

STRATEGIC PLAN



PROPOSED BUDGET FOR FISCAL YEAR
JULY 1, 2017 THROUGH **JUNE 30, 2018**



PONTIAC SCHOOL DISTRICT
PUBLIC SCHOOLS



School District of the City of Pontiac

Table of Contents

Introduction	1
Organization	3
Budget Assumptions	10
Proposed Budgets	17
General Fund	18
Food Service Fund	22
Sinking Fund	23
Risk Related Activity Fund	24
Resolutions	38
General Fund	39
Food Service Fund	42
Sinking Fund	43
Risk Related Activity Fund	44
BluePrint Acceleration Plan	46
Turn Around Services	72
Partnership Agreement	87

Introduction





School District of the City of Pontiac

Proposed Budget

FY 2018

June, 2017

Dear School District of the City of Pontiac Stakeholder:

In order to return financial stability to the School District of the City of Pontiac, the District entered into a Consent Agreement with the State of Michigan Department of Treasury in October 2013. In May, 2017 the District entered into a Partnership Agreement with State of Michigan Department of Education in order to improve the education success of each of our students.

The Board of Education, Administration, Teachers, Students, Parents and Community Leaders have worked and continue to work tirelessly to shift the District's momentum into a positive direction and the following are just a few of the successes the District has accomplished over the last few years:

- Passed a 2.87 mil (5 year) Sinking Fund [FY2017-FY2021]
- Obtain two (2) \$20M Emergency Loans in FY2014 & FY2015
- Reduced the deficit nearly 51% from FY2013 to FY2016
- Returned Art & Music instruction to Elementary Schools in FY2017
- Created the International Language Academy (K-1) in FY2017
- Expanded the International Technology Academy (K-12) in FY2016
- Alcott Elementary has been removed from the Priority List
- Herrington Elementary has been removed from the Priority List
- 5 of our 7 schools earned a higher percentage of total points in 2015-2016 than in 2013-2014 on the scorecard
- 6 out of 7 schools had an increase in the statewide percentile ranking
- Our PSD internal scorecard comparing Q2 2015-2016 to Q2 2016-2017 has seen increases in the percentage of students scoring at or above the grade level norm and making gains (for fall to winter growth) in all content areas
- Increase in teacher retention rates
- Increase in teacher attendance rates
- Increase in student attendance rates
- Decrease in Student Office Discipline referrals and suspensions

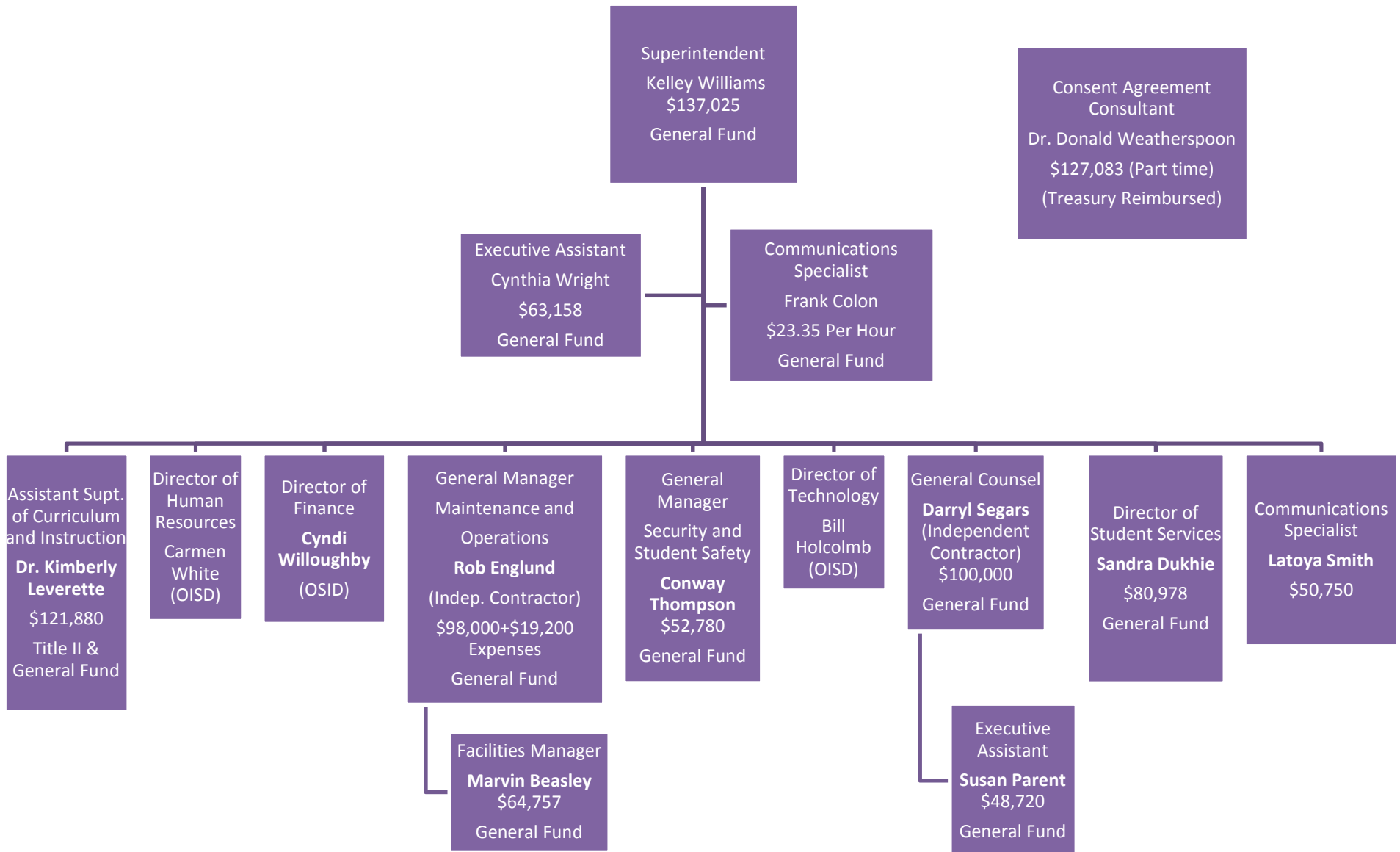
The FY 2018 budget that is proposed within aims to support the educational goals of the Partnership Agreement

Organization

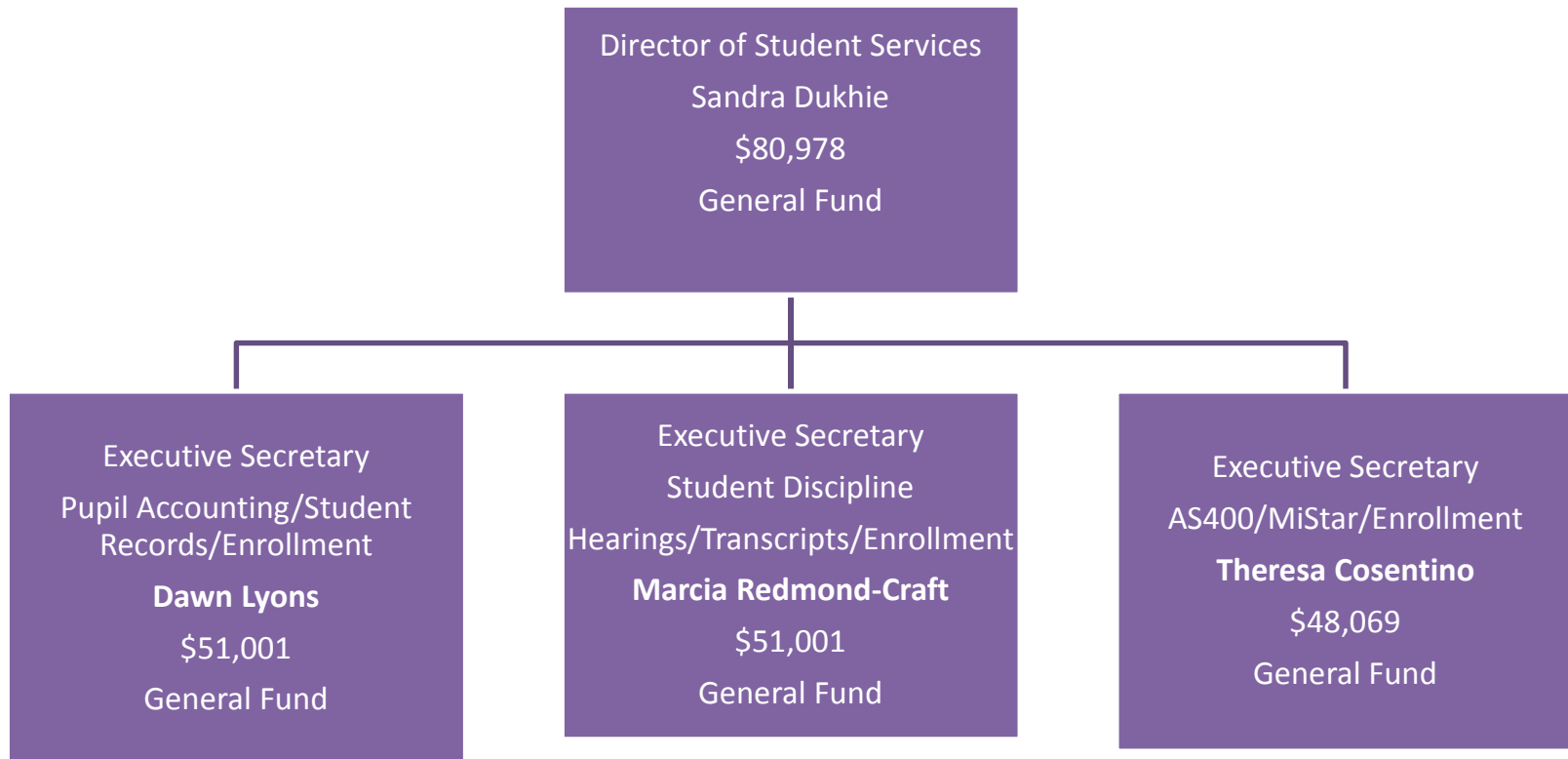


ORGANIZATION

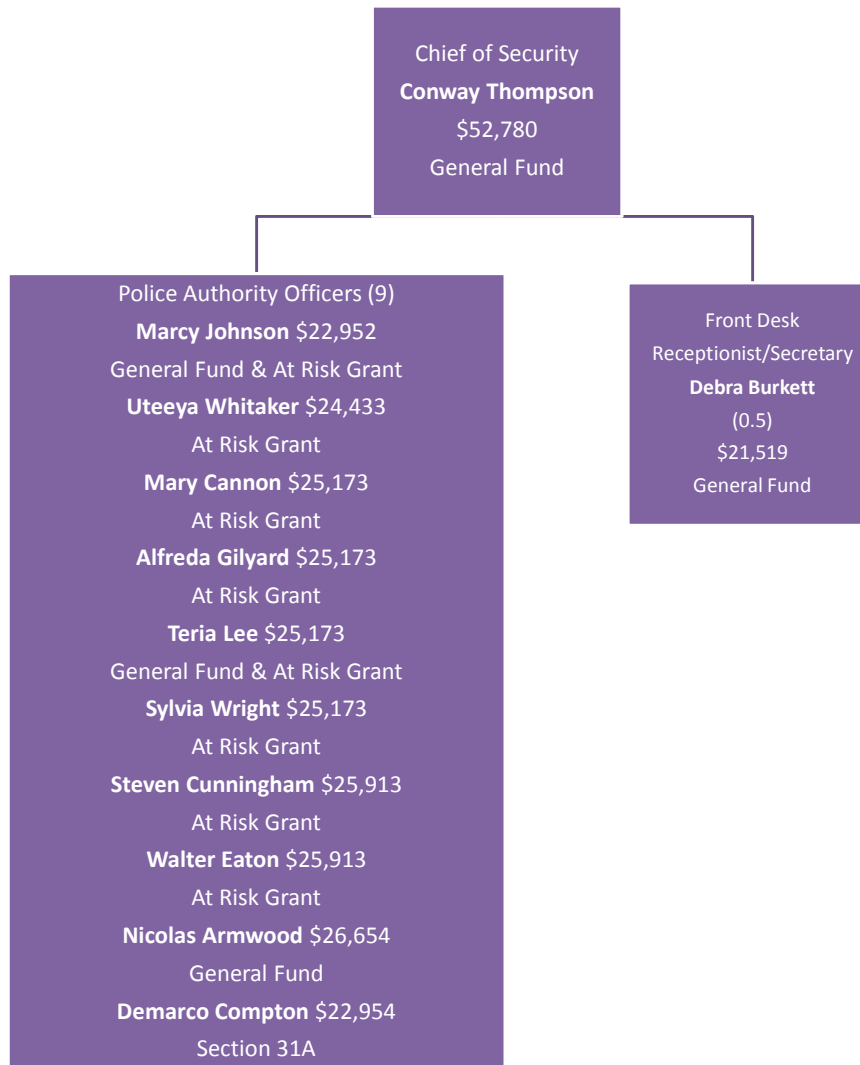
2017-2018 Pontiac School District - Organizational Chart



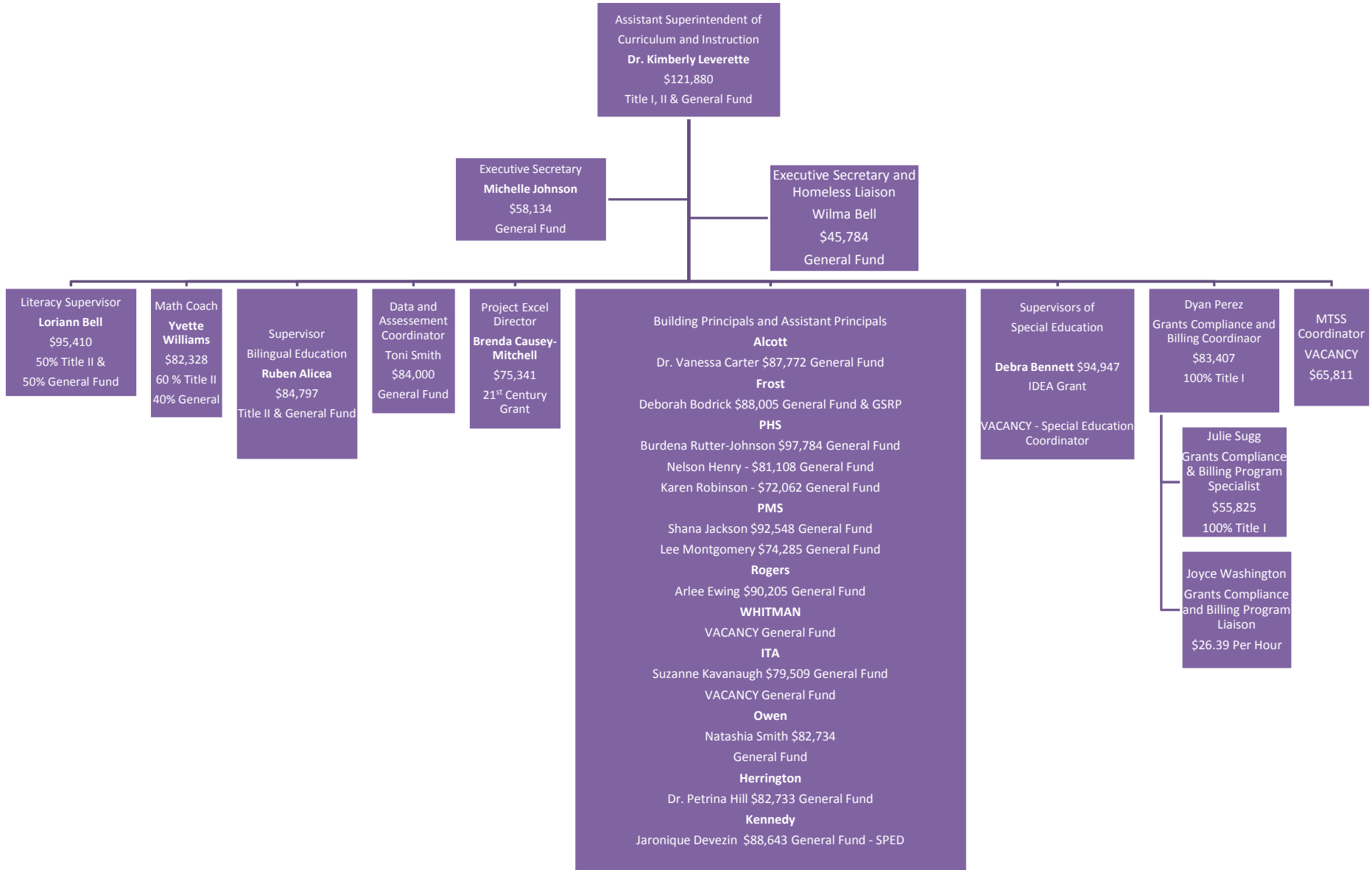
Office of Student Services



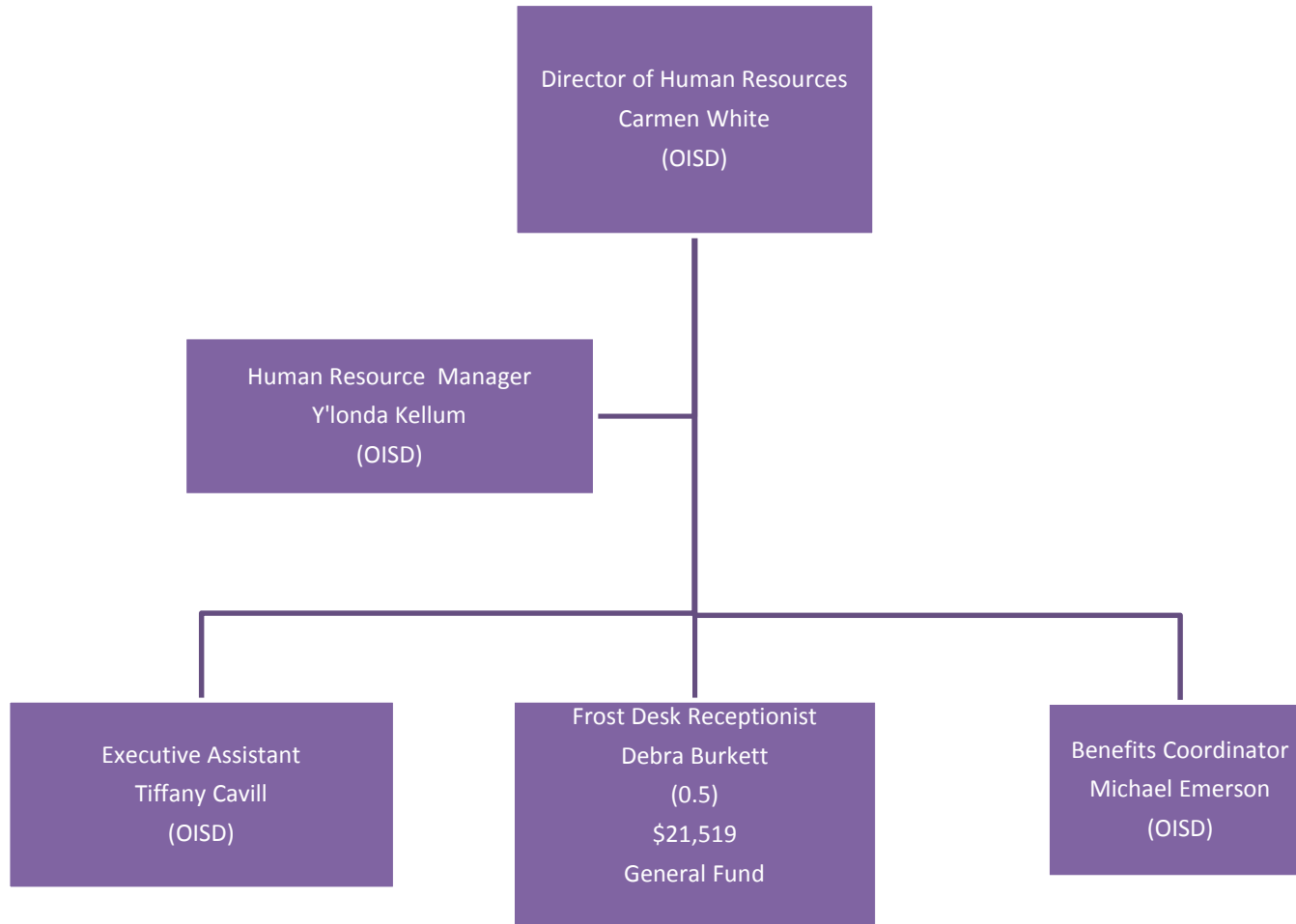
Office of Security and Student Safety



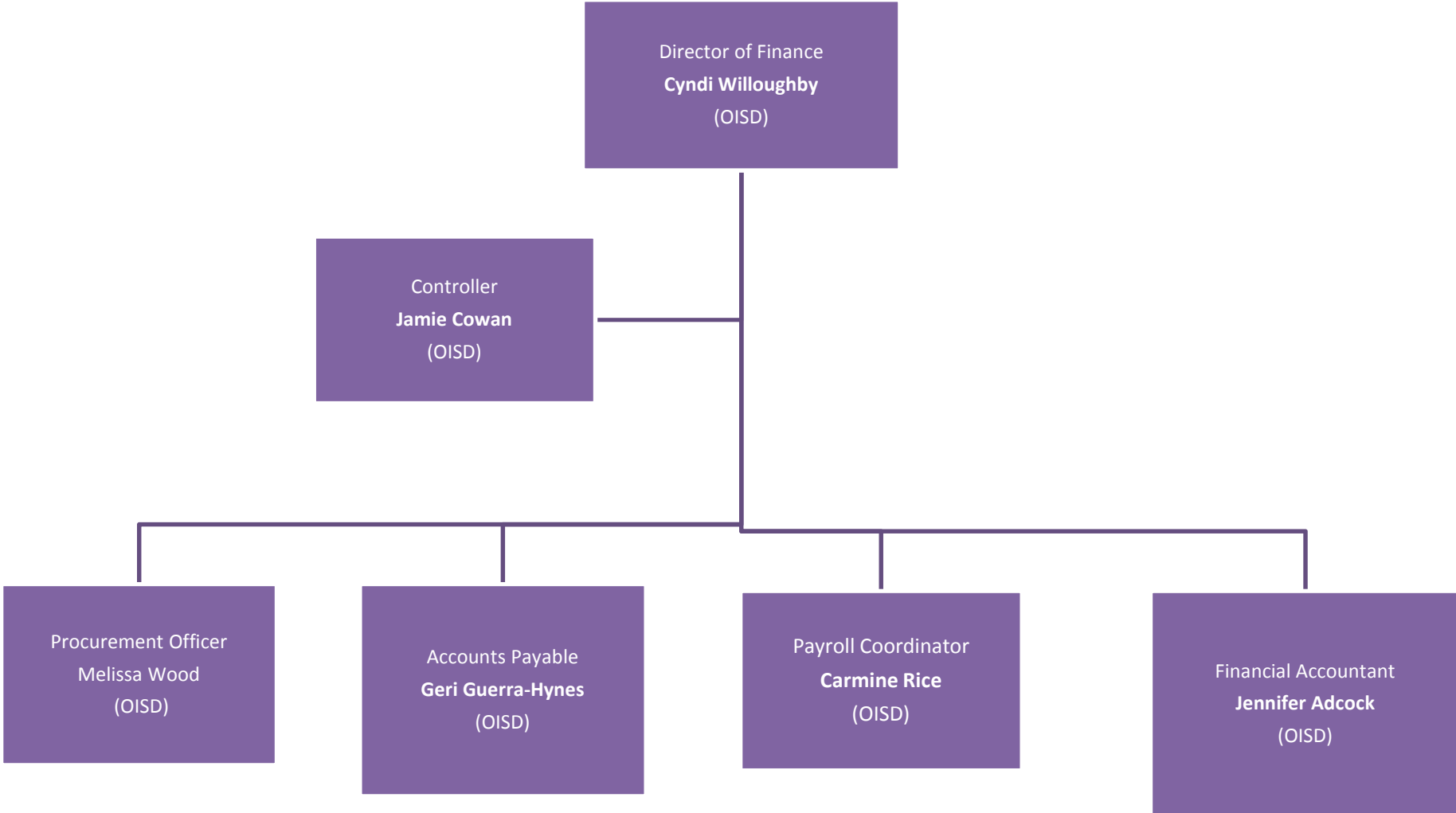
Office of Curriculum and Instruction



Office of Human Resources



Office of Business Services



Budget Assumptions



BUDGET ASSUMPTIONS



School District of the City of Pontiac

Proposed Budget

FY 2018

BUDGET ASSUMPTIONS

All assumptions are contingent upon the outcome of ongoing discussions with the PEA leadership.

Facility and Program Plans:

The District will not close any school facilities in FY2018. However the District will be discontinuing the Adult Education program, which had served approximately 74 students. Grant allocations have been reduced nor have students been able to meet the state performance objectives for the past four (4) years. The District Administration is currently working with Oakland Schools to seek alternative opportunities for these students.

International Language Academy will be expanding with the addition of 2nd Grade; currently the program serves 71 students (K-1).

The District will also be shifting from school-wide consolidation of budget pooling (General Fund, At Risk, Title I, Title II and Title III) that was used in FY 2017 and returning to a traditional budget.

The District's ten (10) day Intersession(s) program will be transitioning into a program that the District will begin to utilize a push-in intervention model to provide more intense support to students in Tier II and Tier III to further support teachers in Math and ELA with the goal of students moving back into Tier I at a more rapid pace as outlined in the District's acceleration plan portion of the BluePrint.

Student Enrollment Projections (FTE):

The FY 2018 General Fund Budget is based upon an estimate decline of 1% enrollment from FY 2017. The true impact of student decline as it relates to the School Reform Office is unknown, but the District is devoting considerable time and resources towards recruiting and retention efforts to stabilize the District's enrollment and grow it.

FY 2018, District student membership is projected at 4,111 FTE; of which 3,720 FTE signifies the general education membership and 391 FTE for the special education membership.

It should be noted that as of the February 8, 2017 Count Day, One Hundred Forty-One (141) students have enrolled into the Pontiac School District; which the District receives \$0.00 in funding.



School District of the City of Pontiac

Proposed Budget

FY 2018

REVENUE

The FY 2018 General Fund budget reflects total budgeted revenue of \$71.4 million which represents an increase of 8% from FY 2017. The District's anticipated revenue can be broken down by their source:

- \$28.5 million in local revenue
- \$13.6 million in state categorical and grants
- \$10.1 million in federal grants
- \$19.2 million in other financing sources

Property Tax Levy:

The District will levy a combine total of 18.0 mils in non-homestead property taxes. The Headlee Rollback Fraction for the 2017 Tax Levy .9974.

Foundation Allowance:

Increase of \$100; the Foundation Allowance used to support this budget will be \$7,611/FTE

Local Sources:

For FY 2018, local revenue is projected to be \$28.5 million, which can be broken down as follows:

Funding Type	Description	Projected FY 2018 Amount
Property Taxes	<ul style="list-style-type: none"> • 100% Summer Collection • Collected by eight (8) municipalities based on assessed value of residential & commercial property: <ul style="list-style-type: none"> ○ Bloomfield Township ○ City of Auburn Hills ○ City of Lake Angelus ○ City of Pontiac ○ City of Sylvan Lake ○ Orion Township ○ Waterford Township ○ West Bloomfield Township • PSD anticipates on collecting 95% of taxes levied; based on past three (3) year trends 	\$27.9 million
Other Revenue	<ul style="list-style-type: none"> • E-Rate • Facilities Rentals • Waterford MOU • Middle Cities Surplus • CFE 	\$0.6 million



School District of the City of Pontiac

Proposed Budget

FY 2018

State Sources:

For FY 2018, state revenue is projected to be 13.6 million, which can be broken down as follows:

Funding Type	Description	Projected FY 2018 Amount
State Aid Unrestricted	<ul style="list-style-type: none"> Discretionary Payment: The amount required to ensure the District receives the state required fund of \$7,611/FTE 	\$0.4 million
State Aid Other Unrestricted	<ul style="list-style-type: none"> §26a Renaissance Zone §25e Pupil Transfer Adjustment §23a Drop Out Recovery 	\$0.2 million
State Aid Categorical	<ul style="list-style-type: none"> §31a At Risk §32d Great Start Readiness §51c Special Education Headlee Obligation §147 MPERS Offset/UAAL Stabilization §152 Headlee Data Collection 	\$12.7 million
SOM Treasury	<ul style="list-style-type: none"> Consent Agreement – Reimbursement 	\$0.3 million

Federal Sources:

For FY 2018, federal revenue is projected to be 10.1 million, which can be broken down as follows:

Funding Type	Description	Projected FY 2018 Amount
Title I	<ul style="list-style-type: none"> The purpose is to provide funds to schools with high numbers or high percentages of children from low-income families to ensure all children meet challenging state academic standards. 	\$6.0 million
Title II	<ul style="list-style-type: none"> The purpose is to increase the academic achievement of all students by helping improve teacher and principal quality, and increase the number of highly qualified teachers in the classroom. 	\$1.1 million
IDEA	<ul style="list-style-type: none"> To ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living (includes pre-school). 	\$1.6 million
Other Federal Grants	<ul style="list-style-type: none"> Title III Project Excel JROTC Medicaid 	\$1.4 million



School District of the City of Pontiac

Proposed Budget

FY 2018

Other Financing Sources:

For FY 2018, other financing sources are projected to be \$19.2 million, which can be broken down as follows:

Funding Type	Description	Projected FY 2018 Amount
PA 18 County Special Education Tax	<ul style="list-style-type: none">• A property tax collected by Oakland County to support low incidence special education programs for students countywide.	\$4.6 million
Refinancing of Energy Bonds and SBLF	<ul style="list-style-type: none">• Refinancing was delayed from FY2017	\$11.7 million
Sale of Property	<ul style="list-style-type: none">• Signed Purchase Agreement for Bethune; anticipate closing in August/September 2017	\$0.9 million
Insurance Claims	<ul style="list-style-type: none">• Outstanding Claim Award for Central High School over \$4M (budget receipt of 8%)	\$0.3 million
Other	<ul style="list-style-type: none">• Indirect Costs (grants/food service/MESSA)• CTE Transportation Costs• Copier Rental	\$1.7 million



School District of the City of Pontiac

Proposed Budget

FY 2018

EXPENDITURES

The FY 2018 General Fund budget reflects total budgeted expenditures of \$71.4 million which represents an increase of 10% from FY 2017.

Personnel Costs:

The FY 2018 proposed budget reflects a 0% change in personnel costs.

Personnel costs are expected to increase by \$50K; primarily due to the large amount of vacancies that are not being budgeted and the transition of Intersessions. The budget will be amended should vacancies become filled and there is no offsetting attrition to accommodate the increase.

The budget assumes the following:

- Restoration of ten (10) day salary deduct for all PEA members
- 1.5% salary/wage and/or health care benefit(s) increase for all employees (union/non-union)
- 46.89% Blended Rate for mandatory fringe benefits:
 - MPSERS 26.11%
 - FICA 7.65%
 - UAAL 11.23%
 - Workman’s Compensation 1.20%
 - Unemployment 0.70%

Non-Personnel Costs:

The FY 2018 proposed budget reflects a 24% increase in non-personnel costs.

Purchased Services: Projected to decrease \$1.8M; primarily due to the close out of GCA and moving to the new contractors; more than \$600K reductions in federal grant allocations as well as the grant carryover dollars being consumed.

Supplies: Projected to decrease by \$167K as grant dollars are being shifted to offset personnel costs with Title I and GSRP. Textbooks continue to be funded and are budgeted at \$175K district-wide.

Equipment & Capital: Projected to increase \$42K for technology items not permissible through the Sinking Fund

Utilities: Projected to decrease by \$100K; realized through the telephone savings and expected energy savings with updated controls.

Debt Service: Projected to increase by \$8.6M with the refinancing’s of the Energy Bonds and SBLF.



School District of the City of Pontiac

Proposed Budget

FY 2018

Debt Service:

The General Fund is responsible for repayment of principal and interest related to State Aid and Tax Anticipation notes (short-term debt) issued during the academic year, and any outstanding long-term bonds. The District's current long term-debt includes the two (2) Emergency Loans (ELN) received in FY2013 and FY2015; 2006 Energy Bonds and 2014 School Bond Loan Fund (SBLF)

Refinancing of the Energy Bonds and SBLF was delayed from closing in FY 2017 and is anticipated to be completed in August/September, 2017 for FY2018. This will be a refinancing of \$14M to be amortized over the next 20 years with not to begin until May, 2021.

The FY 2018 General Fund Proposed Budget includes Long-Term Debt Service payments of \$545K.

	FY 2016 Actual	FY 2017 Amended	FY 2018 Proposed
2014 Emergency Loan			
Principal	\$ 410,000	\$ -	\$ -
Interest	\$ 275,379	\$ 282,886	\$ 275,000
Sub-Total	\$ 685,379	\$ 282,886	\$ 275,000
2015 Emergency Loan			
Principal	\$ -	\$ -	\$ -
Interest	\$ 209,714	\$ 269,628	\$ 270,000
Sub-Total	\$ 209,714	\$ 269,628	\$ 270,000
2006 Energy Bonds			
Principal	\$ 1,425,000	\$ 1,595,000	\$ -
Interest	\$ 527,500	\$ 456,250	\$ -
Sub-Total	\$ 1,952,500	\$ 2,051,250	\$ -
2014 School Bond Loan Fund			
Principal	\$ 595,000	\$ 625,000	\$ -
Interest	\$ 209,605	\$ 178,963	\$ -
Sub-Total	\$ 804,605	\$ 803,963	\$ -
2017 Refinancing			
Principal	N/A	N/A	\$ -
Interest	N/A	N/A	\$ -
Sub-Total	N/A	N/A	\$ -
TOTAL DEBT SERVICE	\$ 3,652,198	\$ 3,407,727	\$ 545,000

Proposed Budgets Fiscal Year 2018

PROPOSED BUDGETS





School District of the City of Pontiac

Proposed Budget

FY 2018

Proposed FY 2018 General Fund Budget (by Function)

	<u>FY2016 Actual</u>	<u>FY2017 Adopted Budget</u>	<u>FY2017 2nd Amendment</u>	<u>FY2018 Proposed Budget</u>
REVENUE				
Local	29,045,822	29,038,700	28,495,500	28,563,800
State	15,058,827	14,504,900	13,957,200	13,569,500
Federal	12,652,014	13,206,000	13,065,700	10,108,300
County & InterDistrict				
Other Financing Sources	<u>19,294,797</u>	<u>10,031,200</u>	<u>10,893,900</u>	<u>19,201,900</u>
TOTAL REVENUE	<u>76,051,460</u>	<u>66,780,800</u>	<u>66,412,300</u>	<u>71,443,500</u>
EXPENDITURES				
<u>Instructional Services</u>				
Basic Programs	14,322,519	16,084,400	17,123,000	16,397,800
Added Needs	15,095,427	15,243,300	11,705,800	13,125,700
Adult & Continuing Education	84,567	77,900	77,900	205,000
<u>Support Services</u>				
Pupil Services	4,654,047	4,900,400	5,146,000	4,770,100
Instructional Staff Support Services	3,414,840	3,596,900	3,373,300	2,929,100
General Administration	1,681,473	1,861,100	1,580,500	1,546,300
School Administration	2,772,029	2,808,900	2,913,300	2,775,700
Business Support	2,493,638	2,082,900	2,075,900	1,955,300
Operations/Maintenance & Security	7,741,522	7,348,400	7,796,400	6,837,200
Transportation	4,370,642	4,262,100	4,402,100	4,426,700
Central Support	2,594,148	3,085,600	2,802,700	2,593,700
Other	237,546	224,500	224,500	224,500
<u>Community Services</u>	223,904	809,000	820,000	249,100
<u>Capital/Building Improvements</u>	4,118,572	150,000	448,900	500,000
<u>Prior Period Adjustments</u>	650,000	-	-	-
<u>Other Financing</u>	<u>3,281,942</u>	<u>4,242,700</u>	<u>4,198,400</u>	<u>12,881,900</u>
TOTAL EXPENDITURES	<u>67,736,816</u>	<u>66,778,100</u>	<u>64,688,700</u>	<u>71,418,100</u>
Net Income / (Deficit) - Current Year	<u>8,314,644</u>	<u>2,700</u>	<u>1,723,600</u>	<u>25,400</u>
Beginning Fund Balance	(33,399,710)	(31,713,924)	(25,085,066)	(23,361,466)
Projected Ending Fund Balance	<u>(25,085,066)</u>	<u>(31,711,224)</u>	<u>(23,361,466)</u>	<u>(23,336,066)</u>



School District of the City of Pontiac

Proposed Budget

FY 2018

Proposed FY 2018 General Fund Revenue Budget (by Fund)

	FY2016 Actual	FY2017 2nd Amendment	FY2018 Proposed Budget	Increase (Decrease)	%
Fund 11 General Fund					
Local:					
Property Taxes	27,431,624	27,541,000	27,897,800	356,800	1%
Interest on Investements	6,478	600	600	-	0%
Middle Cities Insurance Surplus	-	74,000	50,000	(24,000)	(32%)
Facilities Rentals	74,072	75,000	75,000	-	0%
Erate	933,024	320,000	338,000	18,000	6%
Waterford MOU	81,935	40,000	40,000	-	0%
Avondale MOU	207,341	100,000	-	(100,000)	(100%)
Miscellaneous	152,417	50,000	50,000	-	0%
Gains on Fixed Assets	33,450	166,000	-	(166,000)	(100%)
Total Local - Fund 11	28,920,341	28,366,600	28,451,400	84,800	0%
State:					
§22b Discretionary Payment	1,577,580	902,600	436,100	(466,500)	(52%)
§20f Hold Harmless	-	32,100	-	(32,100)	(100%)
§23a Drop Out Recovery	-	50,000	40,000	(10,000)	(20%)
§25e Membership Transfer	-	30,000	30,000	-	0%
§26a Renaissance Zone	171,181	144,600	172,000	27,400	19%
§64b Dual Enrollment	2,330	-	-	-	0%
§147 MPSERS Offset & UAAL	2,995,575	3,395,100	2,665,600	(729,500)	(21%)
§152a Headlee Data Collection	107,108	105,400	105,000	(400)	(0%)
§102d Financial Analytical Tools	1,597	3,100	-	(3,100)	(100%)
MDE Consent Agreement	349,203	500,000	360,000	(140,000)	(28%)
Miscellaneous	(2,317)	-	-	-	0%
Total State - Fund 11	5,202,257	5,162,900	3,808,700	(1,354,200)	(26%)
Financing Sources:					
Indirect Revenue - Grants	392,059	300,000	376,300	76,300	25%
Sale of Property	-	1,400,000	900,000	(500,000)	(36%)
Reimbursement of Insurance Claims	1,475,064	1,729,000	320,000	(1,409,000)	(81%)
BC/BS & W'Comp Refund	62,350	-	-	-	0%
Emergency Loan	10,288,025	-	-	-	0%
Refinancing of Energy Bonds/SBLF	-	-	11,740,000	11,740,000	100%
Bridge Loan	-	2,000,000	-	(2,000,000)	(100%)
CTE Transportation Costs	63,962	21,000	50,000	29,000	138%
Excess Debt Reserve Transfer	1,465,548	-	-	-	0%
Copier Rental	251,800	-	-	-	0%
Food Service Transfer	140,711	135,000	135,000	-	0%
MESSA Judgment Transfer	702,750	773,700	825,000	51,300	7%
Total Financing Sources - Fund 11	14,842,268	6,358,700	14,346,300	7,987,600	126%
Total Fund 11	48,964,866	39,888,200	46,606,400	6,718,200	17%



School District of the City of Pontiac

Proposed Budget

FY 2018

	FY2016 Actual	FY2017 2nd Amendment	FY2018 Proposed Budget	Increase (Decrease)	%
Fund 12 General Fund - Grants					
Local:					
Career Development	91,680	105,400	88,900	(16,500)	(16%)
Total Local - Fund 12	91,680	105,400	88,900	(16,500)	(16%)
State:					
§31a At Risk	2,198,755	1,966,500	2,649,600	683,100	35%
§32d Great Start Readiness	2,993,314	1,787,500	2,656,600	869,100	49%
§22i Technology Infrastructure	116,893	38,500	-	(38,500)	(100%)
§61a.1 Vocational Education	246,715	43,700	16,400	(27,300)	(62%)
§99 First Robotics	4,000	5,500	5,500	-	0%
§107 Adult Education	81,860	103,300	-	(103,300)	(100%)
Bus Driver Safety	1,234	-	-	-	0%
Total State - Fund 12	5,642,771	3,945,000	5,328,100	1,383,100	35%
Federal:					
Title I	8,127,980	7,675,700	6,014,000	(1,661,700)	(22%)
Title II	1,423,698	2,371,200	1,082,600	(1,288,600)	(54%)
Title III	114,945	153,200	139,000	(14,200)	(9%)
21st Century Community Learning	929,362	945,000	945,000	-	0%
JROTC	55,254	50,000	50,000	-	0%
National Institute of Justice	-	-	17,000	17,000	100%
Dropt Out Prevention (SOS)	455,450	-	-	-	0%
Carol M. White (PEP)	47,367	-	-	-	0%
Total Federal - Fund 12	11,154,056	11,195,100	8,247,600	(2,947,500)	(26%)
Total Fund 12	16,888,507	15,245,500	13,664,600	(1,580,900)	(10%)
Fund 13 General Fund - Special Education					
State:					
§51c Special Education Headlee	4,213,800	4,849,300	4,432,700	(416,600)	(9%)
Total State - Fund 13	4,213,800	4,849,300	4,432,700	(416,600)	(9%)
Federal:					
Medicaid Revenue	478	382,300	290,000	(92,300)	(24%)
Medicaid AOP	3,796	-	-	-	0%
IDEA Flow Through Current Year	1,349,528	1,398,600	1,398,600	-	0%
IDEA Flow Through Carryover	81,788	17,500	100,000	82,500	471%
IDEA Preschool Current Year	62,368	72,200	72,100	(100)	(0%)
IDEA Preschool Carryover	-	-	-	-	0%
Total Federal - Fund 13	1,497,958	1,870,600	1,860,700	(9,900)	(1%)
Financing Sources:					
PA18 County Special Education Tax	4,161,531	4,245,600	4,566,000	320,400	8%
Avondale Cooperative - Tuition	13,104	13,100	13,100	-	0%
Total Financing Sources - Fund 13	4,174,635	4,258,700	4,579,100	320,400	8%
Total Fund 13	9,886,392	10,978,600	10,872,500	(106,100)	(1%)
Fund 15 General Fund - Athletics					
Local:					
Gate Receipts	21,784	19,400	19,400	-	0%
Concessions	5,203	4,100	4,100	-	0%
Donations	6,814	-	-	-	0%
Financing Sources:					
Transfer from Fund 11	277,893	276,500	276,500	-	0%
Total Fund 15	311,694	300,000	300,000	-	0%
Total	\$ 76,051,460	\$ 66,412,300	\$ 71,443,500	\$ 5,031,200	8%



School District of the City of Pontiac

Proposed Budget

FY 2018

Proposed FY2018 General Fund Expenditure Budget (by Fund)

	FY2016 Actual	FY2017 2nd Amendment	FY2018 Proposed Budget	Increase (Decrease)	%
Fund 11 General Fund					
Personnel	\$ 15,673,111	\$ 16,124,875	\$ 17,072,000	\$ 947,125	6%
Purchased Services	9,102,671	9,450,420	8,279,500	(1,170,920)	(12%)
Supplies	652,369	752,369	812,200	59,831	8%
Equipment & Capital	3,651,496	448,900	500,000	51,100	11%
Utilities	1,269,129	1,382,196	1,278,500	(103,696)	(8%)
Debt Service & Abatements	4,760,574	4,637,343	13,376,400	8,739,057	188%
Transfers/Fund Modifications	2,647,797	2,659,697	2,594,200	(65,497)	(2%)
Total Fund 11	37,757,147	35,455,800	43,912,800	8,457,000	24%
Fund 12 General Fund - Grants					
Personnel	12,147,865	11,799,878	10,837,000	(962,878)	(8%)
Purchased Services	2,917,167	2,841,992	2,369,900	(472,092)	(17%)
Supplies	381,177	500,527	189,800	(310,727)	(62%)
Equipment & Capital	404,076	8,584	-	(8,584)	(100%)
Utilities	-	41,416	41,500	84	0%
Dues & Fees	-	53,103	9,000	(44,103)	(83%)
Transfers/Fund Modifications	213,348	-	217,400	217,400	0%
Total Fund 12	16,063,633	15,245,500	13,664,600	(1,580,900)	(10%)
Fund 13 General Fund - Special Education					
Personnel	9,552,501	9,047,226	9,110,400	63,174	1%
Purchased Services	3,138,235	3,632,802	3,436,700	(196,102)	(5%)
Supplies	105,315	130,372	214,600	84,228	65%
Equipment & Capital	61,423	-	-	-	0%
Utilities	101,973	150,000	150,000	-	0%
Tuition	466,185	650,000	552,000	(98,000)	(15%)
Transfers/Fund Modifications	178,710	77,000	77,000	-	0%
Total Fund 13	13,604,342	13,687,400	13,540,700	(146,700)	(1%)
Fund 15 General Fund - Athletics					
Personnel	111,783	100,000	100,000	-	0%
Purchased Services	164,344	160,800	160,200	(600)	(0%)
Supplies	11,001	12,700	12,700	-	0%
Equipment & Capital	-	2,200	1,900	(300)	(14%)
Catastrophic Insurance	24,565	24,300	25,200	900	4%
Total Fund 15	311,694	300,000	300,000	-	0%
Total	\$ 67,736,816	\$ 64,688,700	\$ 71,418,100	\$ 6,729,400	10%



School District of the City of Pontiac

Proposed Budget

FY 2018

Proposed FY 2018 Food Service Fund Budget

	<u>FY2016 Actual</u>	<u>FY2017 Amended</u>	<u>FY2018 Proposed</u>
REVENUE			
Local (A la Carte/Catering)	84,840	97,000	85,000
State (\$31d School Lunch)	88,156	110,000	90,000
Federal (NSL/USDA)	3,327,703	3,000,000	2,850,000
Other Financing Sources	6,470	6,500	6,500
TOTAL REVENUE	<u>3,507,170</u>	<u>3,213,500</u>	<u>3,031,500</u>
EXPENDITURES			
Personnel	1,000,495	920,000	930,000
Purchased Services	310,964	341,300	261,300
Supplies	1,699,273	1,600,000	1,500,000
Equipment & Capital	760,745	100,000	155,700
Debt Service	1,234	2,000	2,000
<u>Other Financing</u>			
Transfer to General Fund	140,711	135,000	135,000
TOTAL EXPENDITURES	<u>3,913,421</u>	<u>3,098,300</u>	<u>2,984,000</u>
Net Income / (Deficit) - Current Year	<u>(406,252)</u>	<u>115,200</u>	<u>47,500</u>
Beginning Fund Balance	1,182,922	776,670	891,870
Ending Fund Balance	<u>776,670</u>	<u>891,870</u>	<u>939,370</u>

The District records food service activity in Fund 25, which is a special revenue fund that is not part of the General Fund and as such is presented separately. This Food Service Fund continues to maintain a positive fund balance.

FY 2018 anticipates fewer serving days with the start of school beginning after Labor Day and last day of school to occur mid-June, 2018.



School District of the City of Pontiac

Proposed Budget

FY 2018

Proposed FY 2018 Sinking Fund Budget

	<u>FY2016 Actual</u>	<u>FY2017 Amended</u>	<u>FY2018 Proposed</u>
REVENUE			
Local	-	6,758,000	7,002,000
Other Financing Sources	-	4,000,000	3,000,000
TOTAL REVENUE	<u>-</u>	<u>10,758,000</u>	<u>10,002,000</u>
EXPENDITURES			
Infrastructure - Technology	-	400,000	350,000
Site Improvements	-	2,600,000	1,240,000
Building Improvements	1,000,000	6,728,000	8,102,000
Debt Service Interest Expense	-	30,000	310,000
TOTAL EXPENDITURES	<u>1,000,000</u>	<u>9,758,000</u>	<u>10,002,000</u>
Net Income / (Deficit) - Current Year	<u>(1,000,000)</u>	<u>1,000,000</u>	<u>-</u>
Beginning Fund Balance	-	(1,000,000)	-
Ending Fund Balance	<u>(1,000,000)</u>	<u>-</u>	<u>-</u>

FY2018 Projects scheduled include:

<p>Roofing Projects</p> <ul style="list-style-type: none"> Alcott Elementary Herrington Elementary Rogers Elementary Whitman Elementary Pontiac Middle School Fell Center 	<p>Paving Projects</p> <ul style="list-style-type: none"> Whitman Elementary WHRC Owen/Kennedy Elementary O'Dell Nails Administration Fell Center 	<p>HVAC Controls</p> <ul style="list-style-type: none"> Whitman Elementary Pontiac High School
<p>Carpet/Tile Abatement</p> <ul style="list-style-type: none"> Pontiac High School Pontiac Middle School WHRC & Rogers Elementary 	<p>Athletic Field Updates</p>	<p>Technology Fiber & Cabling</p> <ul style="list-style-type: none"> District-wide



School District of the City of Pontiac

Proposed Budget

FY 2018

Proposed FY 2018 Risk Related Activity Fund (RRAF) Budget

	<u>FY2016 Actual</u>	<u>FY2017 Amended</u>	<u>FY2018 Proposed</u>
<u>REVENUE</u>			
Workman's Compensation - All Funds	557,848	400,000	400,000
Unemployment Contribution - All Funds	169,678	160,000	160,000
Property/Casualty Insurance	775,000	707,000	600,000
Investment Income	344	-	-
Other	-	-	-
TOTAL REVENUE	<u>1,502,870</u>	<u>1,267,000</u>	<u>1,160,000</u>
<u>EXPENDITURES</u>			
Workman's Compensation Premium/Claims	165,515	300,000	350,000
Unemployment Premium/Claims	68,010	60,000	60,000
Property/Casualty Premium/Claims	686,266	607,000	600,000
Uninsured P/C Insurance Expenses	285,082	300,000	150,000
TOTAL EXPENDITURES	<u>1,204,873</u>	<u>1,267,000</u>	<u>1,160,000</u>
Net Income / (Deficit) - Current Year	<u>297,997</u>	<u>-</u>	<u>-</u>
Beginning Fund Balance	508,305	806,302	806,302
Ending Fund Balance	<u>806,302</u>	<u>806,302</u>	<u>806,302</u>

The District operates an Internal Service Fund titled Risk Related Activity Fund (RRAF) and accounts for all of the District's property, unemployment and workman's compensation insurance programs provided to other funds of the District on a cost-reimbursement basis as well as providing a claims fluctuation reserve for future insurance liabilities.

PONTIAC SCHOOL DISTRICT BUDGET

FY18 PROPOSED BUDGET BY FUND

	ADOPTED FUND 110 GEF	ADOPTED FUND 120 GRANTS	ADOPTED FUND 130 SEF	ADOPTED FUND 150 ATHLETICS	ADOPTED TOTAL BY FUND	
FY18 PROPOSED BUDGET						
FY18 BEGINNING FUND BALANCE	(23,361,466)	-	-	-	(23,361,466)	
REVENUE						
LOCAL	28,451,400	88,900	-	23,500	28,563,800	
STATE	3,808,700	5,328,100	4,432,700	-	13,569,500	
FEDERAL	-	8,247,600	1,860,700	-	10,108,300	
OTHER FINANCING SOURCES	14,346,300	-	4,579,100	276,500	19,201,900	
TOTAL REVENUE:	46,606,400	13,664,600	10,872,500	300,000	71,443,500	71,443,500
EXPENSE BY FUNCTION						
0110 - BASIC INSTRUCTION	12,923,100	3,474,700	-	-	16,397,800	
0120 - ADDED NEEDS	13,900	4,998,100	8,113,700	-	13,125,700	
0130 - ADULT/CONTINUING ED	205,000	-	-	-	205,000	
0210 - SUPPORTING SERVICES	590,600	1,371,500	2,808,000	-	4,770,100	
0220 - INSTRUCTIONAL STAFF SUPPORT	528,300	2,046,100	354,700	-	2,929,100	
0230 - GENERAL ADMINISTRATION	1,538,900	7,400	-	-	1,546,300	
0240 - SCHOOL ADMINISTRATION	2,591,100	-	184,600	-	2,775,700	
0250 - SUPPORT SERVICES BUSINESS	1,920,100	10,000	-	25,200	1,955,300	
0260 - OPERATION/MAINTENANCE	6,205,300	461,600	150,000	20,300	6,837,200	
0270 - PUPIL TRANSPORTATION	1,820,000	758,700	1,818,000	30,000	4,426,700	
0280 - CENTRAL ADMINISTRATION	2,487,500	86,700	19,500	-	2,593,700	
0290 - OTHER	-	-	-	224,500	224,500	
0300 - COMMUNITY SERVICES	1,500	232,400	15,200	-	249,100	
0450 - CAPITAL/BUILDING IMPROVEMENTS	500,000	-	-	-	500,000	
0500 - LONG TERM DEBT	12,311,000	-	-	-	12,311,000	
0600 - FUND MODIFICATIONS	276,500	217,400	77,000	-	570,900	
TOTAL EXPENSES:	43,912,800	13,664,600	13,540,700	300,000	71,418,100	71,418,100
NET (+/-)	2,693,600	-	(2,668,200)	-	25,400	25,400
FY18 ENDING FUND BALANCE	(20,667,866)	-	(2,668,200)	-	(23,336,066)	

**PONTIAC SCHOOL DISTRICT GENERAL EDUCATION FUND BUDGET
REVENUE AND EXPENDITURE BUDGET - FUND 110
FISCAL YEAR 2017-2018**

	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 1 TOTALS	2017-18 PROPOSED BUDGET
FUND EQUITY, BEG OF YEAR			
Unassigned	(33,502,202)	(25,292,085)	(24,376,766)
Non-Spendable prepaids, inventory, and deposits	63,778	207,019	-
	(33,438,424)	(25,085,066)	(24,376,766)
REVENUE			
LOCAL SOURCES			
Property Taxes	27,388,615	27,500,000	27,876,800
Property Taxes Delinquent Penalties & Interest	43,009	41,000	21,000
Interest on Investments	6,478	600	600
Miscellaneous and Other	91,484	50,000	50,000
Technology Services - Misc Repairs	12,266	-	-
Gains on Fixed Asset Sales (GCA)	33,450	33,500	-
Middle Cities Insurance Surplus	-	74,000	50,000
Adult Ed Tuition	293	-	-
Alumni Foundation Donations	34,000	-	-
Facility Rentals	74,072	75,000	75,000
Waterford Memorandum of Understanding	81,935	40,000	40,000
Avondale Cooperative Agreement	207,341	100,000	-
Erate Discount	933,024	320,000	338,000
TOTAL LOCAL SOURCES	28,905,966	28,234,100	28,451,400
STATE SOURCES			
Section 22b Discretionary Payment	1,577,580	871,800	436,100
Section 20f Hold Harmless	-	-	-
High School per pupil	-	-	-
Declining Enrollment	-	-	-
Section 23a Dropout Recovery	-	110,000	40,000
Section 25e Membership Transfer	-	30,000	30,000
Section 64b Dual Enrollment	2,330	-	-
Section 147a MPERS Offset	-	330,000	-
147c MPERS UAAL Rate Stabilization/147d Liability Payment	2,995,575	2,665,600	2,665,600
Section 152a Headlee Obligation for Data Collection	107,108	107,000	105,000
Section 102d Financial Analytical Tools	1,597	-	-
Section 26.a Renaissance Zone	168,863	172,000	172,000
First Robotics Donation	2,375	-	-
GEMMS Donation	12,000	-	-
MDE Consent Agreement	349,203	500,000	360,000
TOTAL STATE SOURCES	5,216,631	4,786,400	3,808,700
OTHER FINANCING SOURCES			
Transfer in from Debt Service	1,465,548	-	-
Indirect Revenue	392,059	300,000	376,300
Sale of Property	-	1,400,000	900,000
Reimbursement from Insurance Claims	1,475,064	1,729,000	320,000
Blue Cross Blue Shield PY Reimbursements	52,574	-	-
Workers Comp/Blue Cross Prior Year Reconciliation	9,776	-	-
CTE Transportation Costs	63,962	21,000	50,000
Emergency Loan	10,288,025	-	-
Refinancing on Energy Bonds/SLBF	-	14,025,000	11,740,000
Copier Rental	251,800	-	-
Food Service	140,711	135,000	135,000
MESSA Levy Transfer	702,750	750,000	825,000
TOTAL OTHER FINANCING SOURCES	14,842,268	18,360,000	14,346,300
TOTAL REVENUE	48,964,865	51,380,500	46,606,400
TOTAL REVENUE AND BEG BALANCE	15,526,441	26,295,434	22,229,634
EXPENDITURES			
Instruction - 01xx	11,061,652	11,450,600	13,142,000
Support Services - 02xx	19,401,277	19,977,400	17,681,800
Community Services - 03xx	-	34,900	1,500
Capital Expenditures - 04xx	3,622,342	650,000	500,000
Prior Period Adjust - 049x	-	-	-
Debt Service -05XX	3,281,943	14,941,500	12,311,000
Outgoing Transfers- 06xx	277,893	276,500	276,500
TOTAL EXPENDITURES	38,296,826	47,330,900	43,912,800
Operating Surplus/(Deficit)	10,668,040	2,966,940	2,693,600
FUND EQUITY, END OF YEAR			
Unassigned	(22,770,384)	(29,615,119)	(21,683,166)
Non-Spendable prepaids, inventory, and deposits	-	-	-
TOTAL FUND EQUITY, END OF YEAR	(22,770,384)	(29,615,119)	(21,683,166)
TOTAL EXPEND AND ENDING BALANCE	15,526,441	17,715,781	22,229,634

PONTIAC SCHOOL DISTRICT GENERAL FUND BUDGET FUND 110
FISCAL YEAR 2017-2018

PROGRAM DESCRIPTION	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 1 TOTALS	2017-18 PROPOSED BUDGET
111 Elementary Education	5,140,784	5,346,900	6,451,000
112 Middle School	2,739,044	2,413,400	2,612,800
113 High School	3,134,233	3,264,600	3,859,300
118 Pre-School	1,849	-	-
125 Compensatory Education	45,743	397,200	13,900
132 Secondary Learning	-	28,500	205,000
0100 INSTRUCTION	11,061,652	11,450,600	13,142,000
211 Attendance Services	34,000	37,900	40,000
212 Guidance Services	547,149	781,400	449,900
216 Social Work Services	-	706,600	-
219 Other Pupil Services	102,686	83,900	100,700
21x PUPIL SUPPORT	683,835	1,609,800	590,600
221 Improvement of Instruction	215,447	974,200	135,800
222 Educational Media Services	140,550	109,800	103,800
226 Supervision Direction of Instr Staff	302,949	378,100	288,700
227 Academic Student Assessment	-	58,800	-
22x INSTRUCTIONAL STAFF SUPPORT	658,947	1,520,900	528,300
231 Board of Education	703,108	829,000	615,000
232 Executive Administration	956,432	1,054,600	923,900
23x GENERAL ADMINISTRATION	1,659,540	1,883,600	1,538,900
241 Office of Principal	2,607,980	1,590,500	2,580,100
249 Other School Administration	-	181,000	11,000
24x SCHOOL ADMINISTRATION	2,607,980	1,771,500	2,591,100
252 Fiscal Services	971,273	877,700	840,100
259 Other Business Services	1,486,103	1,158,000	1,080,000
25x BUSINESS ADMINISTRATION	2,457,377	2,035,700	1,920,100
261 Operation/Maintenance	6,848,017	5,929,500	5,929,500
266 Building Security Services	379,648	855,500	275,800
26x OPERATION/MAINTENANCE	7,227,665	6,785,000	6,205,300
27x PUPIL TRANSPORTATION	1,695,829	1,803,000	1,820,000
281 Planning, Research & Development	71,889	2,500	85,000
282 Information Services	51,004	70,200	97,200
283 Staff/Personnel Services	617,958	645,400	663,500
284 Data Processing	1,414,050	1,464,300	1,301,200
285 Pupil Accounting	255,205	385,500	340,600
28x CENTRAL ADMINISTRATION	2,410,106	2,567,900	2,487,500
3xx COMMUNITY SERVICES	1,718	34,900	1,500
456 BUILDING IMPROVEMENTS	3,622,342	650,000	500,000
491 PRIOR PERIOD ADJUSTMENTS	650,000	-	-
511 DEBT SERVICE - LONT TERM	3,281,943	14,941,500	12,311,000
6xx FUND MODIFICATIONS	277,893	276,500	276,500
GEF (110) TOTAL	38,296,826	47,330,900	43,912,800

**PONTIAC SCHOOL DISTRICT GRANTS & FUNDED PROJECTS BUDGET
REVENUE AND EXPENDITURE BUDGET - FUND 120
FISCAL YEAR 2017-2018**

	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 BUDGET	2017-18 PROPOSED BUDGET
FUND EQUITY, BEG OF YEAR			
Unassigned	-	-	-
	-	-	-
REVENUE			
LOCAL SOURCES			
Local Grants	88,892	105,400	88,900
TOTAL LOCAL SOURCES	88,892	105,400	88,900
STATE SOURCES			
Section 99h First Robotics	4,000	5,500	5,500
Section 22i Technology Infrastructure	116,893	38,500	-
Section 31A At Risk	2,198,755	1,902,800	2,449,600
Section 31A At Risk C/O	-	63,700	200,000
Section 107.1 Adult Education	81,860	103,300	-
Section 32d Great Start Readiness	2,993,314	1,262,200	1,730,300
Section 32d Great Start Readiness C/O	-	525,300	926,300
Section 61a.1 Vocational Education	246,713	43,700	16,400
TOTAL STATE SOURCES	5,641,536	3,945,000	5,328,100
FEDERAL SOURCES			
Title I	8,127,980	5,034,100	5,176,000
Title I C/O	-	2,641,600	838,000
Title II	1,423,698	900,500	669,400
Title II C/O	-	1,470,700	413,200
Title III	114,945	153,200	139,000
National Institute of Justice	-	-	17,000
Drop Out Prevention (SOS)	455,450	-	-
JROTC	55,254	50,000	50,000
P.R.I.D.E.	-	-	-
Carol M. White Physical Education (PEP)	47,367	-	-
21st Century Community Learning (EXCEL)	929,362	945,000	945,000
TOTAL FEDERAL SOURCES	11,154,057	11,195,100	8,247,600
TOTAL REVENUE	16,884,484	15,245,500	13,664,600
TOTAL REVENUE AND BEG BALANCE	16,884,484	15,245,500	13,664,600
EXPENDITURES	16,067,991	15,245,500	13,664,600
TOTAL EXPENDITURES	16,067,991	15,245,500	13,664,600

**PONTIAC SCHOOL DISTRICT GRANTS & FUNDED PROJECTS BUDGET
FISCAL YEAR 2017-2018**

PROGRAM DESCRIPTION	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 BUDGET	2017-18 PROPOSED BUDGET
111 Elementary Education	953,606	2,597,300	1,080,100
112 Middle School	72,378	1,124,600	59,500
113 High School	85,830	1,414,300	89,300
118 Pre-School	2,105,327	1,256,100	2,150,600
119 Summer School	89,469	117,200	95,200
125 Compensatory Education	6,757,254	3,035,200	4,897,500
127 Vocational Education	135,140	141,000	100,600
132 Secondary Learning	64,784	49,400	-
0100 INSTRUCTION	10,263,789	9,735,100	8,472,800
212 Guidance Services	867,692	441,100	763,600
213 Health Services	-	-	15,900
216 Social Work Services	485,283	208,000	592,000
219 Other Pupil Services	-	51,600	-
21x PUPIL SUPPORT	1,352,975	700,700	1,371,500
221 Improvement of Instruction	1,201,700	737,200	1,247,200
222 Library	-	17,800	-
225 Computer Assisted Instruction	82,732	52,100	-
226 Supervision Direction of Instr Staff	924,720	61,900	740,300
227 Academic Student Assessment	35,976	696,100	58,600
22x INSTRUCTIONAL STAFF SUPPORT	2,245,128	1,565,100	2,046,100
231 Board of Education	15,537	2,000	1,000
233 Grant Writer/Grant Procurement	6,393	6,400	6,400
23x GENERAL ADMINISTRATION	21,930	8,400	7,400
241 Office of Principal	3,973	902,400	-
24x SCHOOL ADMINISTRATION	3,973	902,400	-
257 Internal Services	11,800	-	10,000
25x BUSINESS ADMINISTRATION	11,800	-	10,000
261 Operation/Maintenance	22,202	-	-
266 Building Security Services	359,817	136,100	461,600
26x OPERATION/MAINTENANCE	382,020	136,100	461,600
27x PUPIL TRANSPORTATION	856,688	789,100	758,700
281 Plan Research Development	34,662	23,500	23,900
282 Information Services	8,608	24,600	3,500
283 Staff/Personnel Services	32,240	75,000	59,300
284 Data Processing	-	138,200	-
28x CENTRAL ADMINISTRATION	75,510	261,300	86,700
311 Community Services Direction	9,034	10,000	6,100
331 Community Activities	66,213	22,700	53,800
351 Custody & Care of Children	640	300	900
370 Non-Public School Pupils	136,568	732,400	171,600
3xx COMMUNITY SERVICES	212,455	765,400	232,400
456 BUILDING IMPROVEMENTS	428,376	-	-
6xx FUND MODIFICATIONS (IDC)	213,348	381,900	217,400
GRANT FUND (120) TOTAL	16,067,991	15,245,500	13,664,600

**PONTIAC SCHOOL DISTRICT SPECIAL EDUCATION FUND BUDGET
REVENUE AND EXPENDITURE BUDGET - FUND 130
FISCAL YEAR 2016-2017**

	ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
FUND EQUITY, BEG OF YEAR			
Unassigned	-	-	-
REVENUE			
LOCAL SOURCES			
Durant Settlement	-	-	-
TOTAL LOCAL SOURCES	-	-	-
STATE SOURCES			
Section 51c Special Ed Headlee	4,213,800	4,849,300	4,432,700
TOTAL STATE SOURCES	4,213,800	4,849,300	4,432,700
FEDERAL SOURCES			
Medicaid Revenue	296,911	378,000	290,000
Medicaid AOP	3,796	4,300	
IDEA Flowthrough 2017	1,431,316	17,500	100,000
IDEA Flowthrough 2018	-	1,398,600	1,398,600
IDEA Preschool 2017	62,368	-	-
IDEA Preschool 2018	-	72,200	72,100
TOTAL FEDERAL SOURCES	1,794,391	1,870,600	1,860,700
OTHER FINANCING SOURCES			
PA18 County Special Education Tax	4,534,572	4,245,600	4,566,000
Avondale Cooperative Agreement-Tuition	13,104	13,100	13,100
TOTAL OTHER FINANCING SOURCES	4,547,676	4,258,700	4,579,100
TOTAL REVENUE	10,555,866	10,978,600	10,872,500
TOTAL REVENUE AND BEG BALANCE	10,555,866	10,978,600	10,872,500
EXPENDITURES			
Special Education	13,604,342	13,687,400	13,540,700
TOTAL EXPENDITURES	13,604,342	13,687,400	13,540,700
Operating Surplus/(Deficit)	(3,048,475)	(2,708,800)	(2,668,200)
FUND EQUITY, END OF YEAR			
Unassigned	(3,048,475)	2,452,900	(2,668,200)
Non-Spendable prepaids, inventory, and deposits	55,900	200,000	-
TOTAL FUND EQUITY, END OF YEAR	(2,992,575)	2,652,900	(2,668,200)
TOTAL EXPEND AND ENDING BALANCE	10,611,766	16,340,300	10,872,500

**PONTIAC SCHOOL DISTRICT SPECIAL EDUCATION BUDGET
FISCAL YEAR 2016-2017**

PROGRAM DESCRIPTION	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
111 Elementary Education		-	
112 Middle School	-		
113 High School	-		
118 Pre-School	-		
119 Summer School	-		
122 Special Education	8,156,291	7,712,400	8,113,700
0100 INSTRUCTION	8,156,291	7,712,400	8,113,700
213 Health Services	578,737	722,500	699,000
214 Psychological Services	392,907	515,000	413,000
215 Speech Pathology and Audiology	660,907	878,000	726,200
216 Social Work Services	647,161	689,000	651,400
218 Teacher Consultant	337,512	363,000	318,400
219 Other Pupil Support	-	8,000	-
21x PUPIL SUPPORT	2,617,224	3,175,500	2,808,000
221 Improvement of Instruction	17,218	21,800	21,800
226 Supervision Direction of Instr Staff	493,031	533,000	332,900
22x INSTRUCTIONAL STAFF SUPPORT	510,249	554,800	354,700
231 Board of Education	-	2,000	-
232 Executive Administration	-	-	-
233 Grant Writer/Grant Procurement	-	-	-
23x GENERAL ADMINISTRATION	-	2,000	-
241 Office of Principal	160,078	197,000	184,600
249 Other School Administration	-	-	-
24x SCHOOL ADMINISTRATION	160,078	197,000	184,600
26x Operations/Maintenance	113,323	150,000	150,000
27x PUPIL TRANSPORTATION	1,786,948	1,780,000	1,818,000
281 Plan Research Development	-	-	-
282 Information Services	-	-	-
283 Staff/Personnel Services	7,782	16,500	17,000
284 Data Processing	2,583	2,500	2,500
285 Pupil Accounting	-	-	-
289 Statistical & Other Central	-	-	-
28x CENTRAL ADMINISTRATION	10,365	19,000	19,500
293 Athletic Activities	-	-	-
299 Other Support Services	-	-	-
29x OTHER	-	-	-
311 Community Services Direction	-	-	-
331 Community Activities	-	-	-
351 Custody & Care of Children	-	-	-
371 Non-Public School Pupils	9,730	19,700	15,200
3xx COMMUNITY SERVICES	9,730	19,700	15,200
456 BUILDING IMPROVEMENTS	61,423	-	-
6xx FUND MODIFICATIONS (IDC)	178,710	77,000	77,000
GRANT FUND (120) TOTAL	13,604,342	13,687,400	13,540,700

**PONTIAC SCHOOL DISTRICT ATHLETICS FUND BUDGET
REVENUE AND EXPENDITURE BUDGET - FUND 150
FISCAL YEAR 2016-2017**

	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
FUND EQUITY, BEG OF YEAR			
Unassigned	-	-	-
	-	-	-
REVENUE			
LOCAL SOURCES			
Gate Receipts	21,784	19,400	19,400
Donations	6,814	-	-
Concessions	5,203	4,100	4,100
TOTAL LOCAL SOURCES	33,802	23,500	23,500
OPERATING TRANSFERS			
Transfer from GEF	277,893	276,500	276,500
TOTAL OPERATING TRANSFER	277,893	276,500	276,500
TOTAL REVENUE	311,695	300,000	300,000
TOTAL REVENUE AND BEG BALANCE	311,695	300,000	300,000
EXPENDITURES			
Athletics	311,695	300,000	300,000
TOTAL EXPENDITURES	311,695	300,000	300,000
Operating Surplus/(Deficit)	-	-	-
FUND EQUITY, END OF YEAR			
Unassigned	-	-	-
Non-Spendable prepaids, inventory; and deposits	-	-	-
TOTAL FUND EQUITY, END OF YEAR	-	-	-
TOTAL EXPEND AND ENDING BALANCE	311,695	300,000	300,000

**PONTIAC SCHOOL DISTRICT ATHLETICS FUND BUDGET
REVENUE AND EXPENDITURE BUDGET - FUND 150**

FISCAL YEAR 2016-2017	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
PROGRAM DESCRIPTION			
Athletic Fund Services			
271 Transportation	31,177	30,000	30,000
293 Athletic Activities	237,546	224,500	224,500
266 Security	18,511	20,300	20,300
259 Other Business Services	24,461	25,200	25,200
ATHLETICS FUND TOTAL	311,695	300,000	300,000

**PONTIAC SCHOOL DISTRICT FOOD SERVICE FUND BUDGET
REVENUE AND EXPENDITURE BUDGET - FUND 250
FISCAL YEAR 2017-2018**

	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
FUND EQUITY, BEG OF YEAR			
Restricted	670,000	762,039	876,870
Non-Spendable prepaids, inventory; and deposits	28,400	14,631	15,000
	698,400	776,670	891,870
REVENUE			
LOCAL SOURCES			
Adult Meals	2,636	1,500	2,000
A la Carte Sales	57,424	83,000	75,000
Catering & Other	24,781	12,500	8,000
TOTAL LOCAL SOURCES	84,840	97,000	85,000
STATE SOURCES			
Sect 31d School Lunch	88,156	110,000	90,000
School Breakfast	-	-	-
TOTAL STATE SOURCES	88,156	110,000	90,000
FEDERAL SOURCES			
USDA Commodities	233,263	225,000	240,000
Summer Lunch	15,982	16,000	16,000
National School Breakfast	929,285	880,000	725,000
National School Lunch	1,998,121	1,750,000	1,750,000
NSL - Child Care Food Program	79,757	75,000	65,000
NSL - CNP Fresh Fruit & Vegetables	71,296	54,000	54,000
TOTAL FEDERAL SOURCES	3,327,704	3,000,000	2,850,000
OTHER FINANCING SOURCES			
Copier Lease	-	6,500	6,500
TOTAL OTHER FINANCING SOURCES		6,500	6,500
TOTAL REVENUE	3,500,700	3,213,500	3,031,500
TOTAL REVENUE AND BEG BALANCE	4,199,100	3,990,170	3,923,370
EXPENDITURES			
Food Service	3,913,421	3,098,300	2,984,000
TOTAL EXPENDITURES	3,913,421	3,098,300	2,984,000
Operating Surplus/(Deficit)	(412,721)	115,200	47,500
FUND EQUITY, END OF YEAR			
Unassigned	696,400	863,470	910,970
Non-Spendable prepaids, inventory; and deposits	28,400	28,400	28,400
TOTAL FUND EQUITY, END OF YEAR	724,800	891,870	939,370
TOTAL EXPEND AND ENDING BALANCE	4,638,221	3,990,170	3,923,370

**PONTIAC SCHOOL DISTRICT FOOD SERVICE FUND BUDGET
FISCAL YEAR 2017-2018**

PROGRAM DESCRIPTION	2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
Food Services			
1261 Operating Building Services	7,247	8,000	8,000
1266 Security Services	2,828	7,000	7,000
1283 Staff Services	-	3,000	3,000
1284 Technolgy Services	-	-	-
1297 Food Services	3,165,650	2,978,300	2,808,300
1456 Building Improvements	595,752	100,000	155,700
1511 Debt Service - Long Term	1,234	2,000	2,000
1611 Fund Modification	140,711	-	-
FOOD SERVICE FUND TOTAL	3,913,421	3,098,300	2,984,000

**PONTIAC SCHOOL DISTRICT CAPITAL PROJECTS SINKING FUND
REVENUE AND EXPENDITURE BUDGET - FUND 410
FISCAL YEAR 2017-2018**

2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 PROPOSED BUDGET
-----------------------------	----------------------------------	-------------------------------

COMMITTED, FUND EQUITY BEGINNING OF YEAR (1,000,000) -

REVENUE

LOCAL SOURCE REVENUE	-	-	-
Property Tax Levy - Sinking Fund	-	6,756,600	7,000,000
Interest Income	-	2,000	2,000
Financing Proceeds	-	4,000,000	3,000,000
TOTAL REVENUE	-	10,758,600	10,002,000
TOTAL REVENUE AND BEGINNING BALANCE	-	9,758,600	10,002,000

EXPENDITURES

Infrastructure Technology-284	-	400,000	350,000
Site Improvements -452	-	2,600,000	1,240,000
Building Improvements - 456	1,000,000	6,758,600	8,102,000
Debt Service Interest Expense - 511	1,000,000	6,758,600	310,000
TOTAL EXPENDITURES	2,000,000	16,517,200	10,002,000

TOTAL FUND EQUITY, END OF YEAR (2,000,000) (6,758,600) -

TOTAL EXPENDED AND ENDING FUND BALANCE (2,000,000) (6,758,600) -

PONTIAC SCHOOL DISTRICT INTERNAL SERVICES FUND - RISK RELATED ACTIVITY FUND - FUND 810
Schedule of Revenues, Expenses, and Net Assets
FISCAL YEAR 2016-2017

2015-16 ACTUAL BUDGET	2016-17 AMENDMENT 2 TOTALS	2017-18 ADOPTED BUDGET
--------------------------------------	---	---------------------------------------

Operating Revenues

Worker Compensation contribution - All Funds	557,848	400,000	400,000
Unemployment contribution - All Funds	169,678	160,000	160,000
Property/Casualty, E & O, Fleet & Other Insurance contribution	775,000	707,000	600,000
Investment Income	344	-	100
Open P/C Insurance Claims	-		
TOTAL REVENUE	1,502,869	1,267,000	1,160,100

Operating Expenses

Worker Compensation premium/claims	165,515	300,000	265,000
Unemployment premium/claims	68,009	60,000	75,000
Property/Casualty, E & O, Fleet & Other Insurance contribution	686,266	607,000	608,000
Uninsured P/C Insurance expenses	285,082	300,000	212,100
Total Operating Expenses	1,204,873	1,267,000	1,160,100

Net Operating Profit (Loss)

297,997	-	-
----------------	----------	----------

Budget Resolutions



BUDGET RESOLUTIONS

School District of the City of Pontiac
Fiscal Year 2018 Adopted Budget Resolution
(General Appropriation Act)

It is recommended that the Board of Education pass the following resolution:

It was moved by _____, supported by _____, that the Board of Education approve the General Appropriation Act for the 2017-2018 fiscal year.

BE IT RESOLVED, that this resolution shall be the Appropriation Act of School District of the City of Pontiac for the fiscal year 2017-2018; AN ACT to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all income received by School District of the City of Pontiac.

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations in the funds of for the School District of the City of Pontiac for fiscal year 2017-2018 is as follows:

**RESOLUTION FOR ADOPTION BY
School District of the City of Pontiac
Fiscal Year 2018 Adopted Budget Resolution**

RESOLVED, that this resolution shall be the **GENERAL FUND** Appropriation Act of the School District for the City of Pontiac for the fiscal year 2017-2018: A resolution to make appropriations, and to provide for the disposition of all income received by the School District of the City of Pontiac.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriations in the **GENERAL FUND** of the School District of the City of Pontiac for the fiscal year 2017-2018 be as follows:

	FUND 110 GEF	FUND 120 GRANTS	FUND 130 SEF	FUND 150 ATHLETICS	TOTAL by FUND
REVENUE					
Local	28,451,400	88,900		23,500	28,563,800
State	3,808,700	5,328,100	4,432,700	-	13,569,500
Federal	-	8,247,600	1,860,700	-	10,108,300
County & InterDistrict and Other Transfers	14,346,300	-	4,579,100	276,500	19,201,900
TOTAL REVENUE	46,606,400	13,664,600	10,872,500	300,000	71,443,500
Actual Fund Balance as of 6/30/2017	(23,361,466)	-	-	-	(23,361,466)
Total Available to appropriate	23,244,934	13,664,600	10,872,500	300,000	48,082,034

BE IT FURTHER RESOLVED, that \$48,082,034 of the total available to appropriate in the **GENERAL FUND** is hereby appropriated in the amounts and purposes set forth below:

	FUND 110 GEF	FUND 120 GRANTS	FUND 130 SEF	FUND 150 ATHLETICS	TOTAL by FUND
EXPENDITURES					
INSTRUCTION					
Basic Programs	12,923,100	3,474,700	-	-	16,397,800
Added Needs	13,900	4,998,100	8,113,700	-	13,125,700
Adult & Continuing Education	205,000	-	-	-	205,000
SUPPORT SERVICES					
Pupil Support	590,600	1,371,500	2,808,000	-	4,770,100
Instructional Support	528,300	2,046,100	354,700	-	2,929,100
General Administration	1,538,900	7,400	-	-	1,546,300
School Administration	2,591,100	-	184,600	-	2,775,700
Business Support	1,920,100	10,000	-	25,200	1,955,300

	FUND 110 GEF	FUND 120 GRANTS	FUND 130 SEF	FUND 150 ATHLETICS	TOTAL by FUND
Operations/Maint. & Security	6,205,300	461,600	150,000	20,300	6,837,200
Transportation	1,820,000	758,700	1,818,000	30,000	4,426,700
Central Support	2,487,500	86,700	19,500	-	2,593,700
Other	-	-	-	224,500	224,500
COMMUNITY SERVICES	1,500	232,400	15,200	-	249,100
CAPITAL/BLDG IMPROVEMENTS	500,000	-	-	-	500,000
LONG TERM DEBT	12,311,000	-	-	-	12,311,000
FUND MODIFICATIONS					
Indirect Costs	276,500	217,400	77,000	-	570,900
TOTAL EXPENDITURES	43,912,800	13,664,600	13,540,700	300,000	71,418,100
Projected Fund Balance as of 6/30/2018	<u>(20,667,866)</u>	-	<u>(2,668,200)</u>	-	<u>(23,336,066)</u>

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the **SPECIAL REVENUE FOOD SERVICE FUND** of the School District of the City of Pontiac for the fiscal year 2017-2018 be adopted as follows:

REVENUE

Local	85,000
State	90,000
Federal	2,850,000
Transfers	<u>6,500</u>
TOTAL REVENUE	3,031,500
Actual Fund Balance as of 6/30/2017	<u>891,870</u>
Total Available to Appropriate	<u><u>3,923,370</u></u>

BE IT FURTHER RESOLVED, that \$2,984,000 of the total available to appropriate in the **SPECIAL REVENUE FOOD SERVICE FUND** is hereby appropriated in the amounts and purposes set forth below:

EXPENDITURES

Support Services Other	2,828,300
Capital Expenditures	<u>155,700</u>
TOTAL EXPENDITURES	2,984,000
Projected Fund Balance as of 6/30/2018	<u><u>939,370</u></u>

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the CAPITAL PROJECTS FUND of the School District of the City of Pontiac for the fiscal year 2017-2018 be adopted as follows:

REVENUE

Local	7,002,000
Other Financing Sources	<u>3,000,000</u>
TOTAL REVENUE	10,002,000
Actual Fund Balance as of 6/30/2016	<u>-</u>
Total Available to Appropriate	<u><u>10,002,000</u></u>

BE IT FURTHER RESOLVED, that \$10,002,000 of the total available to appropriate in the **CAPITAL PROJECTS FUND** is hereby appropriated in the amounts and purposes set forth below:

EXPENDITURES

Infrastructure Technology	350,000
Site Improvements	1,240,000
Building Improvements	8,102,000
Debt Service Interest Expense	<u>310,000</u>
TOTAL EXPENDITURES	10,002,000
Projected Fund Balance as of 6/30/2018	<u><u>-</u></u>

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the INTERNAL SERVICE FUND of the School District of the City of Pontiac for the fiscal year 2017-2018 be adopted as follows:

REVENUE

Local	560,000
Transfers	<u>600,000</u>
TOTAL REVENUE	1,160,000
Actual Fund Balance as of 6/30/2017	<u>806,303</u>
Total Available to Appropriate	<u><u>1,966,303</u></u>

BE IT FURTHER RESOLVED, that \$1,160,000 of the total available to appropriate in the **INTERNAL SERVICE FUND** is hereby appropriated in the amounts and purposes set forth below:

EXPENDITURES

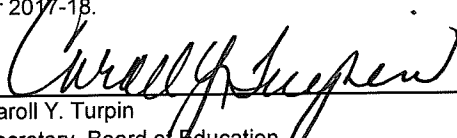
Support Services Other	<u>1,160,000</u>
TOTAL EXPENDITURES	1,160,000
Projected Fund Balance as of 6/30/2018	<u><u>806,303</u></u>

BE IT FURTHER RESOLVED that for operating purposes 18.0000 mills be levied on non-homesteads and, that 6.0000 mills be levied on applicable commercial personal property; that .4000 mills be levied within applicable municipalities for the purposes of the MESSA Judgement Levy; that 2.8700 mills be levied for the sinking fund; and that 0.000 mills be levied for debt retirement purposes;

Fiscal Year 2018 Adopted Budget Resolution

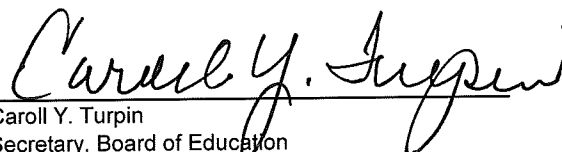
BE IT FURTHER RESOLVED, that no Board of Education member or employee of the School District shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement adopted by the Board. Changes in the amount appropriated by the Board of Education shall require approval by the Board of Education;

BE IT FURTHER RESOLVED, that the Superintendent is hereby charged with general supervision of the execution of the Budget adopted by the Board of Education and shall hold the Assistant Superintendents, Directors, Assistant Directors and Managers responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement adopted by the Board of Education. The Superintendent is further authorized to approve adjustments and/or transfers between line items within a fund of the Board adopted operating budget. This act was first taken into effect in fiscal year 2017-18.



Carol Y. Turpin
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the School District of the City of Pontiac, County of Oakland, Michigan, hereby certifies that the foregoing is a true and complete copy of a Resolution adopted by the board of Education at a regular meeting held on June 19, 2017, the original of which Resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, Act 267, Public Acts of Michigan 1976, as amended.



Carol Y. Turpin
Secretary, Board of Education

Blueprint Acceleration Plan



LP Blueprint System Roles and Responsibilities

Outer Circle Foundational Components -

- Familiarize yourself with the Evidence of Practice Documents for Safe, Nurturing Environment and Collective Responsibility
- Develop a plan, and using Google Forms, administer the Collective Responsibility and Safe Nurturing Environment Assessment Tools district wide.
- Assessment Tool district wide on Foundation Circle
- Collect and analyze the data, develop recommendations for next steps and present to the DTN for implementation.

Problem Solving Protocol

- Familiarize yourself with the Evidence of Practice Documents for the PSP
- Review the Planning Tool for the PSP Driver
- REVIEW Building PSP's at DTN meetings
- Plan for revisions/additions to the current LP PSP documents
- Considerations include how to increase knowledge of the Blueprint for all stakeholders (staff, students, parents, community, and LP Board of Education)
- Review Superintendent videos/podcasts, monthly Blueprint bulletins, regular email blasts, newspaper coverage, etc...
- Give Assessment Tool district wide on PSP
- Collect and analyze the data, develop recommendations for next steps and present to the DTN for implementation.
- Review PSP data that now is located in PMT

Communications Driver System

- Familiarize yourself with the Evidence of Practice Documents for the Communications Driver - Turnaround
- Review the Model Planning Tool for the Communications Driver and the LP Public Schools Communications Tool.
- Assessment Tool of Communication Tool in buildings/district
- Plan for revisions/additions to the current LP Communications Driver. Considerations include how to increase knowledge of the Blueprint for all stakeholders (staff, students, parents, community, and LP Board of Education)
- Review Superintendent videos/podcasts, monthly Blueprint bulletins, regular email blasts, newspaper coverage etc...
- Collect and analyze the data, develop recommendations for next steps and present to the DTN

Performance Management Tool

- Familiarize yourself with the Evidence of Practice Documents for the Performance Management Tool Driver
- Review the LP Planning Tool for the Performance Management Tool Driver
- Assessment Tool of Performance Management Tool
- Plan for revisions/additions to the current LP Performance Management Driver. Considerations include how to increase knowledge of the Blueprint for all stakeholders (staff, students, parents, community, and LP Board of Education) on the use of the PMT and the Process used by each building for staff support and data review monthly.
- Create a Superintendent videos/podcasts, monthly Blueprint bulletins, regular email blasts, newspaper coverage on the PMT data

Talent Management Infrastructure

- Familiarize yourself with the Evidence of Practice Documents for the Talent Management System
- Review the Recruitment, Hiring and Assignment Planning Tool for Recruitment, Hiring and Assignment. LAUNCH stage
- Review the *Measuring Adult Competency Planning Tool*
- Review Planning Tool for presentation to the DTN for discussion and approval.
- Develop a plan for the approval, roll-out and use of the Teacher, Principal and Central Office Administrator profiles. Consider a self-assessment approach with a dialogue following completion between teacher/principal and principal/superintendent.
- Develop and implement a plan to collect data on current teacher and principal competencies using the Teacher and Principal Profile Documents and/or the Skill/Will matrix documents using the Measuring Adult Capacity Planning Tool
- Collect and analyze the data, develop recommendations for next steps in terms of professional learning for teachers and administrators based on results of the data.

Leadership Network

- Familiarize yourself with the Evidence of Practice Documents for the Leadership Network
- Review the Planning Tool and Model Planning Tool for Creating the Partnerships and present to DTN for discussion.
- Use of Leadership Competencies - Self-Assessment? 2x a year review of Competencies
- Review the Planning Tool for the Leadership Network “ Rethinking Central Office to Support Partnerships” and present to DTN for discussion
- Coaching Documents create
- Review Vision for the Leadership Network “District Policies and Procedures to Support Partnerships” and present to the DTN for discussion and approval.
- Review plan for roll-out of the Vision for Student Support Network to district staff in

order to develop common/shared understanding.

- Develop a plan for use of Coaching documents and Follow up information
- Collect and analyze the data. Make recommendations to the DTN for next steps, develop and implement an action plan based on the results of the data.
- Coaching Follow up by Ann LaPointe

Instructional Infrastructure

- Familiarize yourself with the Evidence of Practice Documents for Instructional Infrastructure
- Review the Planning Tool for Vision for HQ Instruction. (LAUNCH)
- Review the Planning Tool for Curriculum and Assessment. (Phase 1)
- Revision the Planning Tool for Visions for HQ Instruction and present to DTN for discussion and approval?
- Review Vision documents for HQ Instruction in the 5 core areas.
- Assess and Review professional learning for principals and teachers to assist and development of a shared understanding of each document.
- Review and analyze baseline data of collected evidence around HQ instructional practices in each of the core areas.
- Make recommendations to the DTN for initial professional learning based on the results.
- Review the Planning Tool for Curriculum and Assessment in alignment with the work being done by the curriculum director and teacher teams around developing a shared/common understanding of a balanced literacy framework.

Student Support Network

- Familiarize yourself with the Evidence of Practice Documents for Student Support Network
- Review the Planning Tool and Model Planning Tool for Vision for HQ Instruction
- Review the Sample Vision Documents for Student Support Network and Pastoral Care
- Review the Planning Tool for Student Support Network and present to DTN for discussion
- Review Vision for the Student Support Network and present to the DTN for discussion and approval.
- Review plan for roll-out of the Vision for Student Support Network to district staff in order to develop common/shared understanding.
- Develop a plan for conducting student focus groups to collect baseline data on student/adult relationships in the district as part of a comprehensive Student Support Network.
- Collect and analyze the data. Make recommendations to the DTN for next steps, develop and implement an action plan based on the results of the data.

Blueprint Acceleration Plan:
Pontiac School District

December 2016			
Group Responsible	Date Completed	Evidence * Most documents can be found in DTN folders	Actions to be completed
<p>Pontiac School District (Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</p>	12/8	<p>(1) Quarter 1 Scorecard; Staff meeting agendas; District-wide PD agendas/sign in sheets; Late start/PLC agendas (2) Climate and Culture survey/LAC-0 (3) Completed forms (12/21) (4) Flowchart from HR Benchmark-DTN agendas/Education Plan Review</p> <p style="text-align: right;"><u>Critical</u></p>	<p>Blueprint Installation Complete the LAUNCH phase of installation by: (1) measuring high-quality subject-specific instruction in all tested content areas in all buildings; (2) measuring the degree to which students feel pastoral care as part of the vision of high quality student support; (3) complete the building inventories of turnaround competencies to complete the talent management dashboard; (4) install effective processes for the selecting of turnaround leaders and teachers as part of the talent management infrastructure; and-Y'londa and Carmen will develop a flow chart by January 1 (5) review and modification of the Talent Management Infrastructure's Recruitment, Hiring, and Assignment planning tool. -Review</p> <p>Benchmark Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis.</p>

**Blueprint Acceleration Plan:
Pontiac School District**

	<p>12/1</p>	<p><u>Recommendations:</u> <i>1. Interview records conducted between District Office and Principals.</i> <i>2. OS coaching plan</i></p> <p style="text-align: center;"><i>4. DTN Timeline within folder</i> <i>5. MI Excel certification process, with additional support as needed</i></p> <p>1. Schedule has been established to ensure daily representation within the building. Walkthrough documents to formalize process and feedback have been developed.</p>	<p><u>Critical Recommendations</u></p> <ol style="list-style-type: none"> 1. Conduct Behavior Event Interviews (with the assistance of the MI Excel team if needed) to objectively measure to what extent each administrator possesses turnaround leadership competencies.-took place in November 2016 2. Establish system to require instructional coaching for all teachers in the organization with efforts led and coordinated by building-level principals in partnership with central office administrators.Flowchart developed with principals at Principals' meeting, with Curriculum and OS; aligned with Visions of HQ Instruction, modeled after OS coaching plan 3. The MI Excel Leadership Academy with support from Oakland Schools leadership coaches will provide professional learning for principals in instructional leadership. 4. Establish a timeline that will guide the completion of the Blueprint's full installation by the end of the current academic year or by fall 2017 at the latest. 5. Utilize the MI Excel team and/or Oakland to provide executive coaching for the superintendent specifically related to her work of installing the Blueprint at scale in the district thereby reconfiguring district systems and building routines to dramatically increase student and teacher performance in a short amount of time. <p><u>Pontiac High School</u></p> <ol style="list-style-type: none"> 1. Focus critical attention on the high school to install instructional leadership and teacher collaborative routines that effectively leverage the district systems created during Blueprint installation. The Superintendent, Assistant Superintendent and Curriculum Supervisors will have a daily presence at the high school in order to ensure the collaborative routines are implemented. <p><u>Applicable Recommendations to Increase Effectiveness of Installation</u></p>
<p>12/5</p>			

Blueprint Acceleration Plan: Pontiac School District

	12/1	<p>4. Time has been added</p> <p>5. Use of PLC Agenda/Minutes template in monthly PLC meetings; staff meetings; data team agenda</p> <p>6. Schedule/calendar of the DTN/BTN collaborative meeting.</p> <p>7. Communications survey</p>	<ol style="list-style-type: none"> 1. Facilitators (Williams, Leverette, Anthony) should interview for Phase I installation so that the MI Excel team can provide any necessary support to ensure their technical expertise for Pontiac's next phase of installation. Subsequent interviews for Phase II and Phase III should be scheduled with the MI Excel team prior to beginning the respective phases of installation for identification of additional support. 2. Improve attendance of all members of the DTN at all of its meetings. 3. Utilize the MI Excel meeting template to easily capture the work of each BP system at each DTN meeting. -locate in folder 4. Increase the time devoted to DTN meetings from 2 hours weekly to 4 hours weekly to ensure the effective installation of the Blueprint at a level that is more intense than other districts. -DONE 5. Require building leaders to monitor and collect evidence of the use of the problem-solving driver system at all levels of the organization to progress monitor building-level routine installation, and to support grade level PLCs as they work to make instructional decisions based on classroom level data. 6. Schedule a monthly meeting between the DTN and each building's BTN (one large group) throughout the remainder of the 2016-2017 academic year in order to assist building leadership in strategically leveraging the work of the district's installation of the BP at the building level. 7. Ensure that the communications driver system is utilized to guide Blueprint installation and to ensure that all stakeholders within the organization know what they need to know in order to effectively contribute to the district's work and to effectively glean feedback from stakeholders as needed throughout the installation of the Blueprint. 8. Complete the vision documents for high quality subject-specific instruction. 9. Ensure that all instructional leaders, teachers, coaches, and external support personnel develop a shared understanding of these vision documents.
	12/1	<p>8. High Quality Instruction</p>	

Blueprint Acceleration Plan: Pontiac School District

<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>		<p>documents 9. Survey and staff meeting agendas 10. SST Agendas, Staff Meeting Agendas,</p>	<p>10. Develop a shared understanding of its vision of high quality student support (of students' non-academic needs) at scale in the organization.</p>
			<ol style="list-style-type: none"> 1. Conduct Behavior Event Interviews, if requested by district, to objectively measure to what extent each administrator possesses turnaround leadership competencies. 2. The MI Excel Leadership Academy with support from Oakland Schools leadership coaches will provide professional learning for principals in instructional leadership. 3. MI Excel team and/or Oakland will provide executive coaching for the superintendent specifically related to her work of installing the Blueprint at scale in the district thereby reconfiguring district systems and building routines to dramatically increase student and teacher performance in a short amount of time. 4. Facilitators (Williams, Leverette, Anthony) will interview for Phase I installation so that the MI Excel team can provide any necessary support to ensure their technical expertise for Pontiac's next phase of installation. Subsequent interviews for Phase II and Phase III should be scheduled with the MI Excel team prior to beginning the respective phases of installation for identification of additional support. <p>How will the MI-Excel Team provide support to increase the rate of installation?</p>

Blueprint Acceleration Plan: Pontiac School District

<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	<p>12/1 12/9</p>	<p>Leadership Support is in place. Additional Leadership Support put into place: Principal SIF/Leadership coaches to support Turn-around Competencies. (BEI Results) Intervention Specialist to support all OS work</p>	<p>LEADERSHIP SUPPORT: <u>Superintendent:</u> Dr. Yocum, MI Excel team and/or Oakland will provide executive coaching for the superintendent specifically related to her work of installing the Blueprint at scale in the district thereby reconfiguring district systems and building routines to dramatically increase student and teacher performance in a short amount of time. <u>Asst. Superintendent:</u> Carol Anthony, <u>Central Admin Supervisors:</u> Math/Science-Marie Smerigan/Michael Gallagher, ELA/Social Studies: Susan Golab/Les Howard/Chris Lee, Data/Assessment - Steven Sneed,</p>
	<p>12/1 12/5 12/1</p>	<p>In Place - DTN meeting minutes (1) Training registration (2) Online materials (1-5) Attendance of content specific project lead at DTN meetings to assist in developing documents</p>	<p><u>Blueprint Installation</u> <u>District Turnaround Network Support:</u> Carol Anthony, Andrea Zellner, and OS Consultants when needed, attendance at DTN Meetings and/or support for planning meetings <u>Talent Management:</u> OS Human Resource personnel - (1) training in the use of Turnaround Competencies to support hiring practices, (2) Development New Teacher Induction program inclusive of Blueprint information</p> <p><u>Instructional Infrastructure Support:</u> (1) Collaboratively develop and communicate a Vision for Highly Ambitious Reading Instruction. (2) Collaboratively develop and communicate a Vision for Highly Ambitious Writing Instruction. (3) Collaboratively develop and communicate a Vision for Highly Ambitious Math Instruction.</p>

Blueprint Acceleration Plan: Pontiac School District

	<p>(4) Collaboratively develop and communicate a Vision for Highly Ambitious Science Instruction.</p> <p>(5) Collaboratively develop and communicate a Vision for Highly Ambitious Social Studies Instruction.</p> <p>(6) Project Leads work with Coaches to incorporate Vision for High Quality Instruction in coaching plans.</p> <p>(7) Within each of the professional learning sessions – participants will discuss high quality instructional moves as well as have them modeled. Additionally, coaches will support instructional moves during weekly coaching sessions.</p> <p><u>Intense Student Support Network Support:</u></p> <p>(1) Newly identified OS team - Karen Gomez (Point), Christina Harvey, Susan Benson (or other designee) to attend meetings.</p> <p>(2) Elementaries will participate in Marc Brackett's "Ruler Approach" supported by OS consultants to ensure implementation.</p> <p>(3) OS Project Aware will assist in supporting Project Aware partnership with buildings and leveraging partnerships</p>		<p>(6) Reflection of HQ instruction language in math coaching documents</p> <p>(7) Math Meeting minutes and coaching logs</p> <p>(1) Email to consultants and attendance of Karen Gomez at DTN</p> <p>(2) Attendance at Ruler training</p> <p>(3) Notes from Karen Gomez</p>	<p>12/ 1</p> <p>12/ 1</p> <p>12/ 1</p>
	<p><u>OTHER SUPPORTS:</u></p> <p><u>Elementary ELA:</u> Due to the challenge of a lack of substitute teachers, OS Consultants will begin offering Saturday professional learning to support the continued growth of the Fountas and Pinnell work to improve instruction practice and close gaps based on benchmarking data.</p> <p><u>High School SAT:</u> OS Consultants will begin to offer Saturday Professional Learning events to support the achievement of High School Students on the 2017 SAT.</p>		<p>See ELA Smore sent</p> <p>Checking with Kristine</p>	<p>12/ 2</p>

**Blueprint Acceleration Plan:
Pontiac School District**

	12/ 1	<p>Gullen. Sessions currently taking place during school week with ELA and Math teachers.</p> <p>Email Artifacts from Suzanne Toohey, documentation of training, master schedule support from Julia Green</p>	<p><u>High School ELL:</u> (1) SIOP training and job-embedded coaching for English staff at high school supported by OS ELL consultant, (2) Implementing an English Language Development Program at Pontiac High School is to: Provide a rigorous curriculum and intentional instruction through which bilingual English learners (ELs) will demonstrate measurable longitudinal progress acquiring English for social and academic purposes and Promote bilingual parent and community support of the high school and the school district through a visible commitment to the learning needs of bilingual students.</p>
--	----------	---	--

Blueprint Acceleration Plan:
Pontiac School District

January 2017			
Group Responsible	Date Completed	Evidence	Actions to be completed
<p>Pontiac School District (Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</p>	<p>Jan. 5 Jan. 12 Folder to collect artifacts Jan 29 Jan 10</p>	<p><i>Leadership network, Weekly action plans will be developed based off of the weekly dashboard</i></p> <ol style="list-style-type: none"> 1. Completed 2. Completed 3. Collect Artifacts <p>2. Partially Comp.</p> <p>3. Verbal survey of team</p> <p>4. Survey sent</p> <ol style="list-style-type: none"> 1. Critical conversations have taken place with alternative plan developed. 2. Central office 	<p>Blueprint Installation</p> <ol style="list-style-type: none"> 1. Complete the Performance Management driver system planning tool and install the driver at scale. This driver includes both the district and building-level tools. 2. Complete the planning tool and install the "Learning-Focused Leadership Partnerships" or the first floor of the Leadership Network. 3. Install the Building Turnaround Networks at each building in the district. Utilize the BTN Planning Tool. <p>Benchmark</p> <ol style="list-style-type: none"> 1. MI Excel Team completes (if requested) the Fidelity Appraisal of the Launch Phase of <i>Blueprint</i> installation. 2. Utilize the <i>Blueprint</i> Installation Timeline Tool (BITT) to measure quality and effectiveness of <i>Blueprint</i> installation on a monthly basis. 3. Assess the installation of the problem-solving driver system (at least four times per year) and make changes to the system based on installation data. 4. Assess the installation of the communications driver system (at least four times per year) and make changes to the system based on installation data. <p>Pontiac High School</p> <ol style="list-style-type: none"> 1. Ensure that the district supports the growth of the principal in developing the necessary turnaround competencies. If growth does not occur alternative options will be reviewed in a timely manner. 2. Commit efforts on instructional improvement at scale as quickly as possible in order to see noticeable gains in student achievement on this year's MSTEP assessments.

Blueprint Acceleration Plan: Pontiac School District

	<p>Beg. Jan 9</p> <p>Beg. Jan 9</p> <p>Continuing</p>	<p>walkthroughs /partner with OS</p> <p>1-Walk-throughs inclusive of district leadership take place weekly</p> <p>2-Weekly dashboard meetings with district leadership following problem-solving Protocol</p>	<p>Using the leadership network, support from MI Excel and Oakland Schools, ensure that focused instructional improvement plan in place is implemented at a level of exceptional quality.</p> <p>Applicable Recommendations to Increase Effectiveness of Installation</p> <ol style="list-style-type: none"> 1. Measure instructional quality for all teachers in at least the tested subjects on a monthly basis. From the performance management driver system, principals should observe teachers and collect data in alignment with the evaluation process with a goal of spending 80% of time in classrooms. 2. Strengthen the building turnaround networks at each building to ensure that their focus is on the performance management driver system, shared understandings of high quality subject specific instruction, high quality student support, and the urgency by which all stakeholders in Pontiac must approach the work of rapid turnaround. 3. Leadership network will meet weekly to utilize the problem-solving protocol to develop action plans based off of the weekly dashboard
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then</i></p>	<p>1/10</p>	<p>Training scheduled for leadership academy combined with Hazel Park.</p>	<ol style="list-style-type: none"> 1. MI Excel Team completes (if requested) the Fidelity Appraisal of the Launch Phase of <i>Blueprint</i> Installation.

**Blueprint Acceleration Plan:
Pontiac School District**

<p><i>that those actions would continue from month to month as appropriate.)</i></p>			
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p><i>Steven Snead has been meeting with/training building teams and district leadership</i></p> <p><i>District leadership has participated in balanced assessment training Monthly Assessment work taking place between consultants and teaching staff Assisted in establishment of SSN and assigned 3 OS leaders to support work moving forward Leadership coach</i></p>	<p><u>Blueprint Installation</u></p> <p><u>Performance Management:</u> OS Consultants will support the district in the utilization of the Illuminate Data Warehouse and Assessment system. Adoption, roll-out and implementation of data warehouse and assessment system. Assist in building the capacity of the data teams to disaggregate the data – as well as support the technical aspects of NWEA.</p> <p><u>Performance Management/Instructional Infrastructure:</u> The district will participate in training on balanced assessments and common assessment development, and coinciding with its work on creating common assessments, steps will be taken to ensure there is a clear picture of assessments in Pontiac. The goal is to ensure that the information needs of all school stakeholders are met.</p> <p><u>Performance Management:</u> Consultants will support teachers to quickly access the results of their common assessments and to have “on-time “ discussions regarding student learning that will inform their decisions for their MTSS.</p> <p><u>OTHER SUPPORTS:</u></p> <p><u>Intense Student Support -OS consultant will work with district leadership to support Nutrition, Health and Wellness</u></p> <p><u>Intense Student Support - OS consultant will work with district leadership to ensure PBIS is implemented district-wide</u></p> <p><u>High School Climate/Culture: OS Climate/Culture consultant will work with High School</u></p>

Blueprint Acceleration Plan:
Pontiac School District

		<i>works with Building principal up to 3-days a week with this as one topic</i>	Team to support culturally responsive skills.
--	--	---	---

Blueprint Acceleration Plan:
Pontiac School District

February 2017				
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>	
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	<p><i>On-going</i></p>	<p><i>Planning tool complete</i></p> <p><i>Weekly Dashboard review</i></p> <p><i>Began training Feb 8th w/Hazel Park</i></p>	<p><i>Build and install the district's curriculum and assessment component of the Instructional Infrastructure. Complete the planning tool, install the system, and establish an appropriate timeline for specific content areas.</i></p> <p><i>Complete the planning tool and install Principals Leverage District Systems to continue the work at the building level.</i></p> <p>Benchmark</p> <ol style="list-style-type: none"> <i>1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis.</i> <i>2. Complete the Performance Management data review with all building principals as described in the driver system.</i> <p>Applicable Recommendations to Increase Effectiveness of Installation</p> <ol style="list-style-type: none"> <i>1. Continue the installation of the Instructional Infrastructure which will focus on (1) the installation system to develop, modify, approve, and roll-out district approved curriculum (including learning targets and assessments) for all courses and grade level subjects; (2) an instructional improvement network to assist teachers in realizing the vision of high quality instruction every day for every student.</i> <i>2. Utilize the MI Excel Leadership Academy along with leadership coaches from Oakland Schools to develop the needed turnaround competencies in building leaders.</i> <i>3. Building administrators should expect to spend up to 80% of their time engaged in work to support instructional improvement at scale in order to move instruction from it's current level to a level aligned to the visions of high quality subject-specific instruction.</i> 	

Blueprint Acceleration Plan: Pontiac School District

			<p>4. Install the Blueprint's Leadership Network where partnerships between central office and building level administrators are critical to the work. Central office administrators in partnerships with building principals should expect to be in buildings up to 50% of their time.</p> <p>5. Prioritize support of building leaders based on student achievement data, the building's top-to-bottom ranking, principal competency data, and central office vision.</p> <p>6. Focus its efforts on instructional improvement at scale in the organization both internally and with its external support providers. (i.e. documentation of coaching and hours from Oakland)</p>
<p>MI-Excel Support (Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</p>		<p><i>Began training Feb 8th w/Hazel Park</i></p>	<p>1. Utilize the MI Excel Leadership Academy along with leadership coaches from Oakland Schools to develop the needed turnaround competencies in building leaders.</p>
<p>Oakland Schools Support and</p>			<p><u>Blueprint Installation</u> <u>Instructional Infrastructure:</u></p> <p>1. Oakland Schools Consultants will work directly with Pontiac Coaches and</p>

Blueprint Acceleration Plan: Pontiac School District

<p>Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Monthly meetings</p> <p>See coaching logs</p> <p>See coaching logs</p>	<p>Interventionists to Build Capacity, skill and knowledge to support teachers independently.</p> <p>2. ELA -Diving Deeper into MAISA units to support instructional shifts utilizing pre- and post assessment data and student samples. Job-embedded coaches provided at both the high school and middle school to support application and problem-solving.</p> <p>3. Math-Guide teacher investigation in the new Math resources to support instructional shifts to have students thinking more deeply. Coaches scheduled into each building to work with teachers individually and in PLC teams.</p> <p>4. All Subjects- District will work with Curriculum teams to ensure Atlas alignment to district resources and assessments</p> <p>5. Coaches meet with grade/course teachers to work on ILC's. Coaches do one on one coaching with teachers. Coaches working with teachers and supervisors to align Vision for High Quality Instruction to MAISA units.</p>
--	---	---	--

Blueprint Acceleration Plan:
Pontiac School District

March 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<p>Blueprint Installation</p> <ol style="list-style-type: none"> 1. Complete the planning tool and install the <i>Building Level Processes and Coaching</i> components of the <i>Instructional Leadership Routines</i>. 2. Complete the planning tool and install the <i>Instructional Design & Delivery</i> component of the <i>Teacher Collaborative Routines</i>. 3. Complete the planning tool and install the <i>Social, Emotional, Health, and Nutritional Needs of Students</i> component of the <i>Student Support Network</i>. <p><u>Benchmark</u></p> <ol style="list-style-type: none"> 1. Utilize the <i>Blueprint Installation Timeline Tool (BITT)</i> to measure quality and effectiveness of <i>Blueprint Installation</i> on a monthly basis. 2. Complete the <i>Performance Management</i> data review with all building principals as described in the driver system. 3. Assess the installation of the problem-solving driver system (at least four times per year) and make changes to the system based on installation data. 4. Assess the installation of the communications driver system (at least four times per year) and make changes to the system based on installation data. <p><u>Applicable Recommendations to Increase Effectiveness of Installation</u></p> <ol style="list-style-type: none"> 1. Prepare to utilize the district's instructional infrastructure and student support network as critical systems to provide the foundation for multi-tiered systems of support. 2. Conduct focus group interviews (under the guidance of the MI Excel team and/or Oakland Schools) to measure the degree to which students recognize and value the pastoral support which is the foundation of the district's student support network.

**Blueprint Acceleration Plan:
Pontiac School District**

<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>		<p>1. Conduct focus group interviews (under the guidance of the MI Excel team and/or Oakland Schools) to measure the degree to which students recognize and value the pastoral support which is the foundation of the district's student support network.</p>
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those</i></p>		<p><u>Blueprint Installation</u> 1. <u>Development of Collegial and Collaborative Teams:</u> Adaptive Schools Training 2. Conduct focus group interviews (under the guidance of the MI Excel team and/or Oakland Schools) to measure the degree to which students recognize and value the pastoral support which is the foundation of the district's student support network.</p>

Blueprint Acceleration Plan:
Pontiac School District

<i>actions would continue from month to month as appropriate.)</i>			
--	--	--	--

*Blueprint Acceleration Plan:
Pontiac School District*

April 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<p><u>Blueprint Installation</u></p> <ol style="list-style-type: none"> 1. Complete the planning tool and install the district's <i>Evaluation</i> component into the Talent Management Infrastructure. 2. Complete the planning tool and install the final component of the Instructional Infrastructure, the <i>Instructional Improvement Network</i>. <p><u>Benchmark</u></p> <ol style="list-style-type: none"> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system.
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It</i></p>			

Blueprint Acceleration Plan:
Pontiac School District

May 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p> <p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It</i></p>			<p>Benchmark</p> <ol style="list-style-type: none"> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system. 3. Assess the installation of the problem-solving driver system (at least four times per year) and make changes to the system based on installation data. 4. Assess the installation of the communications driver system (at least four times per year) and make changes to the system based on installation data.

Blueprint Acceleration Plan:
Pontiac School District

<p><i>is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<p><u>Blueprint Installation</u> Development of Collegial and Collaborative Teams: Adaptive Schools Training</p>

Blueprint Acceleration Plan:
Pontiac School District

June 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<p>Benchmark</p> <ol style="list-style-type: none"> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system. 3. MI Excel Team completes (if requested) the Fidelity Appraisal of Phase I of Blueprint Installation.
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It</i></p>			

Blueprint Acceleration Plan:
Pontiac School District

<p><i>is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			

Turnaround Services



INTERGOVERNMENTAL AGREEMENT FOR TURN-AROUND SERVICES

This Intergovernmental Agreement for Turn-Around Services (“Agreement”) made this _____ day of _____, 2017 (the “Effective Date”), by and between **OAKLAND SCHOOLS**, a Michigan intermediate school district, whose address is 2111 Pontiac Lake Rd, Waterford Michigan, 48328 (“Oakland Schools”), and the **SCHOOL DISTRICT OF THE CITY OF PONTIAC**, a Michigan general powers school district, whose address is 47200 Woodward Avenue, Pontiac, Michigan 48324 (the “District”). Each a “Party” and collectively the “Parties.”

RECITALS

- A. The School District of the City of Pontiac (the “District”) is a constituent local school district of Oakland Schools.
- B. Pursuant to Sections 11a(3) and (4) of the Revised School Code, MCL 380.11a(3) and (4), a general powers school district has the authority to exercise a power incidental or appropriate to the performance of any function related to the operation of the school district in the interests of public elementary and secondary education in the school district and to enter into agreements or cooperative arrangements with other entities, public or private, or join organizations as part of performing the functions of the school district.
- C. Pursuant to Sections 601a(1) and (2) of the Revised School Code, MCL 380.601a(1) and (2), an intermediate school district has the authority to exercise a power incidental or appropriate to the performance of any function related to the operation of the intermediate school district in the interests of public elementary and secondary education in the intermediate school district and to enter into agreements or cooperative arrangements with other entities, public or private, or join organizations as part of performing the functions of the intermediate school district.
- D. Pursuant to Section 627(1)(a), (2), and (4) of the Revised School Code MCL 380.627, Oakland Schools: (i) shall, upon request of the board of a constituent school district, furnish services on a management, consultant, or supervisory basis to the school district and may charge for the costs of the services furnished; (ii) may conduct or participate in cooperative programs for information technology systems as the intermediate school board considers appropriate; and (iii) shall offer to provide for its constituent school districts located within the intermediate school district those business services that can be accomplished more cost-effectively by an intermediate school district, may charge a fee for these services, and may contract with a third-party for provision of some or all of these business services.
- E. Pursuant to the Urban Cooperation Act of 1967, MCL 124.501 *et seq.*, and the Intergovernmental Contracts between Municipal Corporations Act, 1951 PA 35, MCL 124.1, *et seq.*, each Party to this Agreement may enter into this Agreement in order to establish the terms and conditions upon which they cooperatively perform and carry out this Agreement.
- F. The District desires to engage Oakland Schools to provide those Services described herein and Oakland Schools is willing to accept such engagement upon the terms and conditions set forth herein.

NOW THEREFORE, it is hereby agreed between the Parties as follows:

I. ENGAGEMENT AND SCOPE OF SERVICES

- A. Purpose of Agreement. The purpose of this Agreement is to set forth the scope and general terms and conditions under which the Services (as defined in Section I.C. below) will be provided by Oakland Schools. The Appendices to this Agreement, if any, set forth the specific Services to be provided by Oakland Schools, and any additions to, or modifications of, the standard terms and conditions contained in this Agreement. To the extent there is a conflict between the Appendices and this Agreement, the Appendices shall control.

- B. Engagement and Relationship of Parties. District hereby engages Oakland Schools and Oakland Schools accepts such engagement to provide the Services set forth in this Agreement for the consideration and upon the terms and conditions set forth in this Agreement. The relationship between District and Oakland Schools (including any personnel, third-party consultants or independent contractors of Oakland Schools) shall be that of independent contracting parties. Oakland Schools' personnel, third-party consultants and independent contractors shall be self-directed in their activities, provided that said personnel, consultants or independent contractors shall abide by the terms of their respective employment agreement or contractual arrangement with Oakland Schools, as well as the policies and procedures of District to the extent such District policies and procedures are made known to Oakland Schools prior to the delivery of the Services, and to the extent the District policies and procedures comply with applicable law and are applicable to the delivery of the Services. This Agreement shall not be construed as authority for any Party to act for the other Party in any agency or other capacity or to make commitments of any kind for the account of, or on behalf of the other Party, except to the extent, and for the purposes, expressly provided for and set forth herein, and no partnership or joint venture is created hereby. It is expressly agreed that neither Oakland Schools nor any third-party consultants or independent contractors provided by Oakland Schools hereunder are entitled to participate in any plans, arrangements, or distributions by District pertaining to or in connection with any fringe, pension, bonus, profit sharing, or similar benefits, or any medical, dental, life or disability insurance plans.

- C. Scope of Services. Oakland Schools agrees to perform the services as set forth and described below during the Term of this Agreement (the "Services):
 - 1. Provide turnaround services for the District to assist with the acceleration of the work on the District's Blueprint for Turnaround.
 - 2. In cooperation with the District, establish a plan with deliverables for the implementation of each phase of the Blueprint for Turnaround from Launch through Phase III (the "Plan").

3. In cooperation with the District and the Michigan Department of Education (the “MDE”), construct a performance management system that identifies organizational effectiveness outcomes as well as student outcomes.
4. Provide support in the following areas based upon the needs of the District to implement the Plan: curriculum; assessment; data; professional learning; leadership; culture and climate and school improvement.
5. Provide those services to the District through the state system of support that are in alignment with the School District’s Blueprint for Turnaround.
6. Establish a team that meets regularly with the District and the MDE to ensure that the District’s Plan is being implemented based upon the benchmarks specified in the Plan.

With respect to the Services to be provided by Oakland Schools, the Parties acknowledge and agree that Oakland Schools may utilize Oakland Schools’ personnel or may secure third-party consultants or independent contractors (collectively the “Service Personnel”) to perform the Services, and that Oakland Schools’ election to utilize, and the selection of, its own personnel or a third-party consultant(s) or an independent contractor(s) to perform the Services shall be determined in the business judgment, and sole discretion, of Oakland Schools. If Oakland Schools elects to utilize a third-party consultant(s) or an independent contractor(s) to perform the Services, or portion thereof, Oakland Schools agrees to cooperate with the District in the selection of said third-party consultant(s) or an independent contractor(s), provided that Oakland Schools reserves the right to make the final selection in its sole discretion. If the Plan is not implemented by the District, then Oakland Schools may withdraw any third-party consultant(s) or an independent contractor(s) it engaged to perform Services pursuant to this Agreement. Furthermore, if Oakland Schools fails to perform in accordance with this Agreement, the District may pursue termination in accordance with Section VIII.

D. Change in Scope of Services.

1. If during the Term of this Agreement, the District desires to: (i) make any changes to the quantity or specifications of any Services; (ii) request Oakland Schools’ assistance in any special projects not included in the scope of Services or terms of this Agreement or Appendices, (iii) change or modify the scope of Services as a result of a change in applicable law; or (iv) change or modify the scope of Services based upon a material change in student enrollment or the number of buildings the District operates; the District shall submit a request detailing the desired change/modification in writing to Oakland Schools (a “Change in Scope of Work Request”). Oakland Schools shall promptly evaluate all Change in Scope of Work Requests and respond in writing with the terms under which Oakland Schools is willing to accommodate the same and any modification to the Contribution paid under this Agreement. The District acknowledges that, among other things, the Change in Scope

of Work Request may likely result in adjustments to the Contribution payable under this Agreement, wind-up costs, if any, and service levels. Oakland Schools shall not be required to accept any Change in Scope of Work Request if Oakland Schools determines in good faith that it is not feasible or is impractical to execute the Change in Scope of Work Request. In the event the Parties agree on the terms of a Change in Scope of Work Request, the Parties shall execute a written amendment to this Agreement (and the applicable Appendices) confirming the applicable terms and when such amendment is duly signed by both Parties, this Agreement shall automatically be deemed amended as applicable to incorporate the Change in Scope of Work Request as set forth in the amendment.

II. OBLIGATIONS OF DISTRICT

- A. The District shall provide Oakland Schools' Service Personnel who performs the Services with the tangible and intangible items and support that are reasonable and necessary to perform the Services, including but not limited to:
 - 1. Access to parking, office space, fax machine, copiers, printers and any other equipment and supplies as deemed reasonable and necessary by Oakland Schools and the District.
 - 2. Access to all relevant records and other information, databases, software, documentation, reports, District policies, protocols, procedures and/or processes etc., as deemed reasonable and necessary by Oakland Schools and the District or required to perform the Services.
 - 3. Access to the District's administration and other personnel and third-party contractors, as deemed reasonable and necessary by the District and Oakland Schools.
- B. The District shall provide access for the Oakland Schools' Service Personnel to District meetings regarding its academic programs and the District's Blueprint for Turnaround.
- C. The District shall implement the Blueprint for Turnaround based on the mutually determined plan and deliverables.
- D. The District shall require that the proper District personnel attend all regularly scheduled meetings designed to ensure that the Plan is being implemented as mutually determined by the District and Oakland Schools, and students are progressing academically, socially and emotionally. As part of this process, both the organizational and program effectiveness will be assessed by Oakland Schools.
- E. The District shall implement and monitor the plan for turnaround at each School in the District for administrator and teacher outcomes.
- F. District acknowledges that Oakland Schools will need the active support and adequate performance of the District's professional, administrative, operations,

and other personnel and contractors in order to provide the Services under this Agreement and District agrees to use its best efforts to: i) fully cooperate with Oakland Schools; ii) perform its obligations under this Agreement; iii) implement the Plan; and iv) provide in a timely manner all data, reports, meeting notes and other information or documentation reasonably requested by Oakland Schools. The District acknowledges and agrees that as part of this obligation, the District's professional, administrative, operations, and other personnel and contractors must have the proper qualifications and training commensurate with, and necessary to perform, their assigned position/job function.

III. RESERVED

IV. COMMUNICATION

- A. The District's liaison to Oakland Schools, and its personnel, for purposes of the Services and this Agreement is the District's Superintendent. All communications to District shall be provided to its Superintendent or his/her designee. The Oakland Schools liaison to District for purposes of the Services and this Agreement is Oakland Schools' Superintendent. All communications to Oakland Schools shall be provided to its Superintendent or his/her designee.

V. PERFORMANCE

- A. Oakland Schools agrees that its Service Personnel shall perform all the Services in a professional and workmanlike manner in accordance with all applicable federal, state and local laws, rules, regulations and ordinances, as well as the policies and procedures of District to the extent such District policies and procedures are made known to Oakland Schools prior to the delivery of the Services, and to the extent the District policies and procedures comply with applicable law and are applicable to the delivery of the Services. Notwithstanding the forgoing, if the performance by the District (including District staff, personnel, agents or contractors) or any other external service provider of any duties or obligations are necessary for, or a prerequisite to, the proper performance of the Services by Oakland Schools, and the District (including District staff, personnel, agents or contractors) or any other external service provider fails to perform, or improperly performs, those duties or obligations, Oakland Schools may alter the Services rendered or be relieved of the performance of the Services until such duties and obligations are fulfilled by District or any other external service provider. Oakland Schools agrees to perform the Services on-site at the District or other location agreed to by the Parties, provided however, the Parties acknowledge and agree that some Services may be performed remotely. Furthermore, the Parties acknowledge and agree that Oakland Schools, in performing the Services, may make applicable recommendations in accordance with applicable laws, rules and regulations, and District's policies and procedures made known to Oakland Schools. However, the District shall be solely responsible for all functions or services required for the ownership and operation of the District beyond the scope of the Services to be provided through Oakland Schools. Finally, Oakland Schools is not providing any legal services as part of the Services and the District

is responsible for securing any legal services necessary for the operation of the School District.

VI. DISTRICT CONTRIBUTION FOR SERVICES

- A. Contribution. The Parties acknowledge and agree that Oakland Schools is providing the Services to the District as part of a Pilot Program and as such, the District will not be charged a fee for the Services, provided however, in the event that Oakland Schools does elect to engage a third-party consultant(s) or an independent contractor(s) to perform any of the Services, the District agrees to contribute Fifty Thousand and 00/100 Dollars (\$50,000.00) to Oakland Schools for the Services during the Term of this Agreement, provided however, if the total cost to Oakland Schools to engage a third-party consultant(s) or an independent contractor(s) to perform any of the Services is less than \$50,000.00, the District shall contribute an amount equal to the total cost to Oakland Schools to engage a third-party consultant(s) or an independent contractor(s) to perform any of the Services (the “Contribution”).
- B. Renewal Term Contribution. Any fees or contributions for any agreed-upon Renewal Term of this Agreement must be mutually agreed to by the Parties in writing prior to the commencement of the Renewal Term.
- C. Special Project Fees and Services. In the event District requests, and Oakland Schools agrees to perform any additional services or projects not covered by this Agreement and/or outside the scope of Services through a Change in Scope of Work Request, the District acknowledges and agrees that any such additional services are subject to additional fees to be agreed upon by the Parties in accordance with Section I.C.

VII. INVOICING AND PAYMENT

- A. If the District owes all or part of the Contribution, the District shall pay the Contribution in four (4) installments based upon a schedule mutually agreed to by the Parties in writing.
- B. If Special Project Fees are mutually agreed to by the Parties in writing for additional services outside the scope of the Services, Oakland Schools shall submit invoices to District for the fees for those additional services rendered as of the respective invoice date, together with supporting documentation and records as reasonably requested by District.
- C. The District shall make payment of the Contribution on or before the mutually agreed upon installment dates, and shall remit payment of undisputed amounts in any other invoice no later than thirty (30) days after receipt of the original invoice.
- D. Billed amounts which are the subject of a good faith dispute shall be subject to the following dispute resolution procedures:
 - 1. Within thirty (30) days of the District’s receipt of Oakland Schools’ invoice, the District shall provide Oakland Schools with written notice of

the amount on the invoice which is in dispute and the basis for the dispute. Within ten (10) business days of its receipt of a notice of dispute from the District, Oakland Schools shall respond in writing to the District. In its response, Oakland Schools shall either (A) credit to District the disputed amount; or (B) confirm the amount of the invoice which Oakland Schools contends is due and owing from District and the basis for its contention.

2. In the event that the amount on an Oakland Schools invoice remains in dispute following the implementation of the procedures specified in Section VII.D.1. above, and should the District seek to further contest the invoice, the District shall follow the procedures of Article IX and issue a notice of default and opportunity to cure and, should that procedure not resolve the matter, the District may elect to institute the dispute resolution procedures under Article X of this Agreement.
 3. The invoice dispute resolution procedures set forth under this Article VII.D. shall apply solely to claims arising out of alleged errors, omissions, mistakes or other billing issues on Oakland Schools' invoices to District, and shall not apply to or otherwise limit either Party's ability to seek immediate relief for any other claims arising out of this Agreement or its performance by either Party, including without limitation claims for breach of contract or warranty or actions to enforce confidentiality or indemnification obligations hereunder.
- D. All fees invoiced and not subject to a good faith dispute which remain unpaid after sixty (60) days from the date of receipt of the invoice may accrue interest at a rate of one-half percent (0.5%) per month, and Oakland Schools will provide written notice thereof to District.

VIII. TERM AND TERMINATION

- A. Term and Renewal. The Term of this Agreement shall commence as of the Effective Date and expire on June 30, 2020 (the "Term") unless terminated by the Parties as provided in this Agreement. Provided this Agreement has not been sooner terminated, the Parties agree to engage in good faith discussion regarding the possible renewal of this Agreement beginning in April 2020, provided however, that neither Party shall be obligated to agree to a renewal or extension of this Agreement.
- B. Termination for Convenience. Either Party may elect to terminate this Agreement for any reason at any time upon thirty (30) days written notice to the other Party.
- C. Termination upon Mutual Agreement. The Parties may elect to terminate this Agreement at any time upon the mutual written agreement of the Parties.
- D. Termination for Cause. If a Party fails to perform its obligations under this Agreement or otherwise breaches the terms of this Agreement, the non-defaulting Party may pursue a termination for cause by following the procedures set forth in Articles IX and X of this Agreement. If, at the conclusion of the Mediation process under Section X.B., the breach or dispute has not been resolved, the non-

defaulting Party may terminate this Agreement for cause by providing written notice to the defaulting Party. Notwithstanding the forgoing requirements, if District fails to pay in full any undisputed invoice amounts within the later of sixty (60) days after the date of receipt of the invoice or within sixty (60) days after delivery of a Notice Of Default And Opportunity To Cure under Section IX.A., in addition to any other remedies available at law or in equity, Oakland Schools may terminate this Agreement for cause by providing written notice to the District without the requirement to pursue any other requirements under Articles IX or X.

- E. Wind-Up Costs. Additionally, the Parties agree that if this Agreement is terminated or not renewed, the wind-up costs associated with this Agreement including but not limited to: unemployment, compensated absences, workers compensation, or third-party contractual liability of Oakland Schools, shall be allocated between the Parties as follows:
1. If the District terminates this Agreement for convenience in accordance with Section VIII.B., or Oakland Schools terminates this Agreement for “cause” in accordance with Article VIII.D. above, the District agrees to be responsible for any wind-up costs incurred by Oakland Schools as a direct result of the termination of this Agreement.
 2. If Oakland Schools terminates this Agreement for convenience in accordance with Section VIII.B. or District terminates this Agreement for “cause” in accordance with Article VIII.D. above, Oakland Schools agrees to be responsible for any wind-up costs incurred by Oakland Schools as a direct result of the termination of this Agreement, such as any unemployment liability of Oakland Schools.
 3. If the Parties agree to not extend this Agreement for the Renewal Term(s), or the Parties mutually agree to terminate this Agreement in accordance with Section VIII.C., the Parties agree to equally split any wind-up costs incurred by Oakland Schools as a direct result of the termination of this Agreement, such as any unemployment liability of Oakland Schools.
- F. Termination rights and remedies under this Article following a material breach by a Party shall be in addition to and not in lieu of any rights or remedies of the aggrieved Party. The Parties acknowledge that the payments required following a termination of this Agreement are an integral component of the overall pricing of the Services and are not intended to be a penalty.

IX. NOTICE OF DEFAULT AND OPPORTUNITY TO CURE

- A. Notice of Default and Opportunity to Cure Defect. In the event of a default by either Party, the other Party shall provide a written Notice of Default and Notice of Opportunity to Cure default to the alleged defaulting Party.
- B. Prior to issuing a written Notice of Default and Notice of Opportunity to Cure, the Party must have first raised any issues informally to the other Party and sought informal resolution of the issue.

- C. If the dispute is not resolved, the disputing Party must provide said written Notice of Default and Opportunity to Cure identifying the dispute and the provision of this Agreement allegedly violated, or any alleged problems with Service Personnel or staffing arrangements, together with a proposal for curing the alleged problem and providing a sixty (60) day period to cure any alleged problem. If the alleged problem is not cured within the cure period, or the Party to whom the notice is directed states in writing that it believes no valid dispute exists or that the problem has been cured, the Parties shall proceed to Informal Resolution as set forth in Article X of this Agreement.

X. DISPUTE RESOLUTION

- A. Informal Resolution. Disputes arising from or relating to this Agreement must be presented to the Parties’ Superintendents, in writing, for discussion and informal resolution. Such disputes must identify the provision or provisions in dispute, the full relief requested and all of the facts and circumstances supporting the requested relief, including the names of all witnesses and relevant documents.
- B. Mediation. Disputes that are not resolved to a Party’s satisfaction through informal resolution by the Superintendents shall be submitted to non-binding mediation administered by the American Arbitration Association under its Commercial Mediation Procedures as soon as practicable. The purpose of the mediator is to facilitate the negotiation and resolution of the dispute between the Parties. The mediator shall not be empowered with the authority to render a binding opinion or award. The Parties will participate in the mediation in good faith and will share equally the cost of mediation. In the event the independent mediator’s attempt to resolve the dispute between the Parties fails, then the non-defaulting Party may seek termination in accordance with Section VIII.D., and each Party will be free to pursue recovery in a court of competent jurisdiction as permitted by law.

XI. NOTICES

- A. All notices, consents, approvals, requests and other communications, herein collectively called “Notices,” required or permitted under this Agreement shall be given in writing, signed by an authorized representative of Oakland Schools or District and mailed by certified or registered mail, return receipt requested, personally delivered, sent by overnight courier or sent by facsimile or electronic mail transmission to the other Party as follows:

Superintendent
Oakland Schools
2111 Pontiac Lake Rd.
Waterford, MI 48328

Superintendent
School District of the City of Pontiac
47200 Woodward Avenue
Pontiac, MI 48324

- B. Unless otherwise provided for in this Agreement, all such notices, certificates or other communications shall be deemed served upon the date of personal delivery, the day after delivery to a recognized overnight courier, the date of the

transmission by facsimile or other electronic means is verified or two days after mailing by registered or certified mail.

XII. RECORDS AND CONFIDENTIAL INFORMATION

All records, forms and supplies or any reproduced copies provided and furnished by District to Oakland Schools or its Service Personnel or obtained by Oakland Schools or its Service Personnel during the course of rendering the Services to District shall always remain the property of District and shall be returned to District on demand, or upon the expiration or termination of this Agreement. All records and related documents prepared by the aforementioned consultants or otherwise created in connection with the rendering of Services to District shall be prepared in accordance with requirements and shall be the property of District. Oakland Schools and its Service Personnel shall maintain records of any obligations performed, and any payments received or costs incurred under this Agreement. Such records shall be kept in accordance with Generally Accepted Accounting Principles, and shall be made available to District upon reasonable notice. Except as required to perform the Services, Oakland Schools and its Service Personnel agree that they will never, during the Term of this Agreement or at any time subsequent to the expiration or earlier termination of this Agreement, directly or indirectly use or disclose any confidential information of the District without the written consent of the District or as required by law. All records must be retained in compliance with Bulletin 522 or as otherwise required by law.

XIII. COPYRIGHT AND INTELLECTUAL PROPERTY

If Oakland Schools or its Service Personnel performing Services under this Agreement develop any work product, information material, document, writing, publication, software, recording or procedure, whether in written, video, audio or other media format, (“the Work”) Oakland Schools and its Service Personnel agree that the Work is a “work-for-hire” and District shall be deemed the copyright author and holder of all intellectual property rights. In the event, for any reason, the Work is found to be other than a “work-for-hire,” Oakland Schools and its Service Personnel agree to assign its/their rights in any copyrights and other intellectual property to District.

XIV. OTHER ACTIVITIES

Oakland Schools shall remain free to engage in other independent contracting activities, provided, however, that Oakland Schools shall at all times remain available to perform the Services under this Agreement in a first-class manner and shall refrain from engaging in any activities which are inconsistent with, which interfere with, or which are in conflict with any of the terms of this Agreement.

XV. TENURE DISCLAIMER

Oakland Schools and its Service Personnel performing the Services will not acquire tenure under the Teacher Tenure Act in connection with the performance of the Services.

XVI. FINGERPRINTING AND BACKGROUND CHECK

Oakland Schools acknowledges and agrees that it shall have any of its Service Personnel who will be on District’s premises regularly and continuously to perform

the Services, fingerprinted and subjected to criminal history and background checks through the Michigan State Police and Federal Bureau of Investigation, as detailed in Public Act 680 of 2006, as amended, prior to commencing any Services under this Agreement. Oakland Schools agrees to transfer the appropriate fingerprinting and criminal history background report to the District as permitted by law. Oakland Schools represents and warrants to District that it will at all times during the Term, or any renewal term(s) of this Agreement be in compliance with the provisions of Michigan Public Act 680 of 2006, as amended, including, but not limited to, reporting to District within 3 business days of when any of its Service Personnel who will regularly and continuously be on District premises to perform the Services, is/are charged with a crime listed in Section 1535a(1) or 1539b(1) of the Revised School Code, being MCL 380.1535a(1) and 380.1539b(1), or a substantially similar law, and to immediately report to District if that person is subsequently convicted, plead guilty or plead no contest to that crime. Oakland Schools, or Service Personnel shall be responsible for all costs and expenses associated with the above-required fingerprinting and background checks. Oakland Schools shall supply all necessary data and information, as requested by District, to enable District to properly submit any Oakland Schools Service Personnel for inclusion in the State of Michigan Department of Education's list of "registered educational personnel" as may be required.

XVII. FACILITIES

- A. Working Facilities. Oakland Schools' Service Personnel performing the Services pursuant to this Agreement may utilize those premises and facilities of the District as identified in writing by District.

XVIII. EXCLUSIVE SERVICES

District agrees to use Oakland Schools exclusively to perform the Services as defined in this Agreement.

XIX. RELIANCE UPON DISTRICT PERSONNEL AND INFORMATION

The Services that Oakland Schools has agreed to provide under this Agreement and the corresponding Contribution were developed based on the Services being part of a Pilot program, and on the operational and financial information provided by District and the understanding that the District is responsible to, and will, provide any staff or other District personnel who have the proper qualifications and training as reasonably necessary to carry out the District's operational functions that are outside of the Services, or that the Services are reliant upon. The District represents and warrants that: (i) such information is current, complete, and accurate; (ii) such District staff and other personnel will have the proper qualifications and training; and the District acknowledges that Oakland Schools has reasonably relied on these representations as a basis for entering into this Agreement. The District shall continue to provide similar information to Oakland Schools from time to time, which will also be current, complete, and accurate, so that Oakland Schools may reasonably rely on it in providing the Services contemplated hereunder. If such operational and/or financial information of District is inaccurate, or the District fails to provide the necessary District staff or personnel who are properly trained and qualified, then the financial terms and

obligations of Oakland Schools shall be renegotiated and restated to correct such change or inaccuracy on mutually agreeable terms. Furthermore, the Services shall not constitute an audit of any of District's financial statements or internal controls. Furthermore, District acknowledges and agrees that Oakland Schools will rely upon all information, data and District staff/personnel provided by District to perform the Services and Oakland Schools shall not be liable for any damages if such information, data or personnel/staff provided by District is incorrect, incomplete, inaccurate or not properly trained/qualified.

XX. LIMITATION OF LIABILITY

- A. In the event Oakland Schools secures a third-party consultant or independent contractor to provide the Services, the District and Oakland Schools agree that, by entering into this Agreement, Oakland Schools has not assumed any duty or obligation the District is required to perform by any federal state or local law, rule or regulation. Oakland Schools has only assumed the obligation to verify that the duties of any third-party consultant or independent contractor secured by Oakland Schools to perform the Services were performed in accordance with the agreement between Oakland Schools and the respective third-party consultant or independent contractor secured by Oakland Schools to perform the Services.
- B. Oakland Schools' liability under this Agreement shall not under any circumstances exceed the annual consideration/contribution paid by District to Oakland Schools for the functional component(s) of the Services that are provided under this Agreement and directly involved with and give rise to the matter of liability. The District agrees that if the performance by Oakland Schools of its obligations under this Agreement is delayed or prevented in whole or in parts by acts of God, fire, floods, storms, explosions, accidents, epidemics, war, civil disorder, strikes or other labor difficulties, or any law, rule regulation, order or other action adopted or taken by any federal, state or local government authority, or any other cause not reasonably within Oakland Schools' control, whether or not specifically mentioned herein, Oakland Schools shall be excused, discharged and released of performance to the extent such performance or obligation is so delayed or prevented by such occurrence without liability of any kind.
- C. Except as otherwise set forth in this Agreement, provided that Oakland Schools complies with Section V.A. of this Agreement, the District and Oakland Schools also agree that Oakland Schools has not provided any warranty, express or implied, concerning the performance of the Services and Oakland Schools SHALL NOT BE LIABLE FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER ARISING FROM THIS AGREEMENT OR THE SERVICES.

XXI. LIABILITY AND INSURANCE

- A. Insurance. During the term of this Agreement, the District shall procure and maintain, at its sole costs and expense, commercial general liability and other insurance policies as required by law, with minimum limits as customary and

commercially reasonable for the operations of the District. Oakland Schools shall be named as an additional insured on District's Commercial General Liability Insurance policy and Umbrella Excess Liability policy. The District will provide the certificates of insurance evidencing such coverage to Oakland Schools upon Oakland Schools' request. The District will provide Oakland Schools with thirty (30) calendar days' prior written notice of any changes in such policies and will pay all deductibles and retentions associated with such policies. Oakland Schools will procure and maintain throughout the Term, or renewal term, general liability insurance, employers liability insurance, workers compensation insurance, and unemployment insurance for its personnel assigned to provide the Services in this Agreement. To the extent a third party consultant or independent contractor is secured by Oakland Schools to perform the Services, Oakland Schools will require the third party consultant or independent contractor to maintain insurance coverages similar to those required by Oakland Schools.

- B. Reservation of Rights. This Agreement does not, and is not intended to impair, divest, delegate, or contravene any constitutional, statutory, and/or other legal right, privilege, power, obligation, duty or immunity of each Party and shall not be construed to waive the defense of governmental immunity held by any Party to this Agreement.

XXII. MISCELLANEOUS

- A. Entire Agreement. This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the Parties concerning the activities and Services contemplated herein. No Party, or its respective Board members, personnel, 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.
- B. Legal Compliance. Oakland Schools and District shall abide by and adhere to all applicable federal, state and local laws, rules, regulations and ordinances pertaining to the performance of any obligations under this Agreement
- C. Amendment. 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.
- D. Invalidity of Particular 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.
- E. 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.

- F. Waivers. A Party may not waive any default, condition, promise, obligation or requirement applicable to the 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 default, 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, or to the exercise any right or remedy in the event of default, shall constitute a waiver of any such default of such covenant, agreement, term or condition.
- G. Governing Law. This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan, and Parties consent to the jurisdiction and venue of the appropriate Oakland County Court.
- H. 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.
- I. 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.
- J. Authorized Signatory. All Parties represent that the individual executing this Agreement is duly authorized by, and has the authority to execute this Agreement and bind, the respective Party.

WHEREAS, the Parties execute this Intergovernmental Agreement for Turn-Around Services as of the Effective Date.

OAKLAND SCHOOLS

SCHOOL DISTRICT OF THE CITY OF PONTIAC

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

Partnership Agreement



PARTNERSHIP AGREEMENT

PARTNERSHIP AGREEMENT
for the
SCHOOL DISTRICT OF THE CITY OF PONTIAC

This Partnership Agreement (**Agreement**) is entered into by and among the School District of the City of Pontiac, a Michigan general powers public school district (**School District**), Oakland Schools Intermediate School District, a Michigan intermediate school district (**Oakland Schools**), the State School Reform Office (SRO) and the Michigan Department of Education (**MDE**) as of April 28, 2017.

PREMISES

WHEREAS, the parties to this Agreement all desire to improve the educational experience and success of each student enrolled in one of the schools identified on **Exhibit A** to this Agreement (**Partnership Schools**);

WHEREAS, the School District is currently operating under a Consent Agreement with the Michigan Department of Treasury dated as of September 18, 2013 (**Consent Agreement**), authorized by the Local Financial Stability and Choice Act, Act 436, Public Acts of Michigan, 2012, as amended;

WHEREAS, the Consent Agreement includes an Educational Plan approved by the State Superintendent that is intended to provide a framework to support efforts of teaching and learning in the School District during the implementation of the terms of the Consent Agreement to ensure the fiscal viability of the School District (**Educational Plan**);

WHEREAS, pursuant to the requirements of Section 1 and Schedule A of the Consent Agreement, the School District entered into an Alternate Service Provider Agreement with Oakland Schools dated October 28, 2013 (**ASPA**), as the same may be amended from time to time, under which Oakland Schools is providing various business, accounting, budgeting and other management and administrative services to assist the School District in addressing its financial emergency and implementation of the terms of the Consent Agreement;

WHEREAS, pursuant to Section 1.1 of the Consent Agreement the School District and Oakland Schools entered into an Intergovernmental Agreement for Turn-Around Services dated December 7, 2016 (**Turn-Around Services Agreement**) to provide services to assist the School District with the implementation, assessment and monitoring of the School District's Blueprint for Turnaround (**Blueprint for Turnaround**);

WHEREAS, pursuant to Section 1.1 of the Consent Agreement the School District and Oakland Schools also entered into an Intergovernmental Agreement for Truancy District Services, dated July 1, 2017 (**Truancy Services Agreement**) to provide truancy support services to the School District;

WHEREAS, through the implementation of the above-referenced agreements and other efforts including but not limited to the work with Oakland University, the Ministerial Alliance of Pontiac, General Motors and the Institute for Research and Reform in Education, the School District is experiencing increasing success in its efforts to improve the educational experience and success of its students, including students enrolled in the Partnership Schools;

WHEREAS, State Superintendent Brian Whiston announced that the State of Michigan would offer the District's two Priority Schools an opportunity to avoid school closure or the appointment of a Chief Executive Officer by the SRO through this Partnership Agreement, pursuant to which the State of Michigan, MDE, and SRO will request funds from the legislature to provide some support to the District with resources to improve academic growth and proficiency rates in these two (2) priority schools for up to thirty-six (36) months.

WHEREAS, MDE has offered to enter into this Agreement with the School District and Oakland Schools to further facilitate the achievement of the purposes and goals of this Agreement, create greater stability and local control in the School District, and to avoid the threat of action by the SRO under Section 1280c of the Revised School Code (**School Code**);

WHEREAS, the School District intends to engage with multiple other partners, including universities, unions and business and community leaders, in its efforts to achieve the purposes and goals of this Agreement;

WHEREAS, it is the intent of the School District and Oakland Schools to continue and build on the current turnaround efforts being implemented under the Consent Agreement, the ASPA, the Turnaround Services Agreement, the Blueprint for Turnaround and the Truancy Services Agreement; and it is not the intent of the School District or Oakland Schools to modify or change the terms of any of the above-referenced agreements by virtue of their engagement in this Partnership Agreement; and

WHEREAS, the School District will work with the Michigan Department of Treasury to amend the Educational Plan of the School District under the Consent Agreement for the Partnership Schools under the terms of the Consent Agreement;

WHEREAS, MDE is committed to collaborate with the School District in various ways, including, but not limited to: (i) providing waivers of certain reporting requirements; (ii) providing flexibility in the use of resources; (iii) identifying and providing additional resources in support of the goals of this Agreement; and (iv) engaging other State departments and social service agencies to provide support to Partnership School students and their families and identify, address and reduce the external barriers to consistent attendance in school;

WHEREAS, the Pontiac School District is committed to the installation of the Blueprint for Turnaround as adopted in January 2016. The district is scheduled to complete the Mezzanine Level by/or before June of 2018, the Residential Level by/or before June of 2019 and to continue in sustainability from June 2019 and beyond; and

WHEREAS, based on the foregoing, the School District, Oakland Schools and MDE desire to enter into this Agreement.

THEREFORE, the parties agree as follows:

1. Goals; School District Responsibilities

In adopting the following goals, the parties intend to establish and implement a process, the phases of which will identify and support a deeper understanding of the challenges, strengths and opportunities for each Partnership School, engage the staff, families, students and partners of each Partnership School, develop recommendations, identify supports and engage additional partners for the implementation of those recommendations, and determine the data to be collected and analyzed for growth measures to be adopted in later phases of the partnership. The goals outlined herein are in addition to the framework set forth in the District's Blueprint Acceleration Plan, attached hereto as Exhibit H.

(a) *Partnership Implementation and Accountability Team Profile Review for each Partnership School*

Completion Date: For School District Partnership Schools: June 30, 2017

The School District shall, review with the Partnership Implementation and Accountability Team, a profile for each Partnership School in the form attached at **Exhibit B**. Each profile shall include any or all of the data points and factors identified on **Exhibit C** and may include recommendations as described in **Exhibit D**. Concurrently with the development of the profile for each Partnership School, the School District will confirm the School District's expectations for all of its schools as a reference for the recommendations and strategies developed for each Partnership School as outlined in **Exhibit G**. The primary goals, benchmarks and targets of Exhibit G are as follows:

Goal 1: The School District will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings.

Benchmark:

18 Month (November 2018): *All components of the Blueprint Talent Management will be installed with monitoring processes in place utilizing the Blueprint Talent Management Assessment Tool.*

Target:

2-year target - Staff Retention (85% of teachers will be retained)

3-year target - Staff Retention (90% of teachers will be retained)

GOAL 2: The district will install the Instructional Infrastructure system of the Blueprint to ensure that high quality curriculum, assessment and instructional practices are occurring within every building.

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Instructional Infrastructure System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

Target:

2-year Growth target –

Pontiac High School- On average, “full year” students will attain 1.2 years worth of growth on the NWEA math and reading

Whitman Elementary- On average, “full year” students will attain 1.5 years worth of growth on the NWEA math and reading

2-year Proficiency target –

Pontiac High School- 41% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment

Pontiac High School- 28% of “full year” students’ will be “at or above grade level norm” on the NWEA Math assessment

Whitman Elementary- 32% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment

Whitman Elementary- 25% of “full year” students’ will be “at or above grade level norm” on the NWEA Math assessment

3-year Growth target –

Pontiac High School- On average, “full year” students will attain 1.2 years worth of growth on the NWEA math and reading

Whitman Elementary- On average, “full year” students will attain 1.5 years worth of growth on the NWEA math and reading

3-year Proficiency target –

Pontiac High School- 46% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment
Pontiac High School- 33% of “full year” students’ will be “at or above grade level norm” on the NWEA Math assessment
Whitman Elementary- 37% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment
Whitman Elementary- 30% of “full year” students’ will be “at or above grade level norm” on the NWEA Math assessment

GOAL 3: The School District will install the Student Support Network system of the Blueprint to ensure that all students have access to necessary Social, Emotional, Nutritional and Health supports that allow access to learning.

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Intense Student Support Network System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

Target:

2-year target - Student Attendance will be at 90%

2-year target- The percent of students who meet positive behavior expectations will increase to 90%(no office referrals).

3-year target - Student Attendance will be at 95%

3-year target-The percent of students who meet positive behavior expectations will increase to 95%(no office referrals)

(b) *Conduct a Deep Review and Discussion at Each Partnership School with School Stakeholders*

Completion Date: December 15, 2017

Using the profiles developed in (a), the School District and the Partnership Implementation and Accountability Team will engage in a deep review and discussion of the current practices, strategies and conditions at each Partnership School, including staff, students, families and partners to gain a fuller understanding of the root causes of student performance at Partnership Schools as well as the opportunities for improvement and addressing the root causes of existing performance and barriers to improvement. This phase will also include a review of the provisions and effectiveness of the existing *+* plan for each Partnership School and an analysis of the degree to which District-wide curriculum, assessments and best practices, including the use of teacher planning teams to evaluate student data and instructional practices have been adopted and implemented at each Partnership School. The review will determine, among other things, whether areas within the plan as described in exhibit G requires any modifications by the partners

(c) *Refine Recommendations and Strategies for Each Partnership School*

Completion Date: March 30th, 2018

Based on the Partnership School Profiles developed in (a), and the review, findings and discussions in (b), the School District, in concert with the building staff and other partners, will refine recommendations and strategies, as outlined in **Exhibit G**, for each Partnership School. Newly proposed recommendations and strategies may include, but are not limited to those described on **Exhibit D**, and shall continue to include at least one growth goal and at least one proficiency goal for each Partnership School. Such growth and proficiency goals are not required to be tied to a statewide assessment but may be based on another assessment selected by the School District. The recommendations and strategies must be consistent with the terms of the Consent Agreement. Recommendations may include the continuation or adjustment of strategies and practices already in use at the Partnership School. Recommended strategies will be prioritized for implementation based on the anticipated greatest impact for the students in that school. Strategies may be implemented concurrently. In this phase the parties shall also identify any additional resources, waivers or flexibility which will be needed to implement each strategy and the provider of such resources, whether monetary or in kind. The initial monetary or in kind resources required to implement the recommendations and strategies as well as any waiver and flexibility requirements are identified in **Exhibit E**. As part of this phase, the School District shall also identify a process working through the Implementation and Accountability Team established pursuant to Paragraph 4 for making adjustments to strategies based on experience, circumstances, available resources and for progressive interventions in the event adopted strategies do not demonstrate the expected improvement by agreed upon deadlines. The School District, Oakland Schools and MDE agree if necessary to work cooperatively to resolve any potential inconsistencies between the recommendations and strategies and the Consent Agreement.

(d) *Identify and Engage Additional Partners*

Completion Date: April 30, 2018 and Ongoing

Beginning no later than the date on which recommendations and strategies have been developed and adopted for each Partnership School, the School District will identify and engage additional partners and the role to be performed by each. Partners will not solely be research oriented but will actively engage with the School District in creating improved opportunities for School District students enrolled in Partnership Schools. An initial list of partners who will work with and support all or individual Partnership Schools is attached at **Exhibit F**. Some partners may be engaged only for specific phases of the development and implementation of the goals of this Agreement or for the development and implementation of the specific recommendations and strategies for individual Partnership Schools. As recommendations and strategies are informed or

adjusted, relationships with individual partners may also be reevaluated and new partners may be added or substituted for others.

(e) ***Implement Recommendations and Strategies [Ongoing]***

The implementation of recommendations and strategies identified and agreed to in earlier phases shall be ongoing, subject to adjustment and review as provided in subparagraph (c) above and paragraph 4 below.

The initial and ongoing implementation of the recommendations and strategies under this Agreement are contingent on the School District's ability to pay the costs of implementation within the constraints of its annual budget.

(f) ***Review of Benchmark outcomes as described in Exhibit G or updated document identified through earlier phases.***

Completion Date: November 1, 2018 [18 months]

In this phase, the School District, working with Oakland Schools and other partners shall determine progress towards Benchmark outcomes. The Partnership Implementation and Accountability Team shall engage in dialogue around Benchmark progress to determine shifts that might need to occur in the Partnership Agreement based. Given progress information, methodologies and the data to be developed or tracked for evaluating effectiveness of strategies and to measure student growth at each Partnership School for the following 12 months.

(g) ***PSD Board of Education***

Subject to the Consent Agreement, the Board of Education of *the School District*, shall retain responsibility for approving or modifying recommendations made by the Superintendent, including the goals, budget and progressive intervention measures developed pursuant to this Agreement. The Board of Education will align the District's budget to support the implementation of this Agreement. The Superintendent shall report regularly to the Board on the status of implementation of this Agreement.

2. Oakland Schools' Responsibilities

Oakland Schools will continue to support the School District's efforts by:

- (a) Supporting the collection and analysis of data;
- (b) Identifying curriculum options;
- (c) Providing training and ideas to support strategies;

- (d) Facilitating building level discussions as requested by the School District;
- (e) Identifying potential partners and resources;
- (f) Providing sample evaluation tools and suggesting strategic adjustments for consideration by the School District; and
- (g) Other supports which may be requested by the School District and are agreed to by both the School District and Oakland Schools.

3. **SRO Responsibilities**

SRO agrees to take the following action(s):

- (a) Support the Partnership Agreement
- (b) Release the District from PERIS Reporting Requirements

4. **MDE Responsibilities**

MDE will support the School District by:

- (a) Identifying and providing or facilitating the provision of State, federal and other resources which may help the School District implement strategies for each Partnership School, including supports for families of Partnership School students;
- (b) Working with the School District and Oakland Schools to identify reporting requirements which may be eliminated or waived or flexibility in the use of resources to allow Partnership Schools to focus on implementing goals and strategies developed pursuant to this Agreement;
- (c) Helping the School District and Oakland Schools cultivate a stable environment for Partnership School students and families to reduce and minimize the barriers to consistent school attendance;
- (d) Periodically reviewing the School District's progress in implementing the goals of this Agreement at agreed-upon intervals and collaborating in adjustments to the School District's strategies as experience and circumstances depart from expectations.
- (e) Within 3 business days of the execution of this Agreement, MDE will inform all School District parents about the Partnership Agreement and encourage their future support of the School District.

(f) The MDE Superintendent will designate a Partnership Liaison, who will serve as primary point-of-contact for MDE, and will perform the following functions:

- Work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- Garner additional support from key MDE personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- Facilitate discussions and meetings related to the Partnership Agreement.
- Participate in regular check-ins with partners to discuss Partnership Agreement process.
- Support and encourage district use of the online math program Algebra Nation for schools listed in the Partnership Agreement; Algebra Nation is currently financially supported through the Michigan Legislature.
- Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.
- Will serve as the MDE representative on the Partnership Implementation & Accountability team and will include other MDE staff as needed based upon the finalized Partnership Agreement goals.

The initial supports to be provided by MDE are identified in **Exhibit E**.

5. Partnership Implementation and Accountability Team

(a) The parties shall establish a Partnership Implementation and Accountability Team (the **Implementation Team**) which shall be comprised of the following members:

- The School District Superintendent;
- Two members of the School District's Board of Education selected by the School District's Board of Education;

- Three MDE representatives designated by the State Superintendent of Public Instruction;
 - The Oakland Schools Superintendent or designee;
 - Up to six School District staff members appointed by the School District Superintendent; and
 - Two additional members appointed by the School District's Superintendent who may represent the community, be local officials or be affiliated with one of the School District's partners.
- (b) The Implementation Team shall meet at least every month for the purpose of:
- (i) reviewing the progress of the School District and the Partnership Schools toward accomplishing the goals identified in Section 1,
 - (ii) analyzing or identifying obstacles impeding progress toward achieving those goals or the implementation of recommendations and strategies, and developing solutions to address any such obstacles;
 - (iii) making recommendations for the adjustment in any goals, recommendations or strategies for consideration by the School District's Board of Education, or any individual Partnership School, as appropriate;
 - (iv) developing a process for and identifying and recommending progressive interventions in the event adopted strategies for a Partnership School do not demonstrate the expected improvement by agreed upon deadlines; and
 - (v) Reviewing and recommending an annual budget, the resources required and who will provide the resources for the implementation of this Agreement.

The Implementation team shall also facilitate the resolution of any disputes among the parties to this Agreement.

6. Replacing the Education Plan of the Consent Agreement

School District and MDE mutually agree that this Partnership Agreement supersedes and replaces the Education Plan of the September 18, 2013, Consent Agreement, set forth at Schedule B thereof, and otherwise relieves the School District from any and all accountability pursuant to the Educational Plan of said Consent Agreement.

7. Term of Agreement

Except as otherwise provided herein, the term of this Agreement shall commence on May 1, 2017, and shall end on June 30, 2020, unless extended by mutual agreement of the parties. This Agreement may terminate upon notice by the School District to the other parties without penalty. During the term of this Agreement, neither MDE nor the SRO shall take any action to close any Partnership School or apply or enforce any other remedy under Section 1280c of the Revised

School Code. Either Oakland Schools or MDE may terminate its participation in this Agreement at any time by agreement with the School District. Once a separation agreement, as contemplated by the immediately preceding sentence, is entered into, the termination of Oakland Schools' or MDE's participation in this Agreement shall not cease earlier than thirty (30) days from the date of execution of the separation agreement.

The State Superintendent may declare a default of this Agreement if any of the following conditions occur: the 18 month goals are not achieved and the School District does not substantially comply with the Progressive Interventions under Section 7 of this Agreement; the 36 month goals are not achieved and the School District does not substantially comply with the Progressive Interventions under Section 7 of this Agreement ; and/or the Superintendent or Board of Education fail to substantially comply with the Progressive Interventions under Section 7 of this Agreement. The State Superintendent shall consult with the State Treasurer should a default of this Agreement occur, as defined above, to determine whether or not such a default constitutes a default under the Consent Agreement.

8. Progressive Intervention; Cure

Failure by a Partnership School to achieve one or more school-specific goals or to meet the deadlines contained in this Agreement shall not constitute a default under or result in termination of this Agreement. Instead, if the Partnership School misses a deadline or a goal by a significant margin, the School District, and the Partnership School and its partners, with the support of Oakland Schools and MDE, shall evaluate the degree and underlying causes of the shortfall, and working with the Implementation and Accountability Team, shall implement one or more of the following curative actions for that Partnership School as they deem appropriate:

- (a) Reduce the level of autonomy granted to the Partnership School;
- (b) Revise or otherwise change the strategies for achieving the goals for the Partnership School, which may include identifying new or additional partners for the school;
- (c) Increase the involvement of Oakland Schools in the operation of the Partnership School;
- (d) Adopt a new or amend the Reform/Redesign model for that Partnership School; or
- (e) Consolidate or otherwise reconfigure the Partnership School.

The Implementation Team shall recommend new deadlines for implementation and evaluation of the success of any curative actions which are adopted for the Partnership School. If the curative actions are not successful, then the process shall be repeated with an increasing level of intervention.

9. Additional Schools

The parties agree that other School District schools may be added and become Partnership Schools subject to this Agreement upon the request of the School District, and with MDE's approval. At the time any additional schools become subject to this Agreement the timeframes and deadlines which apply to the original Partnership Schools shall apply prospectively to the added schools as if this Agreement had become effective on the date they are added.

10. Amendments

This Agreement shall not be modified, altered or amended except by written agreement duly executed by, School District, Oakland Schools and MDE in accordance with the terms hereof.

11. 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.

12. 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.

13. 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.

14. Governing Law

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

15. 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.

16. No Indemnification

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

17. Notices

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

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

- (i) if to the School District:

School District of the City of Pontiac
O'Dell Nails Administration Building
47200 Woodward Avenue
Pontiac, Michigan 48342
Attn: Superintendent

- (ii) if to Oakland Schools:

Oakland Schools
2111 Pontiac Lake Road
Waterford Township, Michigan 48328
Attn: Superintendent

- (iii) if to Michigan Department of Education:

Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, Michigan 48909
Attn: State Superintendent

- (iv) **If to the School Reform Office**

**State School Reform/Redesign Office
Department of Technology Management and Budget
111 South Capital Avenue
Lansing, MI 48909
Attn: School Reform Officer**

18. Invalidity of any Provision

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

19. 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.

20. 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.

SCHOOL DISTRICT OF THE CITY OF PONTIAC

By: Kelley Williams
Its: Superintendent

OAKLAND SCHOOLS INTERMEDIATE SCHOOL DISTRICT

By: Annunzio
Its: Superintendent

MICHIGAN DEPARTMENT OF EDUCATION

By: [Signature]
Its: Superintendent

STATE SCHOOL REFORM OFFICE

By: Natasha Baker, Deputy Director
Natasha Baker
State School Reform Officer

EXHIBIT LIST

- Exhibit A Partnership Schools
- Exhibit B Template for Partnership School Profile
- Exhibit C Examples of Data and Other Factors to be Included in Each Profile
- Exhibit D Types of Recommendations Which Might Be Adopted for a Partnership School
- Exhibit E Waivers; Flexibility; Resources
- Exhibit F Partners
- Exhibit G Pontiac Strategic Improvement – Completed Actions To Date
- Exhibit H Blueprint Acceleration Plan

Exhibit A
Partnership Schools

Pontiac High School
Whitman Elementary School

Exhibit B
Template for Partnership School Profile

INTRODUCTION TO EACH BUILDING
DEMOGRAPHIC

Student:

Narrative:

Data:

Staff:

Narrative:

Data:

Community:

Narrative:

Data:

FINANCIAL

Narrative:

ACHIEVEMENT

Narrative:

Data:

PROCESS

Curriculum, Instruction and Assessment Narrative:

Multi-Tiered System of Support Narrative:

Performance Management System Narrative:

Perception Data

Students

Narrative:

Data:

Staff

Narrative:

Data:

Community and Parents

Narrative:

Data:

Other Factors

Facilities Narrative:

Financial Narrative (include Transportation)

Exhibit C
Examples of Data and Other Factors to be Included in Each Profile

Demographic	Achievement	Process	Perception	Other Factors
<p>Student Data:</p> <ul style="list-style-type: none"> • Student Sub-groups (inclusive of homeless) • Enrollment • Grad/Drop-out Rate • Transiency • Non-English speaking household • Discipline referrals/Suspension • Attendance/absentecism • Mental/Social Health <p>Staff Data:</p> <ul style="list-style-type: none"> • Years experience • Vacancies • Retention Rate • # of long-term subs • Professional learning hours • Class Size <p>Community Data:</p> <ul style="list-style-type: none"> • Crime • Poverty • Housing • Property Tax • Business • Education • Income 	<p>Test Data</p> <ul style="list-style-type: none"> • NWEA (math and Literacy grades 2-11) • Fountas and Pinnell • SAT • Student Growth Data • Graduation Rate • College Acceptance • M-Step 	<p>Curriculum, Instructional and Assessment Audit</p> <ul style="list-style-type: none"> • guaranteed and viable curriculum • Instructional Practices • Assessment System <p>Multi-Tiered System of Support</p> <p>Performance Management System</p> <p>Professional Learning</p> <ul style="list-style-type: none"> • Common Planning Time • Staff Clock Hours and credits earned • Professional learning offered <p>Instructional Resource Audit</p> <p>School Systems Review</p> <p>Blueprint Process Tools</p>	<p>Student Survey of Culture and Climate</p> <p>Staff Survey of Culture and Climate</p> <p>Community and Parent Survey</p>	<p>Facilities</p> <ul style="list-style-type: none"> • Age and condition of facilities including structural components <p>Transportation</p> <ul style="list-style-type: none"> • Age and condition of transportation and student access <p>Financial</p>

Exhibit D

Types of Recommendations Which Might Be Adopted for a Partnership School

- Guaranteed and viable curriculum – assure that an appropriate curriculum is in place, that resources (textbooks, etc..) are available to teachers to deliver the curriculum, and that instruction on the curriculum is actually happening in classrooms
- Assessment program – assure that an assessment program is in place that will provide school staff the data they need to make changes where needed in instruction
- Performance Management System - assure that a system is in place that gives actionable data to students, teachers, building leaders and central office personnel
- Professional Learning- assure time for teachers to meet and discuss instructional practices and student assessment data and that this is occurring with fidelity
- Professional Learning - assure that professional learning opportunities are available for teachers to implement the curriculum and assessment systems
- Staffing - assure that staff is available to provide proper instruction, leadership and student support.
- Leadership - assure that leaders have the necessary competencies for leading significant instructional change; possibly change leadership
- Continuous Improvement Process- assure that systems are in place at the school level for continuous improvement and that those are aligned with systems at the district level.
- Intense Student Support Network- assure that systems are in place that attend to the social, emotional, mental and physical health needs of students.
- Academic Support System - assure that systems are in place to provide additional support for students who are struggling academically.
- Parent-Student Connections - assure that processes are in place to keep parents connected to the schools and provide parents the necessary resources to help their children attend and succeed in school.
- Early Childhood Systems - assure that GSRP reaches as many Pontiac students as possible and that there is strong alignment from Pre-K to early elementary.
- Community Engagement System - ensuring that partnerships with community are developed to best support the needs of students

Exhibit E
Waivers; Flexibility; Resources
[To the extent permitted under State law and grant restrictions]

Resources (Subject to funding)

- MIExcel Blueprint Team will provide training, a Blueprint audit and systems specific support for any recommendations that come from the audit
- Provide funding to increase rate of pay for subs to ensure that teachers are able to be released to receive necessary coaching and professional learning
- Fund retention rewards for teachers that have stayed for more than 2 years
- Financial support through the Regional Assistance Grant for IRRE engagement, curricular benchmarking and rigorous professional learning at the middle school and high school level
- MDE Staff to perform instructional resource audit
- Funding to ensure availability of necessary instructional resources ((ie books to support readers workshop, classroom libraries, graphing calculators, etc.)
- Funding for Adaptive Schools Training through Regional Assistance Grant
- Full time math and literacy coaches for every building
- Instructional coach that supports teachers in working with English Learners
- Funding for Tiered level teachers and resources for English Language Development and Sheltered Content classes
- Support (financial) for intense intervention program in every elementary building
- Support (financial) for AARI at the secondary level
- Funding for Newcomer center teacher and interactive software
- Funding for Math Recovery or other math intervention program for 1st graders in year 1 and subsequent grades in years 2 and 3
- Provide/ensure that school health services are in every building
- Funding for attendance family advocate position for each building

Waivers

- Waiver for the extra five student days of the year and replace them with teacher days for planning around student data and professional learning to support student needs **or** provide additional funding to secure five extra professional learning days with teachers

Flexibility

- Flexibility in the number of required reports
 - MDE-Office of Professional Preparation will support district in:
 - Providing Leniency on Teacher certification requirements to fully staff buildings in difficult to fill vacancies
 - Add math and science teachers as well as administrators to the critical shortage list so that retirees can be brought in to work in vacancies
 - Facilitate partnership with universities to allow student teachers to work in vacancies and in place of para-pro's.

**Exhibit F
Partners**

Oakland University
Oakland Community College
Institute for Research and Reform in Education
Pontiac Ministerial Alliance
General Motors (Powertrain Student Corp)
Woodside
Ascend Foundation
DHS
THAW
New Mount Moriarty Church
Assistance League of SE Michigan
Men of Presence
Newman Church
Trinity Missionary Baptist Church
Project Excel
Zeta Phi Beta
Woodside Church
Christ Child

Exhibit G
Pontiac Strategic Improvement - Completed Actions To Date

<p>2013-2014</p> <p>Consent Agreement Established</p> <p>Completed Action Items:</p> <ul style="list-style-type: none"> • Began working on business objectives to regain revenue, sell assets and bargain contracts that would reduce deficit • Launch of 1-to-1 blended learning initiative • Introduces project based learning focus • Aligned reform plans and school improvement plans to support consent agreement. 	<p>2014-2015</p> <p>Completed Action Items:</p> <ul style="list-style-type: none"> • New Asst. Superintendent was hired. • Vision for Establishment of a District curriculum team to support the work necessary to improve student achievement. Literacy supervisor hired in the Spring of 2015. • During this transition time, connected with historical knowledge of the work that had been done to date • Supported the individual buildings to continue to live into their reform plans. (Work completed was primarily building specific to their reform plans.) • Adoption of NWEA 	<p>2015-2016</p> <p>Adoption of Blueprint</p> <p>Completed Action Items:</p> <ul style="list-style-type: none"> • District Curriculum Team - added Mathematics supervisor and Assessment supervisor in the fall. • Communicated a new vision for the future of the Pontiac School District. This vision includes: <ul style="list-style-type: none"> • a foundation of collegiality and collaboration • an enhanced practice of engaging stakeholders in establishing systems that support the rapid acceleration of student achievement <p>Blueprint: Blueprint is assisting the district developing pre-requisite systems of:</p>	<p>2016-2017</p> <p>School-wide Consolidation IGA</p> <p>District Acceleration Plan</p> <p>Completed Action Items:</p> <p><u>Instructional Infrastructure</u>- Assessment:</p> <ul style="list-style-type: none"> • Development of common assessments that will assist in supporting conversations about student progress. • Adoption of Illuminate Data Warehouse and Assessment system • Engaging IRRE to assist in developing components of the Instructional Infrastructure within the High School <p><u>Acceleration Plan and IGA</u>- In an effort to increase the rate of turnaround the district requested that the</p>
--	---	---	---

		<ul style="list-style-type: none"> • Communication, • Problem solving and • Performance Management <p>that will serve as the “way Pontiac does business”. These systems will support the future work of the district in structuring Talent Management, Instructional Infrastructure, Impactful Learning-focused Leadership, and Intense Student Support. Additionally the system will also support the work of buildings in being able to Leverage District Resources, and establishing both Instructional Leadership and Teacher Collaboration Routines.</p> <p><u>Instructional Infrastructure</u>-Curriculum</p> <ul style="list-style-type: none"> • Purchase of and alignment of existing resources to ensure all teachers have materials necessary to 	<p>MIExcel team conduct a review and develop an acceleration plan in partnership with Oakland Schools.</p> <p>*See Acceleration Plan for further details-- available upon request.</p>
--	--	--	--

		<p>implement the Michigan Academic Standards.</p> <ul style="list-style-type: none"> ● District specific Atlas MAISA Unit curriculum aligned to resource expectations ● Professional Learning for all teachers specific to the grade appropriate resources and connections to the curriculum (F&P, Readers Workshop, The new Every Day Math, Connected Math, Big Ideas Math, ELA MAISA) <p>Additionally job-embedded weekly coaching is provided to support implementation.</p> <p>Instruction-</p> <ul style="list-style-type: none"> ● Coaches support instructional moves during weekly coaching sessions. ● Building and District Administrators have been working with Leadership Consultant to support Instructional Leaders 	
--	--	--	--

		<p>through instructional rounds.</p> <p>Assessment-</p> <ul style="list-style-type: none">● Focus on instructional learning cycles, including, extensive training provided through MIExcel that included both Pontiac and OS staff● Establishment of consistent short-cycle assessment based on the learning needs of students.	
--	--	--	--

Results:

Fund Balance	
2015-16	-25,085,066
2014-15	-33,438,425
2013-14	-39,077,647
2012-13	-51,677,552

TIB Percentile			
	2013-14	2015-16	Change
Overall PSD	---	---	---
PHS	0th	3rd	3
PMS	7th	5th	2
Alcott	2nd	13th	11
Herrington	3rd	9th	6
Owen	2nd	12th	10
Rogers	8th	20th	12
WHRC	1st	4th	3

PSD NWEA Winter 2017 Results

MATH

MATH	Winter 2016	Winter 2017	Change	Fall-to-Winter RIT Growth 2016	Fall-to-Winter RIT Growth 2017	Change
Overall Grades 2 - 10	199	200.5	1.5	3.6	4.9	1.3
Grade 2	172.6	173.2	0.6	8.8	9.8	1
Grade 3	185.9	186	0.1	6.2	6.4	0.2
Grade 4	193.9	198.4	4.5	5.1	7.6	2.5
Grade 5	197.3	202.3	5	2.7	5.7	3
Grade 6	202.8	204.1	1.3	2.5	3.8	1.3
Grade 7	205.7	209.1	3.4	2.2	3.2	1
Grade 8	209.6	210.5	0.9	2.3	1.7	-0.6
Grade 9	214	212.6	-1.4	1.1	1.7	0.6
Grade 10	214.8	216.2	1.4	0.7	2.1	1.4

READING						
	Winter 2016	Winter 2017	Change	Fall-to-Winter RIT Growth 2016	Fall-to-Winter RIT Growth 2017	Change
Overall Grades 2 - 10	193.5	195.6	2.1	4	4.7	0.7
Grade 2	168.4	180	11.6	9.7	7.3	-2.4
Grade 3	181.2	191.7	10.5	6.4	5.3	-1.1
Grade 4	189.2	195.6	6.4	4.6	5.1	0.5
Grade 5	193	199.3	6.3	4.1	5.2	1.1
Grade 6	199	205.9	6.9	2.7	4	1.3
Grade 7	198	210.4	12.4	1.3	3.4	2.1
Grade 8	205.5	211.9	6.4	2.3	3.7	1.4
Grade 9	208.7	209.9	1.2	0.6	2.5	1.9
Grade 10	206.3	210.4	4.1	1.4	4	2.6

2017-2020 Partnership Action Plan

All Goals are established to be in alignment with the District Improvement Plan (available upon request)

**Some items in the plan contingent on MDE support

Goal 1: The district will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings.

This is in alignment with the District Improvement Goal-

The district will develop, implement, monitor and evaluate systems to support student learning.

Analysis of Relevant Data to Support this Goal

Our data indicates the need for the blueprint to be utilized to systematize talent management at scale throughout the district. With 2 administrative vacancies and 24 teaching vacancies the data supports this initiative. We have continually experienced challenges with teacher retention throughout the year. Some of these challenges include the inability of the district to pay teachers wages aligned with surrounding districts. Due to this circumstance, once we hire teachers, they continue to look for teaching opportunities in higher paying school districts and leave at various times throughout the year. Given the current condition in the state of Michigan and the low number of students entering the workforce job opportunities are more frequently opening at non-standard points of the year.

Challenges:

- Staff Turnover due to inability to pay adequate wage
- Reduction in amount of time teachers can put into quality planning or training due to necessity to work 2nd job
- Inability to adequately support growing number of Limited English Proficient (LEP) students due to minimal support from Title III resources. A minimum increase in the current hourly rate of for Bilingual Language Tutors is needed to retain highly qualified tutor staff.
- Inability to adequately support the proportionally large number of Special Education students due to lack of funding causing the District to have a low number of special education staff (instructional, para-professionals & teacher-assistants)
- Inability to put adequate staffing supports in place for students of poverty to ensure barriers to achievement are removed that might improve attendance, reduce behavior issues, reduce number of health issues
- Inability to provide adequate substitute teacher coverage

Benchmark:

18 Month (November 2018): All components of the Blueprint Talent Management will be installed with monitoring processes in

place utilizing the *Blueprint Talent Management Assessment Tool*.

2-year target - Staff Retention (85% of teachers will be retained)

3-year target - Staff Retention (90% of teachers will be retained)

Blueprint Talent Management Component	MDE supports	OS supports
<p><u>Recruitment, Hiring, and Assignment:</u> <u>Install 2016-2017</u> -The district will identify, retain, and recruit Central Office Leaders, Building Leaders and Teachers who personify the Turnaround Competencies identified in the Blueprint for rapid turnaround</p> <p><u>Evaluation:</u> <u>Install 2017-2018</u> -The Pontiac School District will utilize the Danielson Framework for Teaching for teacher evaluation and School Advance for administrator evaluation -Based on Turnaround competencies, principals will be assigned to the appropriate position, including as a classroom teacher or other appropriate district role per the administrator contract (see Article 9, Section B on Individual Contracts).</p> <p><u>Retention and Removal:</u></p>	<p>-MDE-OPP will support district in providing Leniency on Teacher certification requirements to fully staff buildings in difficult to fill vacancies -Add math and science teachers as well as administrators to the critical shortage list so that retirees can be brought in to work in vacancies -Facilitate partnership with university to allow student teachers to work in vacancies and in place of para-pro's. -Additional funding to support teaching salaries to compete with other districts.</p>	<p>-OS lead liaison to support all Blueprint Installation aspects</p> <p>-OS Educator Evaluation Consultants will provide information and connect district to resources</p>
<p><u>Retention and Removal:</u></p>	<p>-Additional funding to support district systems and</p>	<p>-OS Human Resource Department</p>

<p><u>Install 2018-2019</u> -The district will develop appropriate marketing tools that reflect both the context of the district and the district's commitment to turnaround using the installation of the Blueprint as the means of reconfiguring district systems to support teaching and learning. -The District will provide opportunities for leadership via teacher leadership academies, Professional Learning Community facilitation and Professional Development facilitation to interested teachers. The District will also support these teachers in their quest for Professional Learning opportunities to develop their craft.</p>	<p>training of building leaders and mentor teachers to mentor and retain student teachers (for eventual employment.) -Teacher Attendance Incentives by quarter or semester -Provide funding to increase rate of pay for subs to ensure that teachers are able to be released to receive necessary coaching/PL -Fund Retention rewards for teachers that have stayed for more than 2 years</p>	<p>will provide consultation and support whenever necessary -OS consultants will co-develop an on-site teacher leadership program -OS Consultants will provide leadership opportunities, where appropriate, on projects they are working on -OU will provide professional learning opportunities as requested by the district</p>
--	--	--

GOAL 2: The district will install the Instructional Infrastructure system of the Blueprint to ensure that high quality curriculum, assessment and instructional practices are occurring within every building.
 This is in alignment with the District Improvement Goal-
The district will develop, implement, monitor and evaluate instructional reform strategies that will increase student learning

Analysis of Relevant Data to Support this Goal

Per our analysis of our NWEA data and monitoring academics in the dashboard, the district has seen an increase in reading and math. However, we realize the gap in reading and math exists between the state average and where Pontiac students are, thus centering our focus in these two areas as our sense of urgency.

Target:

2-year growth target –

Pontiac High School- On average, “full year” students will attain 1.2 years worth of growth on the NWEA math and reading
 Whitman Elementary- On average, “full year” students will attain 1.5 years worth of growth on the NWEA math and reading
2-year proficiency target –

Pontiac High School- 52% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment
 Whitman Elementary- 17% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment

3-year growth target –

Pontiac High School- On average, “full year” students will attain 1.2 years worth of growth on the NWEA math and reading
 Whitman Elementary- On average, “full year” students will attain 1.5 years worth of growth on the NWEA math and reading

3-year proficiency target –

Pontiac High School- 55% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment
 Whitman Elementary- 22% of “full year” students’ will be “at or above grade level norm” on the NWEA Reading assessment

Challenges:

- Inadequate teacher wages result in requiring secondary income, limiting time and opportunity for planning, professional learning and after school collaboration.
- Limited staff access to aligned new and current curricular resources due to outstanding unpaid debt.
- Inability to provide adequate substitute teacher coverage causing teachers to miss valuable learning opportunities

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Instructional Infrastructure System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

2-year growth target - Students NWEA growth target in math will increase to 20%
2-year proficiency target -Students NWEA proficiency target in reading will increase to 28%

3-year growth target - Students NWEA growth target in math will increase to 25%
 3-year proficiency target-Students NWEA proficiency target in reading will increase to 33%

Blueprint Instructional Infrastructure Component	MDE supports	OS supports
<p><u>Vision of High Quality Subject Specific Instruction</u> -District will ensure all meetings, professional learning, and data conversations are centered around the Visions of High Quality Subject specific Instruction by ensuring that the documents are present at all sessions and agendas are aligned to the documents. -Professional Learning on Curriculum and Instruction Benchmarking to increase Engagement, Alignment, Rigor -Professional learning on aligning instructional practices to the Vision for HQ Instruction -Professional Learning on Engagement Strategies -Professional Learning on practices that engage students at the DOK 3 and 4 level utilizing practices such as Project-based Learning -SIOP Training for each Building (ELL Instructional Strategy) -Explicit Instruction Training for Each Building (Special Education Instructional Strategy)</p> <p><u>Curriculum and Assessment</u> -Improve core instruction through utilization of grade specific instructional practices and assessment tools within the MTSS structure. Core Content Area Teachers and Intervention Specialists will support students with “on-time” instruction within the MTSS structure. Intervention</p>	<p>-Financial support for IRRE Engagement, Curricular Benchmarking and Rigor professional learning and support through the Regional Assistance Grant or other means - extending support to Whitman Elementary as well. -Reduce student days to 175 for the year and provide 5 teacher days for planning around student data and PL to support student needs or provide additional funding to secure 5 extra PL days with teachers -Support for Spanish Learning classes for all staff</p> <p>-Full time math and literacy coaches for every building -Full time math and literacy interventionists for every building -Staff to perform resource audit</p>	<p>-Core subject area consultants will align all work with district to the Vision of High Quality Subject Specific Instruction -OS Subject Area consultant to provide curricular and instructional support in each subject area -OS will co-learn Engagement, Curricular Benchmarking and Rigor to provide aligned support -OS will provide SIOP trainers -Staff ELL training for emerging through ELL 4 classes(Additional staff needed) (9-12)</p> <p>-OS MTSS team will work with District Leadership to solidify MTSS Structure -OS MI-Star consultant will assist in capturing all Tiered level of supports</p>

<p>Teachers and Intervention Specialists support skill development and the closing of achievement gaps within the MTSS structure.</p> <p>Tier I</p> <ul style="list-style-type: none"> **Curriculum Alignment and benchmarking to be focus for 2017-2018 --Curriculum Resource Audit will occur to Determine availability of necessary student/teacher instructional resources -Strengthen Core Instructional Practices by ensuring alignment of curricular practices at all grade levels with District Adopted Curriculum -The Atlas Rubicon Curriculum Mapping System will be utilized to house our guaranteed and viable curriculum , pacing guides and common assessments. -Teachers will ensure instructional practices are aligned to Visions for High Quality Subject Specific Instruction in curricular delivery -Teachers will focus on instructional strategies that support higher levels of engagement, inclusive for strategies that focus on supporting ELL's (K-12) and Special Education Students. -Continued use of the 150 Career and Technical Education available to the district. -Per the Pontiac budget availability the district will continue to allocate \$100,000 for the purpose of Dual Enrollment 	<p>-Funding to ensure availability of necessary resources ((ie books to support readers workshop, classroom libraries, graphing calculators, etc.)</p> <p>-Instructional coach that supports teachers in working with ELL's (K-12)</p> <p>-Instructional coach that supports teachers in working with Special Education Students</p> <p>- Assist with finding other opportunities to support Dual enrollment or early college</p>	<ul style="list-style-type: none"> -Core Subject area consultants will collaborate with district and building level leads to support curriculum work. -Atlas Rubicon Consultants will support district in their process <ul style="list-style-type: none"> - Continue to look for opportunities to find additional student slots in the Career and Technical Education Program
--	---	--

<p>**Balanced Assessment System to be focus for 2018-2019</p> <ul style="list-style-type: none"> - Teachers will utilize a District outlined Balanced assessment system to make instructional and programmatic decisions. -Professional learning on Formative, Benchmarking, and Summative Assessment practices <p>**Pedagogies for Deeper Learning to be focus for 2019-2020</p> <ul style="list-style-type: none"> -Intentional focus for all teachers to strengthen Practices around attending to rigor -Teachers will incorporate Project Based Learning when applicable to instructional content <p>Tier II</p> <p>Students identified through Student Identification process will be provided on-time support through the use of:</p> <p>Install 2017-2018</p> <ul style="list-style-type: none"> -NWEA Skills Navigator. -Identified Differentiated Support Periods scheduled (ie advisory period, acceleration period, intercession) -Transitions Algebra Course -English Language Development classes for Secondary (9-12) -Sheltered content Classes for Secondary (9-12) <p>Install 2018-2019</p> <ul style="list-style-type: none"> -Benchmark activities developed by Core Content Area Teachers, Intervention Teachers and Intervention 	<p>-Reduction in required State Assessments or providing a Benchmarking/State Assessment system that would allow district to no longer use NWEA</p> <p>-Reduce the state reporting assessment requirements. (i.e. NWEA -11th grade from 3 times a year to 2 times a year)</p> <p>- Funding for Tiered level teachers and resources for English Language Development and Sheltered Content classes (9-12)</p>	<p>-Assessment consultants will support district in developing a balanced assessment system with Illuminate integration</p> <p>-Project-based learning consultant will support teachers in integrating PBL.</p> <p>-ESL consultant will provide support to develop structured supports for all EL students (K-12)</p>
--	--	---

<p>Specialists.</p> <p><u>*Tier III</u> Students identified through the <i>Getting Ready</i> Student Identification process will be provided support through the use of Intervention Teachers and Intervention Specialists to support skill development and the closing of achievement gaps</p> <p><u>Install 2017-2018</u> -Intensive Elementary Reading Intervention Program - Adolescent Accelerated Reading Initiative (AARI) at the secondary level -Newcomer center for Secondary (9-12)</p> <p><u>Install 2018-2019</u> -Intensive Math Intervention Program</p> <p><u>Instructional Improvement Network</u> <u>Install 2018-2019</u> -Professional Learning on Adaptive Schools -Each building will utilize Instructional Coaches to support teachers in core content areas. -District and building level support teams developed to support instructional staff and students with increasing academic achievement. -The Atlas Rubicon Curriculum Mapping System will be utilized to allow cross-district collaborative planning and sharing. -Develop leadership among staff in preparation to facilitate district, grade level band Professional Development and Professional Learning Communities -Staff will become proficient in inquiry based instruction</p>	<p>-Support (financial) for intense intervention program in every elementary building -Support (financial) for AARI at the secondary level -Funding for Math Intervention Teachers -Funding for Newcomer center teacher and interactive software (9-12) -Funding for Saturday and after-school programs for intense tutorial sessions</p> <p>Funding for Adaptive Schools Training through Regional Assistance Grant -Funding for Instructional Coaches</p>	<p>-AARI consultant will support teachers within that program -ESL consultant will support district in establishing Newcomer center (9-12)</p> <p>-Math consultant will provide support within that program</p> <p>-OS team will co-learn Adaptive Schools Strategies to provide aligned support -OS consultants will support coaches to establish common practices district-wide</p> <p>-Atlas Rubicon Consultants will support district in their process</p> <p>-OS will provide teacher leadership programming -OS consultants will support Collaborative Inquiry process</p>
--	--	---

<p>via curriculum review and adjustments, instruction review during PLC's, planning collaboratively with teachers and academic coaching support, and the use of discourse -Implement PLCs utilizing the Problem Solving Protocol to discuss instructional strategies, perform data analysis, develop data collection plans, and create data based instruction action plans.</p>		
---	--	--

GOAL 3 : The district will install the Student Support Network system of the Blueprint to ensure that all students have access to necessary Social, Emotional, Nutritional and Health supports that allow access to learning.

This is in alignment with the District Improvement Goal-

The District will establish academically and socially supportive learning environments and increase student growth by decreasing classroom and school distractions.

Analysis of Relevant Data to Support this Goal

The data indicates the need for a comprehensive support network to address the needs of the whole child. Administrative time spent on behavior management exceeds instructional leadership time that essential to impacting student achievement. The data also indicates the need for the district to establish programs and processes district wide to support students as we have a disproportionate number who experience trauma on a regular basis and these issues become part of the learning environment with staff that have limited training to assess and assist the student in the appropriate manner. Students and staff could benefit from additional support staff to lead the training and provide the necessary resources. Student suspensions, time out of school, repeat offenses may be reduced with more support staff.

Challenges:

- Due to lack of funding, inability to put adequate supports in place for students of poverty to ensure barriers to achievement are removed that might improve attendance, reduce behavior issues, reduce number of health issues
- Inability to provide adequate substitute teacher coverage causing teachers to miss valuable learning opportunities

Benchmarks:

18 Month (November 2018): *All components of the Blueprint Intense Student Support Network System will be installed with monitoring processes in place utilizing the Blueprint Instructional Infrastructure Assessment Tool.*

2-year target - Student Attendance will be at 90%

2-year target- The percent of students who meet positive behavior expectations will increase to 90%(no office referrals).

3-year target - Student Attendance will be at 95%

3-year target-The percent of students who meet positive behavior expectations will increase to 95%(no office referrals).

Blueprint Student Support Component	MDE supports	OS supports
<p><u>Student Support Network Vision</u> <u>Install 2016-2017</u> -District will ensure all meetings, professional learning, and data conversations concerning non-academic student outcomes are centered around the Student Support Network Vision by ensuring that the vision is present at all sessions and agendas are aligned to the documents. <u>Social, Emotional, Health</u> <u>Install 2016-2017</u> -District will continue to articulate and align processes to the Social, Emotional, Health Planning tool. -Positive Behavior Intervention Supports will implemented and monitored at scale to assist with decreasing office discipline referrals as well as suspension and expulsions.</p>	<p>-Provide/ensure that school health services are in every building. Restore teen health centers at both secondary schools with nursing staff at both centers.</p>	<p>-OS Supervisor team will participate in SSN and work collaboratively with the Superintendent to support Student Support Network Vision</p> <p>-OS Social, Emotional, and Health consultants will provide support as needed</p>

<p>Intervention Specialists for families of English Learner students. (K-12) -Homeless -homeless liaison will work with students, families and community agencies to ensure students are being provided with supports per the McKinney Vento Act</p>		
--	--	--

EXHIBIT H

BLUEPRINT ACCELERATION PLAN

Blueprint Acceleration Plan:
Pontiac School District

December 2016			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence * Most documents can be found in DTN folders</i>	<i>Actions to be completed</i>
<p>Pontiac School District (Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</p>	<p>12/8</p>	<p>(1) Quarter1 Scorecard; Staff meeting agendas; District-wide PD agendas/sign in sheets; Late start/PLC agendas (2) Climate and Culture survey/LAC-O (3) Completed forms (12/21) (4) Flowchart from HR Benchmark-DTN agendas/Education Plan Review</p> <p style="text-align: center;">BITT tool</p>	<p>Blueprint Installation Complete the LAUNCH phase of installation by: (1) measuring high-quality subject-specific instruction in all tested content areas in all buildings; (2) measuring the degree to which students feel pastoral care as part of the vision of high quality student support; (3) complete the building inventories of turnaround competencies to complete the talent management dashboard; (4) install effective processes for the selecting of turnaround leaders and teachers as part of the talent management infrastructure; and-Y'londa and Carmen will develop a flow chart by January 1 (5) review and modification of the Talent Management Infrastructure's Recruitment, Hiring, and Assignment planning tool.-Review</p> <p>Benchmark Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis.</p>

Blueprint Acceleration Plan:
Pontiac School District

	<p>12/1</p>	<p><u>Critical Recommendations:</u> 1. Interview records conducted between District Office and Principals. 2. OS coaching plan</p>	<p><u>Critical Recommendations</u> 1. Conduct Behavior Event Interviews (with the assistance of the MI Excel team if needed) to objectively measure to what extent each administrator possesses turnaround leadership competencies.-took place in November 2016 2. Establish system to require instructional coaching for all teachers in the organization with efforts led and coordinated by building-level principals in partnership with central office administrators.Flowchart developed with principals at Principals' meeting, with Curriculum and OS; aligned with Visions of HQ Instruction, modeled after OS coaching plan 3. The MI Excel Leadership Academy with support from Oakland Schools leadership coaches will provide professional learning for principals in instructional leadership. 4. Establish a timeline that will guide the completion of the Blueprint's full installation by the end of the current academic year or by fall 2017 at the latest. 5. Utilize the MI Excel team and/or Oakland to provide executive coaching for the superintendent specifically related to her work of installing the Blueprint at scale in the district thereby reconfiguring district systems and building routines to dramatically increase student and teacher performance in a short amount of time.</p> <p><u>Pontiac High School</u> 1. Focus critical attention on the high school to install instructional leadership and teacher collaborative routines that effectively leverage the district systems created during Blueprint installation. The Superintendent, Assistant Superintendent and Curriculum Supervisors will have a daily presence at the high school in order to ensure the collaborative routines are implemented.</p>
	<p>12/5</p>	<p>1. Schedule has been established to ensure daily representation within the building. Walkthrough documents to formalize process and feedback have been developed.</p>	

Blueprint Acceleration Plan:
Pontiac School District

	12/1		<p><u>Applicable Recommendations to Increase Effectiveness of Installation</u></p> <ol style="list-style-type: none"> 1. Facilitators (Williams, Leverette, Anthony) should Interview for Phase I installation so that the MI Excel team can provide any necessary support to ensure their technical expertise for Pontiac's next phase of installation. Subsequent interviews for Phase II and Phase III should be scheduled with the MI Excel team prior to beginning the respective phases of installation for identification of additional support. 2. Improve attendance of all members of the DTN at all of its meetings. 3. Utilize the MI Excel meeting template to easily capture the work of each BP system at each DTN meeting.-locate in folder 4. Increase the time devoted to DTN meetings from 2 hours weekly to 4 hours weekly to ensure the effective installation of the Blueprint at a level that is more intense than other districts.-DONE 5. Require building leaders to monitor and collect evidence of the use of the problem-solving driver system at all levels of the organization to progress monitor building-level routine installation, and to support grade level PLCs as they work to make instructional decisions based on classroom level data. 6. Schedule a monthly meeting between the DTN and each building's BTN (one large group) throughout the remainder of the 2016-2017 academic year in order to assist building leadership in strategically leveraging the work of the district's installation of the BP at the building level. 7. Ensure that the communications driver system is utilized to guide Blueprint installation and to ensure that all stakeholders within the organization know what they need to know in order to effectively contribute to the district's work and to
	12/1	<ol style="list-style-type: none"> 4. Time has been added 5. Use of PLC Agenda/Minutes template in monthly PLC meetings; staff meetings; data team agenda 6. Schedule/calendar of the DTN/BTN collaborative meeting. 7. Communications survey 	

Blueprint Acceleration Plan:
Pontiac School District

<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>		<p>8. High Quality Instruction documents 9. Survey and staff meeting agendas 10. SST Agendas, Staff Meeting Agendas,</p>	<p>effectively glean feedback from stakeholders as needed throughout the installation of the Blueprint.</p> <p>8. Complete the vision documents for high quality subject-specific instruction. 9. Ensure that all instructional leaders, teachers, coaches, and external support personnel develop a shared understanding of these vision documents. 10. Develop a shared understanding of its vision of high quality student support (of students' non-academic needs) at scale in the organization.</p>
			<p>1. Conduct Behavior Event Interviews, if requested by district, to objectively measure to what extent each administrator possesses turnaround leadership competencies. 2. The MI Excel Leadership Academy with support from Oakland Schools leadership coaches will provide professional learning for principals in instructional leadership. 3. MI Excel team and/or Oakland will provide executive coaching for the superintendent specifically related to her work of installing the Blueprint at scale in the district thereby reconfiguring district systems and building routines to dramatically increase student and teacher performance in a short amount of time. 4. Facilitators (Williams, Leverette, Anthony) will interview for Phase I installation so that the MI Excel team can provide any necessary support to ensure their technical expertise for Pontiac's next phase of installation. Subsequent interviews for Phase II and Phase III should be scheduled with the MI Excel</p>

Blueprint Acceleration Plan:
Pontiac School District

<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<p>team prior to beginning the respective phases of installation for identification of additional support.</p>
<p>12/1</p>	<p>Leadership Support is in place.</p>	<p>Additional Leadership Support put into place: Principal SIF/Leadership coaches to support Turn-around Competencies. (BEI Results) Intervention Specialist to support all OS work</p>	<p>How will the MI-Excel Team provide support to increase the rate of installation?</p> <p>LEADERSHIP SUPPORT: Superintendent: Dr. Yocum, MI Excel team and/or Oakland will provide executive coaching for the superintendent specifically related to her work of installing the Blueprint at scale in the district thereby reconfiguring district systems and building routines to dramatically increase student and teacher performance in a short amount of time. Asst. Superintendent: Carol Anthony, Central Admin Supervisors: Math/Science-Marie Smerigan/Michael Gallagher, ELA/Social Studies: Susan Golab/Les Howard/Chris Lee, Data/Assessment - Steven Sneed,</p>
<p>12/1</p>	<p>In Place - DTN meeting minutes</p>	<p>(1) Training registration (2) Online materials</p>	<p>Blueprint Installation District Turnaround Network Support: Carol Anthony, Andrea Zellner, and OS Consultants when needed, attendance at DTN Meetings and/or support for planning meetings Talent Management: OS Human Resource personnel - (1) training in the use of Turnaround Competencies to support hiring practices, (2) Development New Teacher Induction program inclusive of Blueprint information</p>
			<p><u>Instructional Infrastructure Support:</u></p>

Blueprint Acceleration Plan:
Pontiac School District

	12/ 1	(1-5) Attendance of content specific project lead at DTN meetings to assist in developing documents	(1) Collaboratively develop and communicate a Vision for Highly Ambitious Reading Instruction. (2) Collaboratively develop and communicate a Vision for Highly Ambitious Writing Instruction. (3) Collaboratively develop and communicate a Vision for Highly Ambitious Math Instruction. (4) Collaboratively develop and communicate a Vision for Highly Ambitious Science Instruction. (5) Collaboratively develop and communicate a Vision for Highly Ambitious Social Studies Instruction. (6) Project Leads work with Coaches to incorporate Vision for High Quality Instruction in coaching plans. (7) Within each of the professional learning sessions – participants will discuss high quality instructional moves as well as have them modeled. Additionally, coaches will support instructional moves during weekly coaching sessions. <u>Intense Student Support Network Support:</u>
	12/ 1	(6) Reflection of HQ instruction language in math coaching documents (7) Math Meeting minutes and coaching logs	(1) Newly identified OS team - Karen Gomez (Point), Christina Harvey, Susan Benson (or other designee) to attend meetings. (2) Elementaries will participate in Marc Brackett's "Ruler Approach" supported by OS consultants to ensure implementation. (3) OS Project Aware will assist in supporting Project Aware partnership with buildings and leveraging partnerships
	12/ 1 12/ 1	(1) Email to consultants and attendance of Karen Gomez at DTN (2) Attendance at Ruler training (3) Notes from Karen Gomez	<u>OTHER SUPPORTS:</u>

Blueprint Acceleration Plan:
Pontiac School District

	<p>12/ 2</p>	<p>See ELA Smore sent</p> <p>Checking with Kristine Gullen. Sessions currently taking place during school week with ELA and Math teachers.</p> <p>Email Artifacts from Suzanne Toohey, documentation of training, master schedule support from Julia Green</p>	<p><u>Elementary ELA:</u> Due to the challenge of a lack of substitute teachers, OS Consultants will begin offering Saturday professional learning to support the continued growth of the Fountas and Pinnell work to improve instruction practice and close gaps based on benchmarking data.</p> <p><u>High School SAT:</u> OS Consultants will begin to offer Saturday Professional Learning events to support the achievement of High School Students on the 2017 SAT.</p> <p><u>High School ELL:</u> (1) SIOP training and job-embedded coaching for English staff at high school supported by OS ELL consultant, (2) Implementing an English Language Development Program at Pontiac High School is to: Provide a rigorous curriculum and intentional instruction through which bilingual English learners (ELs) will demonstrate measurable longitudinal progress acquiring English for social and academic purposes and Promote bilingual parent and community support of the high school and the school district through a visible commitment to the learning needs of bilingual students.</p>
--	------------------	--	--

January 2017

Blueprint Acceleration Plan:
Pontiac School District

Group Responsible	Date Completed	Evidence	Actions to be completed
<p>Pontiac School District (Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</p>	<p>Completed</p> <p>Jan. 5 Jan. 12 Folder to collect artifacts Jan 29</p> <p>Jan 10</p> <p>Beg. Jan 9</p>	<p><i>Leadership network, Weekly action plans will be developed based off of the weekly dashboard</i></p> <p>1. Completed 2. Completed 3. Collect Artifacts</p> <p>2. Partially Comp.</p> <p>3. Verbal survey of team</p> <p>4. Survey sent</p> <p>1. Critical conversations have taken place with alternative plan developed. 2. Central office walkthroughs /partner with OS</p>	<p><u>Blueprint Installation</u></p> <ol style="list-style-type: none"> 1. Complete the Performance Management driver system planning tool and install the driver at scale. This driver includes both the district and building-level tools. 2. Complete the planning tool and install the "Learning-Focused Leadership Partnerships" or the first floor of the Leadership Network. 3. Install the Building Turnaround Networks at each building in the district. Utilize the BTN Planning Tool. <p><u>Benchmark</u></p> <ol style="list-style-type: none"> 1. MI Excel Team completes (if requested) the Fidelity Appraisal of the Launch Phase of <i>Blueprint</i> Installation. 2. Utilize the <i>Blueprint</i> Installation Timeline Tool (BITT) to measure quality and effectiveness of <i>Blueprint</i> installation on a monthly basis. 3. Assess the installation of the problem-solving driver system (at least four times per year) and make changes to the system based on installation data. 4. Assess the installation of the communications driver system (at least four times per year) and make changes to the system based on installation data. <p><u>Pontiac High School</u></p> <ol style="list-style-type: none"> 1. Ensure that the district supports the growth of the principal in developing the necessary turnaround competencies. If growth does not occur alternative options will be reviewed in a timely manner. 2. Commit efforts on instructional improvement at scale as quickly as possible in order to see noticeable gains in student achievement on this year's MSTEP assessments. Using the leadership network, support from MI Excel and Oakland Schools, ensure that

Blueprint Acceleration Plan:
Pontiac School District

	<i>Beg. Jan 9</i> <i>Continuing</i>	<i>1-Walk-throughs inclusive of district leadership take place weekly</i> <i>2-Weekly dashboard meetings with district leadership following problem-solving Protocol</i>	<p>focused instructional improvement plan in place is implemented at a level of exceptional quality.</p> <p><u>Applicable Recommendations to Increase Effectiveness of Installation</u></p> <ol style="list-style-type: none"> 1. Measure instructional quality for all teachers in at least the tested subjects on a monthly basis. From the performance management driver system, principals should observe teachers and collect data in alignment with the evaluation process with a goal of spending 80% of time in classrooms. 2. Strengthen the building turnaround networks at each building to ensure that their focus is on the performance management driver system, shared understandings of high quality subject specific instruction, high quality student support, and the urgency by which all stakeholders in Pontiac must approach the work of rapid turnaround. 3. Leadership network will meet weekly to utilize the problem-solving protocol to develop action plans based off of the weekly dashboard
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then</i></p>	1/10	<p>Training scheduled for leadership academy combined with Hazel Park.</p>	<ol style="list-style-type: none"> 1. MI Excel Team completes (if requested) the Fidelity Appraisal of the Launch Phase of <i>Blueprint</i> Installation.

Blueprint Acceleration Plan:
Pontiac School District

<p><i>that those actions would continue from month to month as appropriate.)</i></p>			
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	<p>On-going</p>	<p><i>Steven Snead has been meeting with/training building teams and district leadership</i></p> <p><i>District leadership has participated in balanced assessment training</i></p> <p><i>Monthly Assessment work taking place between consultants and teaching staff</i></p> <p><i>Assisted in establishment of SSN and assigned 3 OS leaders to</i></p>	<p><u>Blueprint Installation</u></p> <p><u>Performance Management:</u> OS Consultants will support the district in the utilization of the Illuminate Data Warehouse and Assessment system. Adoption, roll-out and implementation of data warehouse and assessment system. Assist in building the capacity of the data teams to disaggregate the data – as well as support the technical aspects of NWEA.</p> <p><u>Performance Management/Instructional Infrastructure:</u> The district will participate in training on balanced assessments and common assessment development, and coinciding with its work on creating common assessments, steps will be taken to ensure there is a clear picture of assessments in Pontiac. The goal is to ensure that the information needs of all school stakeholders are met.</p> <p><u>Performance Management:</u> Consultants will support teachers to quickly access the results of their common assessments and to have “on-time “ discussions regarding student learning that will inform their decisions for their MTSS.</p> <p>OTHER SUPPORTS:</p> <p><u>Intense Student Support -OS consultant will work with district leadership to support Nutrition, Health and Wellness</u></p> <p><u>Intense Student Support -OS consultant will work with district leadership to ensure PBIS is implemented district-wide</u></p>

Blueprint Acceleration Plan:
Pontiac School District

		<p><i>support work moving forward</i> <i>Leadership coach works with</i> <i>Building principal up to 3-days a week with this as one topic</i></p>	<p><u>High School Climate/Culture</u>: OS Climate/Culture consultant will work with High School Team to support culturally responsive skills.</p>
--	--	---	---

February 2017			
<i>Group Respected</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from</i></p>	<p><i>On-going</i></p>	<p><i>Planning tool complete</i></p> <p><i>Weekly Dashboard review</i></p>	<p><u>Blueprint Installation</u></p> <ol style="list-style-type: none"> 1. Build and install the district's curriculum and assessment component of the Instructional Infrastructure. Complete the planning tool, install the system, and establish an appropriate timeline for specific content areas. 2. Complete the planning tool and install Principals Leverage District Systems to continue the work at the building level. <p><u>Benchmark</u></p> <ol style="list-style-type: none"> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system. <p><u>Applicable Recommendations to Increase Effectiveness of Installation</u></p>

Blueprint Acceleration Plan:

Pontiac School District

<p><i>month to month as appropriate.)</i></p>		<p><i>Began training Feb 8th w/Hazel Park</i></p>	<ol style="list-style-type: none"> 1. Continue the installation of the Instructional Infrastructure which will focus on (1) the installation system to develop, modify, approve, and roll-out district approved curriculum (including learning targets and assessments) for all courses and grade level subjects; (2) an instructional improvement network to assist teachers in realizing the vision of high quality instruction every day for every student. 2. Utilize the MI Excel Leadership Academy along with leadership coaches from Oakland Schools to develop the needed turnaround competencies in building leaders. 3. Building administrators should expect to spend up to 80% of their time engaged in work to support instructional improvement at scale in order to move instruction from it's current level to a level aligned to the visions of high quality subject-specific instruction. 4. Install the Blueprint's Leadership Network where partnerships between central office and building level administrators are critical to the work. Central office administrators in partnerships with building principals should expect to be in buildings up to 50% of their time. 5. Prioritize support of building leaders based on student achievement data, the building's top-to-bottom ranking, principal competency data, and central office vision. 6. Focus its efforts on instructional improvement at scale in the organization both internally and with its external support providers. (i.e. documentation of coaching and hours from Oakland)
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of</i></p>		<p><i>Began training Feb 8th w/Hazel Park</i></p>	<ol style="list-style-type: none"> 1. Utilize the MI Excel Leadership Academy along with leadership coaches from Oakland Schools to develop the needed turnaround competencies in building leaders.

Blueprint Acceleration Plan:
Pontiac School District

<p><i>applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Monthly meetings</p> <p>See coaching logs</p> <p>See coaching logs</p>	<p><u>Blueprint Installation</u> <u>Instructional Infrastructure:</u></p> <ol style="list-style-type: none"> 1. Oakland Schools Consultants will work directly with Pontiac Coaches and Interventionists to Build Capacity, skill and knowledge to support teachers independently. 2. ELA -Diving Deeper into MAISA units to support instructional shifts utilizing pre- and post assessment data and student samples. Job-embedded coaches provided at both the high school and middle school to support application and problem-solving. 3. Math-Guide teacher investigation in the new Math resources to support instructional shifts to have students thinking more deeply. Coaches scheduled into each building to work with teachers individually and in PLC teams. 4. All Subjects- District will work with Curriculum teams to ensure Atlas alignment to district resources and assessments 5. Coaches meet with grade/course teachers to work on ILC's. Coaches do one on one coaching with teachers. Coaches working with teachers and supervisors to align Vision for High Quality Instruction to MAISA units.

Blueprint Acceleration Plan:
Pontiac School District

--	--	--	--

March 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i>			<u>Blueprint Installation</u> 1. Complete the planning tool and install the <i>Building Level Processes and Coaching</i> components of the Instructional Leadership Routines. 2. Complete the planning tool and install the <i>Instructional Design & Delivery</i> component of the Teacher Collaborative Routines. 3. Complete the planning tool and install the <i>Social, Emotional, Health, and Nutritional Needs of Students</i> component of the Student Support Network. <u>Benchmark</u> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system. 3. Assess the installation of the problem-solving driver system (at least four times per year) and make changes to the system based on installation data.

Blueprint Acceleration Plan:
Pontiac School District

			<p>4. Assess the installation of the communications driver system (at least four times per year) and make changes to the system based on installation data.</p> <p><u>Applicable Recommendations to Increase Effectiveness of Installation</u></p> <ol style="list-style-type: none"> 1. Prepare to utilize the district's instructional infrastructure and student support network as critical systems to provide the foundation for multi-tiered systems of support. 2. Conduct focus group interviews (under the guidance of the MI Excel team and/or Oakland Schools) to measure the degree to which students recognize and value the pastoral support which is the foundation of the district's student support network.
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<ol style="list-style-type: none"> 1. Conduct focus group interviews (under the guidance of the MI Excel team and/or Oakland Schools) to measure the degree to which students recognize and value the pastoral support which is the foundation of the district's student support network.
<p>Oakland Schools Support and Alignment</p>			<p><u>Blueprint Installation</u></p> <ol style="list-style-type: none"> 1. <u>Development of Collegial and Collaborative Teams:</u> Adaptive Schools Training

Blueprint Acceleration Plan:
Pontiac School District

<p>with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			<p>2. Conduct focus group interviews (under the guidance of the MI Excel team and/or Oakland Schools) to measure the degree to which students recognize and value the pastoral support which is the foundation of the district's student support network.</p>
--	--	--	---

April 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of</i></p>			<p><u>Blueprint Installation</u> 1. Complete the planning tool and install the district's <i>Evaluation</i> component into the Talent Management Infrastructure. 2. Complete the planning tool and install the final component of the Instructional Infrastructure, the <i>Instructional Improvement Network</i>. <u>Benchmark</u> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis.</p>

Blueprint Acceleration Plan:
Pontiac School District

<p><i>applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>		<p>2. Complete the Performance Management data review with all building principals as described in the driver system.</p>
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>		
<p>Oakland Schools Support and Alignment with Blueprint</p>		<p><u>Blueprint Installation</u> <u>Instructional Improvement Network-</u> Development of a Balanced Assessment System - The District/OS team will continue to ensure that all of their teachers have a guaranteed and viable curriculum; while developing common assessments that will assist in supporting conversations about student progress. Additionally, Professional learning around Formative Assessment will support on-going instructional planning.</p>

Blueprint Acceleration Plan:
Pontiac School District

<p><i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
--	--	--	--

<p>May 2017</p>			
<p><i>Group Responsible</i></p>	<p><i>Date Completed</i></p>	<p><i>Evidence</i></p>	<p><i>Actions to be completed</i></p>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then</i></p>			<p>Benchmark</p> <ol style="list-style-type: none"> 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system. 3. Assess the installation of the problem-solving driver system (at least four times per year) and make changes to the system based on installation data. 4. Assess the installation of the communications driver system (at least four times per year) and make changes to the system based on installation data.

Blueprint Acceleration Plan:
Pontiac School District

<p><i>that those actions would continue from month to month as appropriate.)</i></p>			
<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a</i></p>			<p><u>Blueprint Installation</u> <u>Development of Collegial and Collaborative Teams: Adaptive Schools Training</u></p>

Blueprint Acceleration Plan:
Pontiac School District

<p><i>regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
--	--	--	--

June 2017			
<i>Group Responsible</i>	<i>Date Completed</i>	<i>Evidence</i>	<i>Actions to be completed</i>
<p>Pontiac School District <i>(Actions that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from</i></p>			<p>Benchmark 1. Utilize the Blueprint Installation Timeline Tool (BITT) to measure quality and effectiveness of Blueprint installation on a monthly basis. 2. Complete the Performance Management data review with all building principals as described in the driver system. 3. MI Excel Team completes (if requested) the Fidelity Appraisal of Phase I of Blueprint Installation.</p>

Blueprint Acceleration Plan:
Pontiac School District

<p><i>month to month as appropriate.)</i></p>	<p>MI-Excel Support <i>(Recommendations that would be completed on a regular basis are included only in the first month of applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>	
<p>Oakland Schools Support and Alignment with Blueprint <i>(Recommendations that would be completed on a regular basis are included only in the first month of</i></p>		

_____ *Blueprint Acceleration Plan:*
Pontiac School District

<p><i>applicability. It is assumed then that those actions would continue from month to month as appropriate.)</i></p>			
--	--	--	--