement			
	counselor, Superintendent,				
	Assistant Superintendent of				
	Instruction				
Family & Community Liaison	Spring 2017				
(Omnsbudsman)	Identify need for position				
	including; budget, hiring,				



	training to target				
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Muskegon Heights Public School Academy System					
Community Partnerships					
DRAFT Strategic Planning Goal 4					
16-17					
Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Student Leadership Academy	Student Government Elections	Std-Std Orientation	Student Ambassador	Model UN	Decca
				Develop structure,	Develop academy-
	Spring 2017 (President, Vice		Create Job Description	selection process,	wide entrepreneurial
	President, Treasurer, Secretary)	Student		evaluation of	structure,
	1.5 year term	Leadership Courses	Parent with City,	UN members	guidelines,
			community to send		by-laws
	Develop Student	Spring '19	students to	Select UN	



	Leadership		shadow,		
	Academy Structure	Reflection &	intern and work	Members	Determine which
	Syllabus	Revision of	organizations		program to begin
	2-5 Year Plan	Leadership		Sprint '21	
	Grades 7-12		Spring '20	Reflect & Revise	Begin 1st program
		Lay ground work	Reflect & Revise		
	Spring '18 Reflect & Revise	for K-6			Evaluate 1st
		Leadership			program
		Academy			
					Reflect & Revise
Parent University	Create Parent & Family	Teach parents	Continue Volunteer		
	Create Parent & Family	Teach parents	Continue Volunteer		
	Volunteer Hour System	using Joyce	System with any		
		Epstein's model	revisions		
	Syllabus & Structure	of parent			
	and evaluation toll	involvement	Evaluate		



			volunteer		
			effectiveness		
		Courses for			
		parents/graduation	Spring' 20		
			Reflect & Revise		
		Evaluate			
		volunteer			
		effectiveness			
		Spring '19			
		Reflect & Revise			
Re-Design Senior Year	Student Government,				
	Council, Alumni, MHPAS Staff,	July-August			
	Strategic Plan Leadership and	develop			
	partnerships within				
	Parents develop structure and	community for			
	curriculum	intern			
		placements			



	Spring '17 special meeting with	Implement schedule			
	juniors who have completed	for Class of 18 Seniors			
	24 credits to establish 17-18	(trial cohort 6 or less)			
	pathway with principal,	to implement			
	counselor, Superintendent,				
	Assistant Superintendent of				
	Instruction				
Family & Community Liaison	Spring 2017				
(Omnsbudsmen)	Identify need for position				
	including; budget, hiring,				
	training to target				



Muskegon Heights Public School Academy System
 System- Blueprint for Acceleration
 DRAFT Strategic Planning Goal 5
 16-17

Goals	(Year 1) 2017-2018	(Year 2) 2018-2019	(Year 3) 2019-2020	(Year 4) 2020-2021	(Year 5) 2021-2022
	<i>Design/Adopt</i>	<i>Design/Adopt</i>	<i>Implement:</i>	<i>Implement:</i>	<i>Implement:</i>
Blueprint for Acceleration	Install launch Phase- Aug 2017	Install Phase II by Dec. 18 Install Phase III by June 19	Complete Blueprint Sustainability Plan	Complete Blueprint Sustainability Plan	Complete Blueprint Sustainability Plan
	Install Phase I - July 2018				
Systems Alignment					
	Create Process to align strategic plan, Partnership		Sustain Process	Sustain Process	Sustain Process



	Agreement, Title I app, budget, and Charter School Contract				
Epicenter					
	Create Partnership Agreement and Strategic Plan Implementation Plan with due dates and system for monitoring (daily, weekly, monthly, quarterly)	Schedule daily, weekly, monthly and quarterly strategic plan/Partnership Agreement check-ins	Schedule daily, weekly, monthly and quarterly strategic plan/Partnership Agreement check-ins	Schedule daily, weekly, monthly and quarterly strategic plan/Partnership Agreement check-ins	Schedule daily, weekly, monthly and quarterly strategic plan/Partnership Agreement check-ins
	August 2017- Train staff on Epicenter				

