

**SQS Baldrige Pilot District
MEMORANDUM OF AGREEMENT
2008 – 2009**

This Agreement is entered into between the **Governor’s Business Executives for Education**, hereinafter referred to as “**GBEEs**” and **Strengthening Quality in Schools**, hereinafter referred to as “**SQS**,” and **Gadsden Independent Schools** hereinafter referred to as “**the District**.” This Agreement shall become effective only when and if approved and signed by the GBEEs, SQS, and the District and the two Pilot demonstration schools and only when and if appropriate funding is secured.

The purpose of this Agreement is to develop an SQS Baldrige Pilot District and two SQS Baldrige Pilot Demonstration Schools which will create and sustain infrastructure within the district and schools to support a systems approach to continuously improve overall system and academic performance.

IT IS HEREBY AGREED BETWEEN THE PARTIES:

I. Scope of Services

The district leadership team will receive **3** days of Baldrige-related training/coaching support on site for the implementation of Baldrige Criteria and Quality Concepts district-wide (board, departments, and offices) from a JSA consultant. These days may also include leadership teams from all of the schools in the district.

Two pilot demonstration schools will each receive **5** days of training/coaching on site for leadership and all staff from a JSA consultant.

The district, pilot demonstration schools, and other schools in the district will select at least one Site Quality Coach (SQC), along with the superintendent/assistant superintendent or his/her point of contact, and the principal/assistant principal, to attend the following:

Continuous Classroom Improvement (CCI) and Teacher and Student Partnerships Prerequisite Workshops (2 days).

Teacher and Student Partnerships: Technical Support Team Training, previously called Train-the-Trainer (2 days)

Follow-up Coaching Sessions (2 days)

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Follow-up Coaching Sessions (2 days)

A. The SQS Pilot District and SQS Pilot Demonstration Schools agree to the following:

1. Commit to an on-going partnership with GBEEs, SQS, and Jim Shipley and Associates (JSA) and collaborate with the partners in the development of each SQS Pilot District and two SQS Pilot Demonstration Schools.
2. Commit to initiating full deployment of a systems approach using the Baldrige Criteria and Quality Concepts district-wide/school-wide. This will require the active participation of the superintendent, district administration, principals, leadership teams from all of the schools in the district, and staff at the selected district departments/offices, school board, and pilot demonstration schools.
3. Create and use an accountability system to track deployment and implementation.
4. Support and participate in all staff training, facilitation, coaching, and consultation at the district, school and classroom level.
5. Identify a Coordinator/Point of Contact to handle coordination and communication with SQS, JSA trainer/consultant, the district and participating schools.
6. Develop a district/school Baldrige deployment plan and budget that includes the following:
 - a. Supporting the training of district and school leadership teams and all staff as required by the MOA.
 - b. Developing a training and technical support system to create internal capacity and sustainability that includes a coaching support process
 - c. Selecting two pilot demonstration schools, with a *School in Need of Improvement** (SINOI) designation from the Public Education Department, that agree to have all staff participate in **5** days per year of training/coaching for the implementation of the Baldrige Criteria and Quality Concepts. The two pilot demonstration schools should also be selected on the basis of having a high chance of success, having leadership's commitment and active participation, and having a high percentage of staff buy-in and willingness to deploy the Baldrige Criteria throughout their school and classrooms. (**If the school doesn't have a SINOI designation, final approval of the pilot demonstration school will be made by PED and SQS in partnership with the district.*)

- d. Offering CCI and TSP Prerequisite Workshops for Principals/Assistant Principals and those who agree to be Site Quality Coaches
 - e. Sharing of “best practices”
 - f. Encouraging and supporting attendance of key staff in all schools and district departments at identified SQS Public Workshops
 - g. Covering remaining costs, beyond the SQS allocation, for related training materials, supplies, substitutes, stipends, and facilities for training/coaching sessions. Estimate approximately **\$15-20** per person for workshop materials, and **\$125** per person for the TSP:TST workshop material.
7. Commit to use district-wide short-cycle predictive academic assessments for all schools.
8. Work toward alignment of existing plans and resources in support of the district EPSS and the SQS Pilot initiative which might include the following:
 - a. Professional Development
 - b. Support Services
 - c. Personnel evaluations
 - d. Budget
 - e. Curriculum
 - f. Accreditation
 - g. Special Education
 - h. Title I Programs
 - i. Data Analysis Systems
 - j. Board Policy
 - k. Technology
 - l. In-Service Schedule
 - m. Grants
 - n. Other Programs
9. Collaboratively develop a process to collect data, document processes, track progress, verify results, and provide feedback to SQS and PED for the purpose of evaluation.
10. Superintendent/assistant superintendent of each pilot district and the principal/assistant principal of each pilot demonstration school is expected to attend two statewide meetings and communicate periodically with other pilot districts/schools, SQS, and JSA for sharing best practices, benchmarking, reporting progress, and planning.

11. Fund remaining costs beyond the SQS allocation of 12 days of training/coaching support. (i.e. materials, supplies, substitutes, stipends, and facilities for **training/coaching sessions**. Estimate approximately **\$15-20** per person for workshop materials, and **\$125** per person for the TSP:TST workshop material.)

B. The SQS Pilot Demonstration School agrees to the following:

1. Active participation and commitment of the principal, assistant principal and leadership team.
2. Support and usage of accountability methods to track deployment.
3. Participation and commitment of staff in the 5 days of training/coaching sessions *throughout the year. (Note: Not all 5 days will necessitate all teachers being out of the classroom all day. During the coaching sessions at the school, the JSA-assigned coach will be meeting with small groups of teachers, meeting with the goal team leaders, visiting classrooms, and/or meeting with leadership. Plan two full days for all teachers to attend the TSP workshop, however, these two days do not have to be conducted back-to-back.)*
4. Agreement of staff to implement the key components taught in Continuous Classroom Improvement (CCI) and Teacher and Student Partnerships (TSP) workshops and to complete monthly assignments.
5. Follow the School Implementation Guide that includes the following:
 - a. Alignment of EPSS to District, State, and Federal Requirements
 - b. Development of school leadership structure including school goal teams
 - c. Collection and analysis of school-wide quarterly data for improvement
 - d. Quarterly PDSA of the School Improvement Plan and supporting strategies
 - e. Implementation of Classroom PDSA for key learning processes
 - f. Alignment of professional development and school support systems
 - g. Monitor and report progress to internal and external stakeholders
6. Develop Demonstration Schools and Classrooms to serve as role models and provide opportunities for observation, visitation, and sharing/learning
7. Identify at least one person, along with the principal or assistant principal, to attend Technical Support Team training and Coaching sessions. They will

assist with school level and classroom level deployment plans and will agree to the Site Quality Coach's expectations and guidelines.

8. Fund remaining costs beyond the SQS allocation of 5 days of training/coaching support. (i.e. materials, supplies, training facilities, stipends, substitutes, etc.)

C. The GBEEs and SQS agree to the following:

1. Advocate and facilitate a collaborative leadership approach to support the SQS Pilot District and SQS Pilot School initiative using a systems approach to improving system and student performance.
2. Continue to provide overall project management of SQS initiative, which includes collaborating with the District/Schools concerning the Baldrige Pilot initiative.
3. Pay trainer's fees and travel costs for *12 days of training/consulting/coaching* support to the District and 2 Pilot demonstration schools, and the other schools in the district that participate in Technical Support Team training and coaching over the course of the year to include the following:
 - a. 3 days for Leadership training for administrators and leadership teams from all of the schools in the district
 - b. 5 days of training/coaching at each of the 2 Pilot Demonstration Schools
 - c. 2 days of training on TSP:TST for site quality coaches, principals/assistant principals and district points of contact
 - d. 2 days of coaching for the attendees noted in 3c
4. Review the district and school training and deployment plan and assist with technical development support where needed.
5. Monitor and track progress of the Pilot District and Pilot demonstration schools and their deployment plans to support deployment of a systems approach to continuous improvement.
6. Collaboratively review the training materials, sequence, coaching reports, and quality of training/coaching services provided by JSA trainer.
7. Negotiate agreements as needed.
8. Work with the District, Pilot Demonstration Schools, and Jim Shipley & Associates in the following ways:

- a. Collaboratively identify coaches/trainers for each district and demonstration school
- b. Develop success measures and evaluation methods
- c. Develop rubrics for demonstration classrooms, schools, and departments
- d. Provide coaching and consulting to the leaders of the pilot district and schools
- e. Develop new training opportunities and materials
- f. Organize and facilitate meetings of district's and schools' leadership teams with SQS/JSA

II. Term

The budget period for operations shall be August 1, 2008 through June 30, 2009.

This agreement shall terminate on June 30, 2009. This Agreement may be renewed by agreement of the GBEEs, SQS, and the District. Any such renewals shall be upon terms agreed to by all of the parties, and shall depend upon sufficient appropriations being made by the PED, GBEEs, New Mexico Legislature, and key business partners.

This Agreement shall not become effective until it is signed by GBEEs, SQS, the Pilot District, and both Pilot Demonstration Schools.

III. Termination

This agreement may be terminated by any party upon written notice delivered to all the other parties at least 30 days prior to the intended date of termination. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of termination.

IV. Release

The District releases the GBEEs, (and) SQS, its members and employees, from all liabilities, claims, and obligations arising from or under this Agreement. The District agrees not to bind the GBEEs, nor SQS, to any obligation not assumed under this Agreement, unless the District has express written authority from the GBEEs and SQS to do so, and then only within the strict limits of that authority.

V. Amendment

This Agreement shall not be altered, changed or amended except by an instrument, executed in writing by the parties.

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VI. Scope of Agreement

This Agreement incorporates all the agreements, covenants, and understandings between the parties. No prior agreement or understanding, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this Agreement.

This Agreement shall be governed by the laws of the State of New Mexico.

IN WITNESS THEREOF, the Parties have set their signatures hereto:

Governor's Business Executives for Education (GBEEs)

Jed Fanning, Chairman

Date

Strengthening Quality in Schools (SQS)

Laurel I. Moore, Executive Director

Date

SQS Pilot District Name: _____

Superintendent

Date

1. SQS Pilot Demonstration School Name: _____

Principal

Date

2. SQS Pilot Demonstration School Name: _____

Principal

Date