

American International Academy
Intensive Support
Partnership Agreement Template 2022-2025
for Round Four Partnership Districts

This partnership agreement is entered on April 17, 2023, among the signatory partner entities, including American International Academy, Lake Superior State University, Wayne RESA, and the Michigan Department of Education (MDE). According to [Section 388.1622p of the Michigan Compiled Laws](#), assignment of a district to a 3-year partnership is made by the state superintendent of public instruction. See **Appendix A Levels of Support and District Requirements**.

The above-named signatory partner entities agree that upon the commencement date of this partnership agreement, they shall collaboratively work to achieve the mutually agreed upon goals, including interim target benchmarks, and aligned end target outcomes for the local education agency (LEA), both traditional public school districts and public school academies (PSA) and schools named in this document. The purpose of the agreement is to improve student achievement at American International Academy

The purposes, terms, and conditions of this agreement are as follows:

I. COMPONENTS OF THIS AGREEMENT

The signatory partner entities will collectively assess the needs defined below in **Section I.A.1-5** and develop a plan of support and interventions. Through increased collaboration and positive relationships, the signatory partners will implement American International Academy's agreement with fidelity, resulting in improved academic achievement for all students. Within 90 days of assignment as a partnership district, signatory partner entities agree to collaboratively complete a partnership agreement that:

- A. Utilizes the Michigan Integrated Continuous Improvement Process (MICIP) to "complete a comprehensive needs assessment in collaboration with an intermediate district, community members, education organizations, and postsecondary institutions, as applicable". [Section 388.1621h of the Michigan Compiled Laws](#)

The goals within the partnership agreement are generated from three state and two federal requirements. The process to generate goals is completed via the Areas of Inquiry as defined within the MICIP process and terminology. The five required Areas of Inquiry are:

State Requirements

1. The district's implementation and utilization of a multi-tiered system of supports (MTSS) to ensure it is used to appropriately inform instruction [MCL Section 388.1621h]
2. The district and school(s) building leadership and educator capacity to substantially improve student outcomes [MCL Section 388.1621h]
3. The district's classroom, instructional, operational practices, and curriculum to ensure alignment with research-based instructional practices and state curriculum standards [MCL Section 388.1621h]

Federal Requirements

4. All components in the Michigan School Index for all schools identified for Comprehensive Supports and Improvement [Every Student Succeeds Act Sec. 1111.c.4.D]
5. Resource inequities, which include a review of district and school level budgeting via the Resource Allocation Review process [Every Student Succeeds Act Sec. 1111.c.4.D]

The MICIP platform will be used annually for partnership districts to outline strategies and activities for each goal, including funding and communication. The identified strategies for the goals should address whole child needs. A Partnership Agreement Report will be generated via MICIP and is a required attachment to this agreement.

- B. Includes an academic and financial operating or intervention plan, as part of the partnership agreement, that has been approved by the state superintendent or his/her designee addressing the needs identified in the comprehensive needs assessment [MCL Section 388.1621h]. Additionally, the academic and financial operating or intervention plan must:
 1. Identify how the district's MTSS is used to inform instruction appropriately.
 2. Identify how the district's talent/staff management system, including specific details regarding district and school building leadership and educator capacity, will substantially improve student outcomes.
 3. Identify how the district's instructional, curriculum, and operational practices align with research-based instructional practices and state standards unless required to complete a resource allocation review; the Partnership Agreement Report produced by MICIP will serve as the academic and financial operating or intervention plan.

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- C. Includes aligned measurable 18-month interim target benchmarks and 36-month end target outcomes that will be achieved for each school operated by the district that is included in the partnership agreement and subject to approval by the director of the OPD. [MCL Sections 388.1621h and 388.1622p]
- D. Includes two to five accountability measures:
 - One or more accountability measures must be imposed no later than the following school year if the district does not achieve the measurable academic outcomes for each school operated by the district that is subject to the partnership agreement.
 - 1. For a traditional district assigned as a partnership district, accountability measures under this subdivision must include the reconstitution of the school. [MCL Section 388.1622p]
 - 2. For a PSA assigned as a partnership district, accountability measures under this subdivision may include the reconstitution of the school. [MCL Section 388.1622p]
- E. Includes specific actions that will be taken by the district and each of its signatory partner entities to improve student achievement as measured by the Michigan School Index. [MCL Section 388.1621h]

II. PROCESS FOR COMPLETING THE PARTNERSHIP AGREEMENT

- A. Assessing Needs: Engaging in a process that assesses the district's needs reveals a picture of its achievements and challenges and identifies the factors critical to its success. This includes looking at several data sources, including academic, non-academic, and district/building systems, as well as a variety of data types: achievement, demographic, perception, and process, to identify the gap between the current and desired state.
 - 1. The district will assess needs via an iterative process on a regular basis throughout the continuous improvement cycle. The district will first look at district-wide data in the areas of inquiry and then look at the same school level data for the school(s) identified for CSI.
 - 2. The district and school will then engage in root cause analysis around the areas of inquiry to discern the primary contributing factor(s), identify challenges or opportunities for growth, and identify assets that can be leveraged to address those opportunities.
- B. Plan, Implement, and Monitor: Goals provide a sense of direction, motivation, and clear focus for improvement and are a result of the needs assessment defined in **Section II.A**. The partnership district will define a minimum of three goal areas with specific, measurable, attainable, relevant, and time-bound (SMART) benchmarks and outcomes. Goal areas will include a minimum of one aligned pair of 18-month interim target benchmarks and accompanying 36-

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month end target outcomes as detailed in the table found in **Section XVII**.
See **Appendix C** Example Benchmarks and Outcomes Table.

1. The district and school will outline goals, strategies, and activities that, when implemented with fidelity, will help the district reach its goals, meet whole child needs, and achieve success.
2. The district will identify and include 18-month interim target benchmarks and 36-month end target outcomes aligned to the previously identified goals. This will be completed in the table found in **Section XVII**. Requirements for benchmarks and outcomes must include the following:
 - state assessments for at least one 18-month interim target benchmark and aligned 36-month end target outcome measuring proficiency or growth [MCL 388.1622p]
 - local student data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
 - process data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
 - a minimum three (3) percentage point increase in proficiency on state assessments; the desired increase shall be based upon the current value and an increase that would likely result in a Michigan School Index score above the bottom 5%
 - at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses literacy
 - at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses mathematics

While goals, 18-month interim target benchmarks, and 36-month end target outcomes do not change, a partnership district will monitor and may need to adjust strategies, activities, funding, and communication to attain the final goal.

III. REVIEW OF BENCHMARKS, OUTCOMES, AND IDENTIFICATION

Evaluating the attainment of interim benchmark target and end outcome target measures occurs twice during the life of the partnership agreement. Each evaluation follows established business rules and includes reviewing the partnership district's capacity, fidelity, the extent of reaching the targeted population or stage of implementation (scale/reach), and the impact of identified goals.

- A. Interim Target Benchmark Review (BR): attainment of interim target benchmarks is reviewed at the 18-month mark of the partnership agreement to determine whether schools and districts are On-Track, Off-Track with Progress, or Off-Track in meeting the goals of its partnership agreement.\
- B. Summary Report and Academic Outcome Evaluation: attainment of end target outcomes is reviewed at the 36-month mark of the partnership agreement and

American International Academy Partnership Agreement termed PA Summary Report or a 36-month Academic Outcome Evaluation (AOE). An AOE is specific to state legislation, and federal identification levels for support to determine the application of accountability measures defined in **Section XV** of the agreement should a school within the partnership agreement be re-identified for CSI.

IV. TERMS AND CONDITIONS

American International Academy retains control of the school(s) named in this agreement. The Michigan Department of Education and the partners named in this agreement will provide mutually agreed upon support to meet the benchmarks and outcomes.

V. SIGNATORY PARTNERS

The American International Academy board of education president, American International Academy superintendent, Lake Superior State University; the Wayne RESA superintendent; and the director of the Office of Partnership Districts are the signatory partners and serve as the primary decision-makers for this agreement.

VI. REQUIREMENTS OF PARTNERSHIP DISTRICTS

- A. Participate in Michigan Data Hub.
- B. Provide permission for the appropriate benchmark assessment vendor (i.e., NWEA, Curriculum Associates, Renaissance Learning, or Data Recognition Corporation) to transfer student-level benchmark assessment data from the fall and spring of each year to the Michigan Data Hub for Education Policy Innovation Collaborative (EPIC) Michigan State University (MSU)'s research of the partnership district model. Family Educational Rights and Privacy Act (FERPA) shall be followed as required by law.
- C. Complete surveys as requested by OPD, including EPIC's annual survey of partnership school teachers and principals, with a minimum participation rate of 50% and a minimum participation rate of 30% for teachers and principals in non-partnership schools.
- D. Participate in EPIC's qualitative data collection efforts if asked to do so by the EPIC research team.
- E. Consider local school board training, potentially by the Michigan Association of School Boards (MASB) or a similar organization.

VII. PERIOD OF AGREEMENT

The partnership agreement shall commence on November 29, 2022 and expire on November 28, 2025. The partnership agreement is completed after the Academic Outcome Evaluation (AOE), or Partnership Agreement Summary Report has been completed. See **Appendix B** Partnership Agreement Timeline and **Appendix D** for Public School Academies.

VIII. PARTNERSHIP DISTRICT ASSIGNMENT

The district is released from its partnership district assignment only when it has no schools identified for CSI, excluding alternative education schools.

IX. AMENDMENTS

This partnership agreement shall not be modified, altered, or amended except by a written agreement duly executed by all signatory parties to this agreement in accordance with the terms hereof.

X. SUCCESSORS and ASSIGNS

The covenants, conditions, and agreements in this partnership agreement shall be binding upon and inure to the benefit of each party, their respective legal representatives, successors, and assignees.

XI. NO INDEMNIFICATION

There shall be no indemnification of any party by any other in regard to liabilities arising out of the functions covered by this agreement. All parties shall be responsible for their liabilities and defense as determined by law.

XII. 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, or electronic delivery with receipt notification, 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 mail, 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:

If to the District:

American International Academy
300 S. Henry Ruff
Westland, MI 48186
Attn: Thomas White Superintendent
Pete Stockmann, President
Board of Education

If to Michigan Department of Education:

Michigan Department of Education 608
West Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Dr. William Pearson
Director of OPD

If to the Intermediate School District:

Wayne RESA
33500 Van Born Rd
Wayne, MI 48184
Attn: Dr. Daveda Colbert,
Superintendent

If to the Authorizer (if applicable):

Lake Superior State University
650 West Easterday Avenue
Sault Ste. MI. 49783
Attn: Christopher Oshelski, LSSU
CSO Director

XIII. ADDITIONAL PARTNERS

The following entities have been identified and have agreed to serve as additional partners in pursuit of achieving the purposes of this agreement:

No additional Partners

XIV. SCHOOLS IDENTIFIED FOR SUPPORT BY THIS AGREEMENT

A. Schools identified for CSI listed below must identify aligned 18-month interim target benchmarks and 36-month end target outcomes in **Section XVII** Goals, Interim Target Benchmarks, and End Target Outcomes.

1. American International Academy (00899) (**Westland Campus K-2**)
2. American International Academy (03058) (**Rosewood Campus 7-12**)

B. Schools identified for Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) that do not meet criteria for entering a partnership agreement listed below are included in the supports provided by the OPD. These schools are not subject to benchmarks, outcomes, or accountability measures defined in this agreement. OPD supports include guidance in completing ESSA required plans via MICIP.

1. American International Academy (03437), (**Avondale Campus 3-6**)

XV. SCHOOL ACCOUNTABILITY MEASURES [MCL Section 388.1622p]

For each school listed in **Section XIV.A** that is re-identified for CSI and achieves one-third (33.33%) or less of local and state assessment academic 36-month end target outcome measures as defined in **Section XVII**, American International Academy, Wayne RESA, Lake Superior State and MDE will impose one of the mutually agreed upon measures:

- A. Use an MDE-approved leader evaluation rubric for central office leaders and building principals to create a professional development plan with goals and objectives to increase leadership capacity.
- B. Develop a strategic plan with the School Board to streamline the focus of the district.

XVI. ASSURANCE OF ACTIONS

A. American international Academy BOARD OF EDUCATION ACTIONS TO BE TAKEN:

1. Support the superintendent.
2. Ensure that the school/district community is meaningfully engaged in the implementation of the partnership agreement.

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B. American International Academy SUPERINTENDENT ACTIONS TO BE TAKEN:

1. Provide updates as defined by the OPD level of support to the board of education regarding the status of the district's implementation of this partnership agreement.
2. Ensure that the school/district community is meaningfully engaged in the implementation of this agreement.
3. Schedule meetings with the partnership agreement liaison and partners to discuss progress on the partnership agreement implementation.
4. Convene community meeting(s) and provide attendees with an update regarding the status of the school/district as it relates to the implementation of the partnership agreement and the achievement of the interim target benchmarks and end target outcomes.

C. Wayne RESA ACTIONS TO BE TAKEN:

1. Implement Wayne RESA Regional Assistance Grant (RAG) service plan in conjunction with the partnership agreement and actively support American International Academy.
2. Assign an Education Improvement Consultant (EIC) to serve as the lead Implementation Facilitator, through a team-based approach, to facilitate problem solving, guide district and school improvement efforts, coordinate services from Wayne RESA, attend regularly scheduled meetings and/or monitoring visits.
3. Align Wayne RESA services (i.e., professional learning) and personnel with school improvement initiatives, working with the district to integrate support and address identified needs.
4. Collaborate with American International Academy to identify professional learning opportunities and technical assistance for educators and leaders to establish a shared understanding of accountability designation(s) and the identified need.
5. Establish a communication plan, including quarterly updates, to be implemented between Wayne RESA and American International Academy to celebrate successes, inform them of services rendered, monitor progress, reduce barriers that may impede efforts of improvement, and build the collective commitment between the organization's stakeholders.

D. Lake Superior State University ACTIONS TO BE TAKEN:

1. The Authorizer will assign a partnership liaison to facilitate problem-solving, support district and school improvement efforts, coordinate services from LSSU CSO, and attend (physically or virtually) regularly scheduled meetings and/or monitoring visits, through a team-based approach.

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2. The Authorizer will provide a field supervising representative to attend all board meetings and acts as a liaison between the academy and the authorizer.
 3. The Authorizer will provide annual reports to the academy board and leadership in the performance areas of academics, finance, governance, and compliance.
 4. The Authorizer will align support (i.e., professional learning) and personnel with school improvement initiatives, working with the district to integrate support and address identified needs.
 5. The Authorizer will collaborate with the academy to identify professional learning opportunities and technical assistance for educators and leaders to establish a shared understanding of accountability designation(s) and the identified need.
- E. MDE ACTIONS TO BE TAKEN:
1. Assign a partnership agreement liaison (PAL) who will serve as the primary point of contact for American International Academy and will be meaningfully engaged in the implementation of the partnership agreement.
 2. Assign a team of individuals from other MDE offices with expertise in comprehensive school and district improvement to ensure that resources are being used as efficiently and effectively as possible to improve student academic achievement and to ensure district financial stability. [MCL Section 388.1621h]

XVII. GOALS, INTERIM TARGET BENCHMARKS, AND END TARGET OUTCOMES

The partnership district will define goal areas resulting from the district's areas of inquiry. Each goal area will include a minimum of one aligned pair of 18-month interim target benchmarks and 36-month end target outcomes.

- A. District must have at least three and at most nine goal areas.
- B. One or more goal areas must include at least one aligned pair of 18-month interim target benchmarks and 36-month end target outcomes that measure proficiency or growth that puts students on track to be proficient. [MCL Section 388.1622p]
- C. Must include at least one 18-month interim target benchmark and aligned 36-month end target outcome based on:
 - 1. state assessment results,
 - 2. process data, and
 - 3. local student data
- D. Must include at least one 18-month interim target benchmark and aligned 36-month end target outcome to address literacy, and one 18-month interim target benchmark and aligned 36-month end target outcome to address mathematics.
- E. Districts are required to indicate goal alignment with Michigan's Top Ten Strategic Education Plan (SEP) if applicable.

Michigan's Top Ten Strategic Education Plan Goals:

- 1. Expand early childhood learning opportunities
- 2. Improve early literacy achievement
- 3. Improve the health, safety, and wellness of all learners
- 4. Expand secondary learning opportunities for all students
- 5. Increase the percentage of all students who graduate from high school
- 6. Increase the percentage of adults with a post-secondary credential
- 7. Increase the numbers of certified teachers in areas of shortage
- 8. Provide adequate and equitable school funding

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Benchmarks and Outcomes Table

#	Goal Area	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month End Target Outcomes
<p>Student Proficiency Goal: <i>By 2024-2025, student in grades K-2 and 7-12 will increase proficiency in English and Mathematics as demonstrated on NWEA (K-2) and State Assessments (7-12) by at least 3 percentage points for two consecutive years: 2023-2024, 2024-2025.</i></p>								
1	Student Growth Proficiency	AIA K-2	00899	local	2	Student Summary Report	During the 2024-2025 school year, increase the percentage of Full Academic Year K-2 students achieving NWEA fall-spring growth projection in MATH by 6 percentage points from the 2022-23 baseline.	During the 2023-2024 school year, increase the percentage of Full Academic Year K-2 students achieving NWEA fall-spring growth projection in MATH by 3 percentage points from the 2022-23 baseline.
2	Student Growth Proficiency	AIA K-2	00899	local	2	Student Summary Report	41% of FAY K-2 students achieving NWEA Growth Projection (Fall-Spring) in ELA	38 % FAY K-2 students achieving NWEA Growth Projection (Fall-Spring) in ELA
<p>*NOTE: <i>The NWEA Student Growth Summary Report was not available for Fall 2021-Spring 2022. Report will be available for Fall 2022-Spring 2023 to establish a baseline, Fall 2023-Spring 2024 for the 18-month Interim Target Benchmarks and Fall 2024-Spring 2025 for the 36-month End Target Outcomes.</i></p>								
3	Student Proficiency	AIA 7-12	03058	state	2, 5	School Demographic Report	7% of FAY 7 th Graders demonstrating proficiency on M-Step Assessment MATH	4% of FAY 7 th Graders demonstrating MATH proficiency on M-Step Assessment MATH
4	Student Proficiency	AIA 7-12	03058	state	2, 5	School Demographic Report	16% of FAY 7 th Graders demonstrating proficiency on M-Step Assessment ELA	13% of FAY 7 th Graders demonstrating MATH proficiency on M-Step Assessment ELA
5	Student Proficiency	AIA 7-12	03058	state	5	School Demographic Report	10% of FAY 8 th Graders demonstrating Proficiency on PSAT state assessment in Math	7.0% of FAY 8 th Graders demonstrating Proficiency on PSAT state assessment in Math

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#	Goal Area	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month End Target Outcomes
6	Student Proficiency	AIA 7-12	03058	state	2, 5	School Demographic Report	26% of FAY 8 th Graders demonstrating Proficiency on PSAT state assessment in EBRW	23% of FAY 8 th Graders demonstrating Proficiency on PSAT state assessment in EBRW
7	Student Proficiency	AIA 7-12	03058	state	5	School Demographic Report	6.0% of FAY 11 th Graders demonstrating proficiency on SAT state assessment in MATH	3% of FAY 11 th Graders demonstrating proficiency on SAT state assessment Math
8	Student Proficiency	AIA 7-12	03059	state	5	School Demographic Report	12% of FAY 11 th Graders demonstrating proficiency on SAT state assessment EBRW	9% of FAY 11 th Graders demonstrating proficiency on SAT state assessment EBRW
<p><i>Whole Child Goal: The district will design and implement a comprehensive whole child support system whereby we incorporate PBIS, SEL and Culturally Relevant programs district wide.</i></p>								
9	Whole Child	AIA K-2 AIA 7-12		Process	3,5	AIA Whole Child Rubric	Implementation of the whole child rubric demonstrating an improvement in a positive school environment.	Creation and piloting of the whole child rubric.
10	Whole Child	AIA K-2		Local	3,5	MI School Index On-Track Attendance, % not chronically absent	At least 35.4% of K-2 students will attend school consistently.	At least 30.4% of K-2 students will attend school consistently.
<p><i>Human Capital Goal: 75% of teachers in each school building will have a proficient rating on Domains 2 (Learning Environment) and 3 (Learning Experiences) of the district's rubric based on the Charlotte Danielson framework by the end of the 2024-2025 school year to ensure students have high-quality instruction in a positive learning environment every day in every classroom.</i></p>								
11	Human Capital	FAY		Process		AIA Charlotte Danielson Walk Rubric Performance Management tool	75% of Teachers will have a proficient rating on Domain 2 of the Charlotte Danielson teacher evaluation rubric.	50% of Teachers will have a proficient rating on Domain 2 of the Charlotte Danielson teacher evaluation rubric.

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#	Goal Area	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month End Target Outcomes
12	Human Capital	FAY		Process		AIA Charlotte Danielson Walk Rubric Performance Management tool	75% of Teachers will have a proficient rating on Domain 3 of the Charlotte Danielson teacher evaluation rubric.	50% of Teachers will have a proficient rating on Domain 3 of the Charlotte Danielson teacher evaluation rubric.

District Goals Comprehensive Tables

Student Academic Proficiency

By 2024-2025, student in grades K-2 and 7-12 will increase proficiency in English and Mathematics as demonstrated on NWEA (K-2) and State Assessments (7-12) by at least 3 percentage points for two consecutive years: 2023-2024, 2024-2025.

	2021-2022 Baseline	2022-2023 Current/ Anticipated	2023-2024 Interim Target Benchmark	2024-2025 End Target Outcomes
Percentage of students attending Full Academic Year (Fall-Spring) students K-2 achieving NWEA Growth Projection in MATH	33%	36%	39%	42%
Percentage of students attending Full Academic Year (Fall-Spring) students K-2 achieving NWEA Growth Projection in ELA	43%	35%	38%	41%
Percentage of students attending Full Academic Year 7 th Graders demonstrating MATH proficiency on M-Step Assessment	1.0 %	TBD	4%	7%
Percentage of students attending Full Academic Year 7 th Graders demonstrating ELA proficiency on M-Step Assessment	10%	TBD	13.0%	16%
Percentage of 8 th Graders demonstrating Proficiency a Full Academic Year Math on PSAT state assessment	3.8%	TBD	7.0%	10%
Percentage of 8 th Graders demonstrating Proficiency a Full Academic Year in ELA on PSAT state assessment	21.4%	TBD	23%	26%
Percentage of 11 th Graders attending a Full Academic Year demonstrating Proficiency in Math on SAT state assessment	0.0%	TBD	3.0%	6.0%
Percentage of 11 th Graders attending Full Academic Year Full Academic Year demonstrating ELA proficiency on SAT state assessment	6.9%	TBD	9.0%	12%

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Whole Child

The district will design and implement a comprehensive whole child support system whereby we incorporate PBIS, SEL and Culturally Relevant programs district wide.

Whole Child	2021-2022 Baseline	2022-2023 Current/ Anticipated	2023-2024 Interim Target Benchmark	2024-2025 End Target Outcomes
Design and implement the whole child support system	N/A	Initial Planning	Design and pilot the district comprehensive whole child support system and whole child rubric. NOTE: a baseline for measuring a positive school environment will be determined for the 2024-2025 school year	Implementation of whole child rubric.
Increase the percentage of K-2 students consistently attending school	25.4%	TBD	30.4%	35.4%

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Human Capital:

American International Academy will create a positive learning environment for teachers and students by increasing the percentage of teachers who have the skills and competencies in providing a positive classroom environment and facilitating rigorous standards-based instruction.

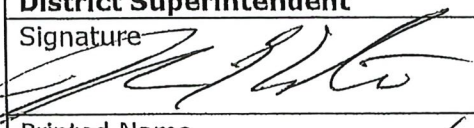
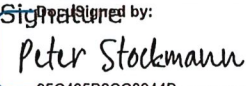
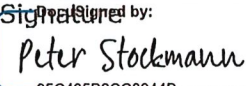
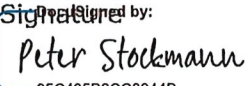




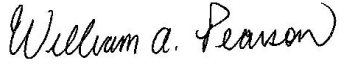
75% of teachers in each school building will have a proficient rating on Domains 2 (Learning Environment) and 3 (Learning Experiences) of the district’s rubric based on the Charlotte Danielson framework by the end of the 2024-2025 school year to ensure students have high-quality instruction in a positive learning environment every day in every classroom.

Human Capital	2021-2022	2022-2023 Anticipated Baseline	2023-2024 Interim Target Benchmark	2024-2025 End Target Outcomes
Percentage of teachers with a Proficient percentage rating in domain 2	N/A	18%	50%	75%
Percentage of teachers with a Proficient percentage rating in domain 3	N/A	27%	50%	75%

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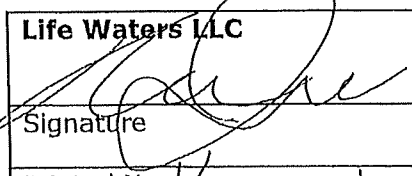
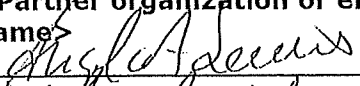
The persons who have executed this agreement represent that they are duly authorized to execute this agreement on behalf of the party for whom they are signing.

Signatory Partner Entities-Required

District Superintendent		District Board President	
Signature 	Signature by: 	Signature by: 	Signature by: 
Printed Name Thomas E. White	Printed Name Peter Stockmann	Printed Name Peter Stockmann	Printed Name Peter Stockmann
Date 4-12-23	Date 4/14/2023	Date 4/14/2023	Date 4/14/2023
ISD Superintendent		PSA Authorizer (if applicable)	
Signature 	Signature by: 	Signature by: 	Signature by: 
Printed Name Daveda J. Colbert, Ph.D.	Printed Name christopher oshefski	Printed Name christopher oshefski	Printed Name christopher oshefski
Date 4/17/2023	Date 4/14/2023	Date 4/14/2023	Date 4/14/2023
Michigan Department of Education			
Signature 			
Printed Name William A. Pearson			
Date 5/10/2023			

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Additional Partners - Not Required

Life Waters LLC	<Partner organization or entity name>
	
Signature	Signature
Printed Name Kim Bishop-Johnson	Printed Name Angela Lewis
Date 4-12-23	Date 4/12/23
<Partner organization or entity name>	<Partner organization or entity name>
Signature	Signature
Printed Name	Printed Name
Date	Date

Appendix A Levels of Support and District Requirements
(From OPD’s Comprehensive Guide)

Expectation	Fundamental	Essential	Intensive	Responsible Party
Liaison schedules on-site meetings with district leadership to review partnership agreement progress	Every other month (minimum)	Monthly (minimum)	Twice a month	OPD
Liaison schedules on-site meetings with district leadership and ISD representatives to review partnership agreement progress	Quarterly	Every other month	Monthly (Includes OPD director/ asst. director)	OPD
OPD director or assistant director conducts school visits	Twice a Year	Quarterly	Monthly	OPD
OPD director or assistant director participates in writing the partnership agreement	Not Applicable	Not Applicable	Applicable	OPD
District superintendent conducts presentation(s) at local school board meetings regarding partnership agreement progress	Not Applicable	Annually	Semi-Annually	District
Required to consider local school board training, potentially by MASB or similar organization	Not Applicable	Not Applicable	Applicable	District

Appendix A Levels of Support and District Requirements
(From OPD’s Comprehensive Guide)

Expectation	Fundamental	Essential	Intensive	Responsible Party
Districts must disaggregate data at the school level to determine areas of need.	√	√	√	District
Districts must participate in MI Data Hub.	√	√	√	District
Districts are required to complete surveys as requested. by OPD, including EPIC’s annual survey.	√	√	√	District
Districts must develop 18-month interim target benchmarks and aligned 36-month end target outcomes.	√	√	√	District
Districts must include accountability measures in the partnership agreement; traditional districts must include “reconstitution”; PSAs may include “reconstitution.”	√	√	√	District
Districts must include specific actions to be taken by all partners in the partnership agreement.	√	√	√	District
Districts are encouraged to have at least one community partner based on the needs assessment in the partnership agreement.	√	√	√	District
Districts/Liaisons are to ensure a representative from MDE, OPD, and the ISD attends partnership agreement meetings.	√	√	√	District OPD
Liaison facilitates the completion of a needs assessment utilizing MICIP and assists the district in developing the partnership agreement.	√	√	√	OPD
Liaison facilitates Benchmark Review (BR) and AOE preparation.	√	√	√	OPD
Liaison facilitates 21(h) requests to ensure alignment with the partnership agreement.	√	√	√	OPD

American International Academy Partnership Agreement

Appendix B Partnership Agreement Development Timeline

(From OPD’s Comprehensive Guide)

Action Item	When	How	Responsible Party
Schools Identified for CSI, ATS, TSI Support	November 10, 2022	MDE Memorandum	Office of Educational Assessment and Accountability
Notification and Assignment as Partnership District (CSI Schools)	November 29, 2022	OPD Letter	OPD Director
Partnership Agreement (PA) Assignment - Levels of Support Webinar	December 12, 2022 AM December 14, 2022 AM December 14, 2022 PM	Virtual	OPD
Introductory Meeting w/Assigned PAL, OPD Director, or Asst. Director (if applicable), and District Superintendent/PSA School Leader	December 15, 2022 – January 13, 2023	Virtual or In-Person	OPD PAL OPD Director or Asst. Director*
Partnership Agreement Development Meeting	December 16, 2022 – February 3, 2023	In-Person	OPD PAL OPD Director or Asst. Director*
Intermediate Meetings to Complete MICIP Needs Assessment, Develop, and Complete PA	December 19, 2022 – April 14, 2023	In-Person	District ISD/RESA OPD PAL OPD Director or Asst. Director*
Obtain Signatures for PA and submit it to the MDE	By April 17, 2023	TBD by District	District PAL Superintendent/ PSA School Leader
PA Implementation	No Later Than April 18, 2023	Signatures of required parties	

*If applicable

Appendix D Public School Academies

This Appendix applies if the school named in the Partnership Agreement is a public school academy as defined in MCL 380.5(7).

A. Period of Agreement. Termination of the charter contract between the public school academy and the authorizer (“Contract”) shall not affect the Agreement term. If the Authorizer terminates or does not reauthorize the Contract, the Authorizer’s obligations under this Agreement automatically terminate on the same day as the Contract terminates. If a different authorizing body issues a new charter contract to the Academy, the Academy must ensure before executing that charter contract that the new authorizing body has signed the Agreement and assumes the authorizer’s rights and obligations under the Agreement for the remainder of its term.

Nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.