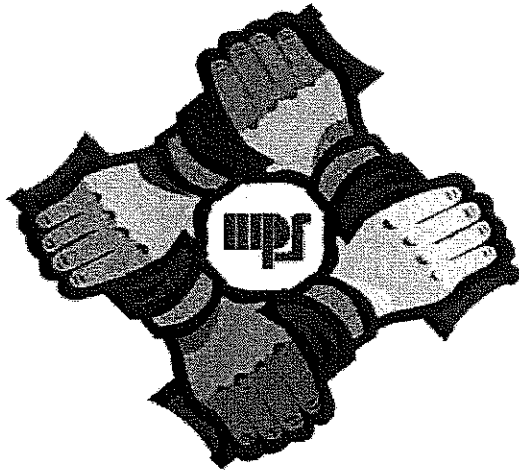




MILWAUKEE PUBLIC SCHOOLS  
Contracted School Services

Administration Building  
5225 W. Vliet Street  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
Area (414) 475-8140  
FAX (414) 475-8471

## MILWAUKEE PUBLIC SCHOOLS



# Brewers Hill S.T.E.M. Academy

## FOR CHARTER SCHOOL DEVELOPERS SUBMITTING PETITIONS/PROPOSALS FOR THE 2013-2014 SCHOOL YEAR

*\*To meet the terms of the MPS Administrative Policy 9.12, petition/proposals  
must be received by January 5, 2012, 4:30 p.m. (see page 3)*

*Please contact Contracted School Services  
regarding seat availability.*

**MILWAUKEE PUBLIC SCHOOLS**  
**Charter Petition/Proposal Submission Cover Sheet**

- A. INCLUDED IN THIS SUBMISSION:
- Executive Summary
  - 15 Page Petition/Proposal
  - CD/Computer Disk
  - Signed Petition (*Instrumentality Petitions Only*)
  - Appendices

Provide the name of the person who will serve as the **primary contact** for this proposed charter school:

Jacqueline Jolly-Walton  
 (First Name) (Last Name)

B. NAME OF CHARTER SCHOOL: Brewers Hill S.T.E.M. Academy

- Petition
- Instrumentality
- Proposal
- Non-Instrumentality

**IF NON-INSTRUMENTALITY:**

Name of non-profit corporation that will hold the charter:

N/A

Has the corporation applied for 501-C3 non-profit status?  Yes  No

C. NAME OF CONTACT PERSON: Jacqueline Jolly-Walton  
 TITLE/RELATIONSHIP TO PROPOSED SCHOOL: Principal  
 MAILING ADDRESS: 1900 N.1<sup>st</sup> Street  
 TELEPHONE: (414) 267-0505 (Day) (414) 882-0014 (Cell)  
 E-MAIL ADDRESS: jollyj@milwaukee.k12.wi.us

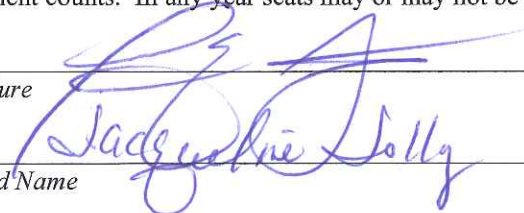
D. The proposed school will open in the fall of school year: 2013  
 Term of charter requested: Spring 2012

School Year	Grade Levels	Total Student Enrollment
1 <sup>st</sup> Year 2013-14	K3-8	435
2 <sup>nd</sup> Year 2014-15	K3-8	515
3 <sup>rd</sup> Year 2015-16	K3-8	552
4 <sup>th</sup> Year 2016-17	K3-8	652
5 <sup>th</sup> Year 2017-18	K3-8	620

1) I understand the Milwaukee Board of School Directors reserves the right to give priority to petitions and proposals that directly address identified areas of need of targeted student populations within the district and to currently successful schools. replicate

2) I certify that I have the authority to submit this petition/proposal and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the petition/proposal process or revocation after award.

3) **NON-INSTRUMENTALITIES ONLY:** I understand that seat availability is based on Milwaukee Public Schools enrollment counts. In any year seats may or may not be available.

Signature  Date Submitted 2-27-12  
 Printed Name Jacqueline Jolly

## I. EXECUTIVE SUMMARY (1-2 pages)

### *The educational program to be offered*

Brewers Hill STEM Academy will be a K-8 school that offers project based hands on experiences that optimize students' learning through the integration of science, technology, engineering and mathematics. We also would like to add an agricultural curriculum to supplement the STEM focus. The agriculture focus will allow students to develop an understanding of how to transfer hands on gardening experiences to concepts learned in the classroom. The key to ensure students receive optimal learning experiences is to provide support to the teaching staff. Therefore, Brewers Hill STEM Academy will also serve as a teacher development center for teachers to improve their instructional practices that will positively impact student achievement. The teacher development center will enhance currently licensed teachers as well as develop skills in new teachers and student teachers.

The premise of our instruction is twofold, S.T.E.M. education and project based learning. Project Based Learning compliments the objective of the S.T.E.M. curriculum. Project Based Learning (PBL) is a systematic teaching method that engages students in learning essential knowledge and life enhancing skills through and extended, student influenced inquiry process structured around complex, authentic question and carefully designed products and tasks.

In Project Based Learning, students learn critical skills, such as collaboration, communication and critical thinking skills. Projects also build vital skills and lifelong habits of learning. The projects allow students to address community issues, explore careers, interact with adult mentors, and present their work to audiences beyond the classroom.

S.T.E.M. builds character in students to have the opportunity to integrate subjects.

**Science-** Engages students in inquiry based projects that develop problem solving and research skills.

**Technology-** Supplements teaching and learning opportunities through exploration of multimedia

**Engineering** –Combines mathematics and science through Engineering is Elementary (K5-5<sup>th</sup> grades) and Project Lead the Way (6<sup>th</sup> -8<sup>th</sup> grades)

**Mathematics-** Provides students with experiences that move them beyond computation. Students are taught that Math is form of Science and how to effectively transfer skills across disciplines when necessary.

S.T.E.M. allows students to become:

**Problem Solvers-** able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations.

**Innovators-** creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.

**Inventors-** recognize the needs of the world and creatively design a test, redesign and then implement solutions

**Self-reliant** –able to use initiative and self motivation to set agendas, develop and gain self confidence, and work within specified time frames

**Logical thinkers-** able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention

**Technologically literate-** understand and explain the nature of technology, develop the skills needed and apply technology appropriately.

Brewers Hill STEM Academy will begin with 435 students in grades K3-8<sup>th</sup> grade. There will be one class of early childhood (K3) students including students with special needs. There will also be 2 classes of 25 students in grades K4-5 and 1 class of each middle school grade. Each subsequent year there will be 1 additional class added in the elementary grades. We have communicated with the Head Start program officers. It is our intent to fulfill any prerequisites or requirements to have 2 Head Start K3 & K4 programs added to the building. We are

also researching High Scope to see how they align with our school vision and objectives to enhance student learning, so our students continue to benefit from this program.

- In 2014-15, one additional K5 and one additional 1<sup>st</sup> grade class of 25 students will be added (50 more students)
- In 2015-16, one additional 2<sup>nd</sup> and one additional 3<sup>rd</sup> grade class of 25 students will be added (50 more students)
  - One program of Head Start K3 students will also be added (20 more students)
- In 2016-17, an additional 4<sup>th</sup> and one additional 5<sup>th</sup> grade class of 25 students will be added (50 more students)
  - One additional class of Head Start K3 students will be added to the school population as well (20 more students).

The top 35 students in grade 5 will be promoted to the middle school program.

- *The name of the person seeking the MPS charter*

The name of the person seeking the MPS charter is Jacqueline Jolly, current principal at Carver Academy.

- *The applicant team developing the proposed program*

The applicant team developing the proposed program consists of:

- Jacqueline Jolly (current Principal at Carver)
- Rita Spencer (current middle school MRP teacher at Carver)
- Wendy Doepke (current 8<sup>th</sup> grade teacher at Carver)
- Kelly Brooks (current primary MRP teacher at Carver)
- Danita Tyler (current 3<sup>rd</sup> grade teacher at Carver)
- Teresa Adams (current assistant principal at Carver)
- Timothy Hoeft (current Carver parent )
- Quana Calloway (current Carver parent)
- Quaneka Willis (current Carver parent)
- Shariamor Green (current Carver parent)

- *The expected student outcomes.*

The measurable student outcomes will include:

- Student stability rate of 90% or above
- Student promotion of 90% or above
- Attendance rate of 92% or above
- Achievement percentage of students scoring proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in all grade and subject areas will be higher than district's average.

## DEVELOPMENT OF A PETITION OR PROPOSAL

### II. PROPOSAL

*(Referenced in Wisconsin State Statues 115-121)*

Maximum 15 page document.

1. **A description of the charter concept including vision, mission and rationale for charter status with research supporting the concept.**

The overall concept of the Brewers Hill STEM Academy to provide students with opportunities and skills to deepen their educational experiences by offering programs to that are not provided in typical classroom settings. Brewers Hill STEM Academy will foster an open minded learning concept through strong parental support and community involvement, while preparing student to be competent to complete globally in the 21<sup>st</sup> century

**Missions Statement:** Brewers Hill STEM Academy will provide a rigorous academic program through school and work-world based experiences. Students will actively participate in 21<sup>st</sup> century learning to increase achievement by engagement and exposure to innovative science, math and engineering instructions with technology integrated activities across the curriculum.

**Vision Statement:** All students will be prepared to compete in our global economy by equipping them with skills that are integrated across the disciplines of science, technology, engineering and math.

**Rationale:** Our rationale for creating a charter is to expose students to new concept that is rapidly increasing in demand. Students will have opportunities to explore learning in a different manner that will impact their education in way that builds lifelong character, skills, and opportunities that they can maximize further along in their educational career. In addition, we are charging the teachers with the challenge of changing their outlook and approach to day to day instruction. There will be ongoing support for teachers to develop their skill sets related to data analysis, formative assessments, variations of assessments and differentiation.

2. **The name of the person who is seeking to establish the charter.**

The person seeking to establish the charter is Jacqueline Jolly

3. **The name of the person who will be in charge of the charter school, and the manner in which administrative services will be provided. Name of charter school person who will address charter contract issues.**

Teacher Led

Administratively Led

4. **A description of how the community wishes to assume more responsibility/support for, or leadership in, the educational process.**

Brewers Hill STEM Academy fully understand that the building has a capacity of 732 students. We have repurposed the remaining classrooms to support our teacher development programs. We have established a cooperative agreement with 2 professors with Eva Hagenhofer of MATC and Dr. Barbara Bales of UW-Milwaukee to assist with the design of the teacher development labs. We have tentatively planned the development of being a key partner with their teacher preparation programs. Field students and student teachers will have opportunities to develop their skill sets while working with master teachers around the four key domains, planning and preparation, classroom environment, instruction and professional responsibilities. The remaining classrooms will be used as labs for students to create model classrooms, work with small groups, and facilitate professional development around key domains.

In addition, we have established a relationship with Lauren Baker to enhance our Project Lead the Way lab by adopting the elementary component, Engineering is Elementary. This program will ensure students have the necessary skills and background knowledge to be successful in PLTW. The PLTW labs provide students with hands on experiences to explore and discover scientific and engineering methods. Students are able to develop higher level thinking skills, problem solving skills, and deepen their understanding of how various objects function and their connection to how they are used in various way in real world experiences.

Another key collaboration that we have established with Discovery World will assist with enhancing the STEM curriculum. Discovery World has 9 STEM labs that we will initially purchase services to allow our students to visit their labs and work with their curriculum facilitators. Discovery World's S.T.E.M +PLUS program amplifies the existing Science, Technology, Engineering and Mathematics (S.T.E.M.) education model by connecting it to concepts that motivate students beyond the classroom by including new media, design, creativity and innovation

The top 35 fifth graders will be promoted to the middle school program. It is our intention to focus has a true middle school by allowing students to rotate classes for each subject The middle school students will also have an exploration period, which would allow them to interact cross grade level in one of STEM focus areas. Students will graduate from Brewer Hill Stem Academy and move on to a secondary school that continues to challenge them academically

In regard to the agricultural component, we are looking to lease a vacant lot near the school. Our goal is to create two gardens and start a greenhouse. The greenhouse and garden will allow students the opportunities to learn skills that will transfer to their science curriculum. Students will have opportunities to blog about their experiences and share their findings with others. We are in communication with Walnut Way Conservation Corporation to work with our students and families. Walnut Way owns several vacant lots. They also incorporate backyard gardening into their programming. Walnut Way also hosts many educational tours and programs to local schools. This collaboration will be supplemented by our ongoing partnership with Urban Ecology Center. The school would purchase services from the Urban Ecology Center which allow our students to take field trips to their facilities to investigate and explore nature and agricultural experiences.

**5. A description of the educational program of the school, and the school's leadership capacity to implement the proposed program. Identify the research-based curriculum and methodologies to be implemented and a description of the parental/community involvement in the development of the educational program.**

**Reading:** District required materials aligned to the CLP, Journeys (K4-5<sup>th</sup> grades) and McDougal –Littel (6<sup>th</sup> - 8<sup>th</sup> grades)

**Math:** District required materials aligned to CMSP, Everyday Math (K4-5<sup>th</sup>) and Glencoe & CMP (6<sup>th</sup> -8<sup>th</sup> grades)

**Science:** District required materials (currently being adopted). Supplemented by Compass

**Writing:** District required materials, Write Source (Zaner Bloser- Spelling), Supplemented by MyAccess

**Social Studies:** District required materials,

**Project Lead the Way (Engineering is Elementary):** K5-8<sup>th</sup> grades to integrate math and science concepts.

We have solicited support from several neighborhood agencies to maintain support with implementing the educational programs. We have developed a relationship with Brewers Hills Historical Neighborhood Association about how to provide a vital educational program in their neighborhood. They are willing to volunteer and help support resources to support the initiatives put forward. We have also established communication with the Business Improvement Board for Brewers Hill to discuss funding sources to support the initiatives we intend to implement. There are further communications pending to define and secure the

ideas. Furthermore, UW-Milwaukee and Milwaukee Area Technical College are both familiar with the district curriculum, the common core state standards and best practices in teaching and learning to further support the educational programs that will be implemented.

Include the following appendices: Appendix A: school calendar, Appendix B: student day start and end times, Appendix C: uniform policy if applicable, and Appendix D: if an instrumentality, the Memorandum of Understanding you may seek to implement your educational program.

**6. The methods the school will use to enable pupils to attain the educational goals under s. 118.02, and promotion/graduation requirements, as well as the manner in which bilingual, special education, guidance, library, support staff services (i.e. diagnostic teacher, social worker, school psychologist) will be delivered to support the identified educational goals. Identify program specific objectives and accountability measures to which the school agrees it will be held accountable.**

Brewers Hill STEM Academy will adhere to MPS Board Policy related to enabling pupils to attain the educational goals, promotion requirements, as well as the manner in which bilingual, special education, guidance, library, support staff services. Each program objective and accountability measure will be held to the same standard of expectation as the district.

**7. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured. (Referenced in 118.01) Include local assessment measures as Appendix J.**

We will administer the examinations under Wis. Stat. §§ 118.30 to pupils enrolled in our school which is Wisconsin Knowledge and Concepts Examination (WKCE). Our charter school will also administer the Northwest Education Association Measures of Academic Progress (NWEA MAP) test to all students three times per year to help provide data that can be used to drive instruction in each classroom and measure growth of students in our educational program. We also will be using a report card that is based on the Wisconsin Core Standards. The Wisconsin Core Standards describe what a student should know and be able to do at each grade level in all subjects. The report card also provides information on a child's work habits, behavior, and effort.

**8. School Governing Body: The governance structure of the school, including the method to be followed by the school to ensure parental involvement and the plan for addressing parental concerns {Referenced in 9.12 Administrative Procedure 9.12 (g)(1)}:**

- Council's composition (name positions and number of members)
- Election process
- Authority in educational program
- Authority in budget development
- Decision-making process to approve policy, programs and budgetary decisions
- Evaluation process of tenured instrumentality principal

Brewers Hill STEM Academy Governance Board shall consist of members that include parents, teachers, support-staff members, middle school student, at least one non teaching staff member, and community members. The Board shall meet monthly. The Board shall elect the following officers: a President, Vice President, Secretary, and Treasurer. The Board shall create the following Coordination Committee. The Board may, in addition, create ad hoc committees to deal with special issues that do not fit into the regular standing committee responsibilities. The Board will create a Community Advisory Board comprised of community representatives. This body will provide input to the Brewers Hill STEM Academy Governance Board to help ensure the long-term success of Brewers Hill STEM Academy. The Governance Board is policy-making body

and will determine the course of Brewers Hill STEM Academy by consensus. The Governance Board will work together to provide continued analysis and improvement Board members will serve on a volunteer basis. The Board will review and assess school performance with respect to student achievement, parental involvement, expectations, building improvements, suspension and disciplinary procedures.

The Board will be elected by a formal procedure. In spring an information sheet, timeline, and nomination form will be given to the parents or guardians of each student at our school, as well as to the parents of newly enrolled students. These documents are also distributed to staff members and community leaders. Outlined on the form will be the purpose of the Board and the duties involved in serving as a board member. Also outlined information about when nomination forms are to be returned dates for parents to meet the candidates and the balloting deadline.

The initial election of Board members shall be as follows: One teacher will be elected for a two-year term, and one teacher for a three-year terms, three parents for a two-year term, and one parent for a one-year term. The Board will appoint the community/ business members, who will serve full three-year terms. The Board will also appoint a founding member for full three-year term.

All elections will occur during the month of May. Newly elected members will be seated at the June Board meeting. Board meeting will take place the first Tuesday of every month. Should a vacancy occur in the positions of parent member, community member or founding member seats, the Board will appoint a new member to fulfill the remainder of the term. Should a vacancy occur in teachers shall appoint a new teacher member to fulfill the remainder of the term.

Newly elected Board members will participate in in-service training sessions. Related costs for these sessions shall be founded by local school funds. In- service training standards with respect to team-building, school leadership skills, financial procedures (e.g., audits, budgets), committee work, and other issues that affect student achievement and quality of education. The Milwaukee Public Schools Code of Ethics applies to all employees. Non-employees will be required to sign a statement that they will not participate in advisement which represents a conflict of interest. The School Board has established procedures to be followed by members to ensure that conflicts of interest are prevented.

9. **Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a)2., the certifications and qualifications that must be met by the individuals to be employed in the school. {Referenced in 118.19(1) and 121.02(1)(a)2} All school personnel for whom licensure is required under Wis.Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Wisconsin Department of Public Instruction (DPI). In addition, all guidelines of the No Child Left Behind legislation will be followed when hiring staff.**

Brewers Hill STEM Academy will comply with all state and federal employment, contracting and record keeping laws, where applicable. Teachers at Brewers Hill STEM Academy will be required to hold teacher certification or be eligible for a one year permit in compliance with the requirements of the Department of Public Instruction. Employees of Brewers Hill STEM Academy will be employees of the MPS Board. They shall be represented by and subject to provisions, including wages and benefits, of existing Milwaukee Public Schools bargaining unit contracts (handbook).

We will comply with the district's policy on criminal background screening and require physical examinations of ne MPS employees. Pre employment functions will be operated under the auspices of the MPS Department of Human Resources. The MPS Department of Human Resources will provide a resource to Brewers Hill STEM Academy in the areas of risk management, labor relations and background checks. The school will be responsible for posting and recruiting. The MPS Department will assist with providing a pool of new staff members, but Brewers Hill STEM Academy will not be limited to the options provided. According to law



118.19 (2-8); only DPI certificated staff will be hired and appropriately assigned within the confines of their certification. Brewers Hill STEM Academy will utilize its own interview committee for the purpose of hiring staff members. Brewers Hill STEM Academy and all contractors shall abide by the District's policy on minimum wage. (Policy 3.09 (16). Teachers must agree to participate with the ongoing professional development provided by the school, universities and/ or business partners.

**10. The procedures and requirements that the school will follow to ensure the health and safety of the pupils, including identifying steps to address safety concerns that may arise.**

Brewers Hill STEM Academy will comply with all state laws and MPS Board policies regard to health and safety standards. In addition, students will be provided with a healthy breakfast, lunch and snacks (extended day program) following all city, state and federal guidelines. Future plans include growing various items for consumption as part of our agricultural curriculum. In addition, our potential partnership with the Boys and Girls Club would provide before and after school activities that will enrich the health, safety and emotional well being of our students and their families. .

**11. Describe the targeted student population and the strategies, procedures and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status and special education needs reflective of he school district population.**

Brewers Hill STEM Academy is located in a diverse neighborhood. We are targeting the local neighborhood families for recruitment. We will work with local businesses to campaign that all eligible pupils are aware of the opportunity to participate in the program.

Include the following appendices: Appendix E Diversity Plan, and Appendix F Special Education Plan that describes the means by which the charter school will include pupils with special needs, including pupils whose special education needs are other than speech and language only, in the charter school's pupil population.

**12. The procedures and requirements for admission to the school in accordance with Federal guidelines.**

It is our goal to develop a diverse school community culturally and ethnically that reflects our global society exploring language, social differences and cultural beliefs, resulting in respect for differences. Brewers Hill STEM Academy will conduct a public information campaign to ensure that all eligible pupils are aware of the opportunity to participate in its program.

The procedures and requirements for admission to the school will be in accordance with Federal guidelines. Sibling preference will also be used.

**13. Enrollment and grade level distribution chart that shows grades and enrollment numbers for each year of the contract term.**

	Head Start	K3	K4	K5	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Totals
2013-2014	0 classes	1 class	2 classes	2 classes	2 classes	2 classes	2 classes	2 classes	2 classes	1 class	1 class	1 class	18 classes
	0 students	20 students	40 students	50 students	50 students	50 students	50 students	50 students	50 students	35 students	35 students	35 students	465 students
2014-2015	0 classes	1 class	2 classes	3 classes	3 classes	2 classes	2 classes	2 classes	2 classes	1 class	1 class	1 class	20 classes
	0 students	20 students	40 students	75 students	75 students	50 students	50 students	50 students	50 students	35 students	35 students	35 students	515 students
2015-2016	1 class	1 class	2 classes	3 classes	3 classes	3 classes	3 classes	2 classes	2 classes	1 class	1 class	1 class	23 classes
	17 students	20 students	40 students	75 students	75 students	75 students	75 students	50 students	50 students	35 students	35 students	35 students	552 students
2016-2017	2 class K3 & K4	1 class	2 classes	3 classes	3 classes	3 classes	3 classes	3 classes	3 classes	1 class	1 class	1 class	26 classes
	37 students	20 students	40 students	75 students	75 students	75 students	75 students	75 students	75 students	35 students	35 students	35 students	652 students
2017-2018	Same as 2016-2017 school year												652 students

**14. A complete proposed budget should be attached to this petition/proposal as Appendix G. (Contact the MPS Finance Department for the templates.) If other funding sources besides the per pupil amount, including grants are being sought to supplement the charter school, include the name of the grant, the duration of the grant and plans for sustainability if/when the grant funds end.**

**15. The manner in which annual audits of the financial and programmatic (performance and compliance) operation of the school will be performed.**

A financial and academic achievement audit will be conducted annually per state requirements. The school shall submit audited financial statements of the charter school's operation including an audited list of the revenues, the auditor's management letters and any exceptions noted by the auditors, annually beginning after the first full year. The audit reports shall be prepared by a certified public accountant and submitted within 120 days after the end of the grantee's fiscal year on June 30th.

**16. The procedures for disciplining pupils. If the charter school will have its own discipline policy, attach it as Appendix H.**

Brewers Hill STEM Academy will adhere to the discipline policies as set forth in the MPS Parent/Student Handbook on Rights, Responsibilities and Discipline and also comply with all Wisconsin statutes when disciplining students. In addition, we will develop a parent/guardian student compact that will be signed at the time of admission to our school. Since parental/guardian engagement is essential to a successful school, a minimum number of hours of participation will be required for each family.

**17. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.**

Under Wis. Stat. § 118.40(6), no pupil may be required to attend the charter school. Students who reside in the district and do not wish to attend the charter school remain eligible to attend the district's schools.

**18. A description of the school facilities and the types and limits of the liability insurance that the school will carry. If you have a site, identify the facility/location. If planning a shared facility, provide information regarding arrangements necessary for space accommodations/needs.**

Brewers Hill Stem Academy will be located at the Carver Academy site (1900 N. 1<sup>st</sup> Street). Brewers Hill STEM Academy will adhere to all Federal, State, and Municipal laws and regulations and to the MPS Board of School Directors' insurance and risk management requirements.

**19. The effect of the establishment of the charter school on the liability of the school district.**

As an MPS school, Brewers Hill STEM Academy will adhere to all state laws and the Board's insurance and risk management requirements. Brewers Hill STEM Academy has no intention of obtaining additional resources at the expense of other MPS schools.

**20. The following policies including procedure to inform parents:**

- a. ***School transportation policy:*** A transportation region will be established within the board recommendations for each region. Students with an IEP will receive transportation as well.
- b. ***School nutrition policy:*** The school will offer a breakfast and lunch program along with an extended day snack.

Parents will be informed of how to apply for free and reduced meals and transportation options via enrollment, open house, and parent handbooks.

**21. Indicate whether the proposed charter school wishes to be an instrumentality or non-instrumentality charter school. Indicate if the school is submitting a petition or proposal. All petitions should attach the signatures as Appendix I.**

Brewers Hill STEM Academy is seeking to be an instrumentality charter school. A proposal is being submitted.

**22. Indicate the school year that the charter status is requested to begin, and length (1 to 5 years) of the contract term sought.**

We are requesting the charter status to begin the 2013-2014 school year for 5 years.

Appendix A: Charter school calendar: The student calendar will follow the same calendar as the district.

## Brewers Hill S.T.E.M. Academy 2013-14 School Calendar

### September 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**September**  
 9/2 – NO SCHOOL Labor Day  
 9/3 – First Day of School  
 (Tentative)

### February 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**February**  
 2/17 NO SCHOOL  
 Mid semester Break  
 (Tentative)

### October 2013

M	T	W	T	F	S
		1	2	3	4
5	6	7	8	9	10
11	12	13	14	15	16
17	18	19	20	21	22
23	24	25	26	27	28
29	30	31			

**October**  
 10/15 & 10/17 Parent Teacher  
 Conferences (Tentative)

10/18 NO SCHOOL Parent  
 Teacher Conference  
 (Tentative)

### March 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**March**  
 3/18 & 3/20 Parent  
 Teacher  
 Conferences  
 (Tentative)

3/21 NO SCHOOL  
 Parent Teacher  
 Conf  
 (Tentative)

### November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**November**  
 11/28-29 NO SCHOOL-  
 Thanksgiving Break  
 (Tentative)

### April 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**April**  
 4/18 NO SCHOOL  
 Good Friday  
 4/21-4/25 NO  
 SCHOOL – Spring  
 Recess (Tentative)

### December 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**December**  
 12/20-1/2 NO SCHOOL-  
 Winter Break (Tentative)

### May 2014

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**May**  
 5/26 NO SCHOOL  
 Memorial Day

### January 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**January**  
 1/3 School resumes  
 (Tentative)  
 1/20 NO SCHOOL MLK Day  
 (Tentative)

### June 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**June**  
 6/12 Students' Last  
 Day (Tentative)

## **Appendix B: Student day start and end times**

### **SCHOOL SCHEDULE**

6:30 a.m. - 7:30 a.m.	Extended Day Program begins
7:25 a.m.	Teacher day begins
7:30 a.m. – 7:45 a.m.	Breakfast served
7:45 a.m.	Student school begins
3:30 p.m.	Student school ends
4:30 p.m.	Teacher day ends
3:15p.m. - 5:15 p.m.	Extended Day Program ends

## **Appendix C: Uniform policy**

All students at Brewers STEM Academy will be required to uniforms every day. If students do not wear uniforms, they will receive a minor disciplinary infraction. Uniforms contribute to a sense of self discipline and higher self esteem. In addition, uniforms are economically feasible for parents. The uniforms for elementary students will be different from the middle school students. Students will have opportunities to earn blazers, ties, and badges to highlight their accomplishments in academics and citizenship.

Students may not change out of the uniform at any point during the school day. Once students enter the school building, the wearing of hats, head scarves, or hoodies are not permitted.

### Uniform Policy (K4 - 5th grade):

Navy blue polo shirts. If it is cold, students may wear t-shirts, long-sleeved t-shirts or turtlenecks under their polos (these shirts must be plain white, black, or light or dark blue),

Navy blue pants, walking shorts, skirts or skorts. If pants have belt loops, students must wear a belt.

Gym shoes are preferred so students do not need to change for P.E. classes. No sandals, clogs, crocs or flip-flops allowed for safety reasons. In winter, if boots are worn to school, students must change into shoes for class.

### Uniform Policy (Middle School - grades 6th-8th):

Boys and girls are required to wear Navy blue blazers to school. Boys and girls must wear khaki skirt (must be within 4" of knees) or khaki dress pants. Students must wear a belt. Walking shorts are acceptable on hot weather days. Solid white (no lettering or emblems), long or short sleeved, blouses or shirt. No sleeveless shirts or lace or wide collar blouses are allowed. Shirts are to be tucked in at all times. If an undershirt is worn, it must be a plain white shirt with no logos or printing on it. Solid black, brown or navy leather shoes are required (no stripes). No gym shoes, boots, clogs or sandals are allowed. Solid red, white, blue or black socks/tights.

## **Appendix D: If an instrumentality, a list of Memoranda of Understanding the charter school may seek to implement its educational program. N/A**

## **Appendix E: Diversity Plan**

It is our goal to develop a diverse school community culturally and ethnically that reflects our global society exploring language, social differences and cultural beliefs, resulting in respect for differences. Brewers Hill STEM Academy will conduct a focused recruitment campaign to ensure that all eligible pupils are aware of the opportunity to participate in its program.

Any student residing in the City of Milwaukee is eligible to attend our school with a preference given to neighborhood children. When capacity levels have been reached, parents expressing an interest for their children will be placed on a waiting list.

As part of the admission process, every attempt will be made to determine if our educational program is the most appropriate setting to meet the needs of the student and family. Consideration will be given to the following factors:

- Opportunity for sibling enrollment;
- Geographic proximity;
- Willingness of family to actively participate in the school's educational program;
- Current assessed educational needs and opportunity to progress within the available resources of our educational program.

Brewers Hill STEM Academy will adhere to all MPS guidelines and policies regarding student assignment and will not impose admission requirements that are inconsistent with MPS policies and guidelines. If Brewers Hill STEM Academy does not have seats for all students who apply during the application periods, a random selection process (lottery) for enrollment shall be used.

#### **Appendix F: Special Education Plan**

Brewer Hill Stem Academy will be an innovative school in its use of the Problem Solving Model of services for all students including those identified as special education students. The problem solving process employs a non categorical system of special education identification. When students are determined to have special education needs the only "label" used is special education. No distinctions are made between CD, SLD, EBD, OHI, or SLP. The IEP team spends its time determining what the child's educational needs are and how to best address them. The cornerstone of this intervention model is that students with significant learning deficits are not necessarily best serviced within the special education model but rather through a comprehensive set of learning interventions based at the classroom level to facilitate the student attaining grade level academic/social skills. Students identified as having special educational needs are serviced within an inclusionary model rather than a traditional resource model. We do, however, have a small percentage of special education students who require a self-contained model to meet their IEP (individual education plan) goals. Percentage of special education student enroll in the school will be determined ranging from 10% to 15% of total population of students.

#### **Providing Educational Services to Students with Disabilities through Collaboration**

Collaboration is defined as a style of interaction in which two or more professionals work together toward a common goal (Friend & Bursuck, 2002). Most special educators rely on collaboration with others as a means of providing education to students with disabilities. For instance, as special education teachers, we not only collaborate with general educators and fellow special educators, but also often depend on a strong collaborative relationship with parents, paraprofessionals, related service providers, and our administrators.

### **Collaboration among special educators**

Special education teachers often collaborate with each other to ensure consistency in service delivery to students with disabilities across grade levels, subject areas, and/or certain times of the day. Here are two examples of collaboration amongst special educators:

1. Special education teacher A provides math instruction to 4th and 5th grade students with disabilities while special education teacher B supports the remaining 4th and 5th grades students with disabilities in their general education classrooms.
2. Near the end of the school year, special education teacher C gives special education teacher D IEP snapshots of the 7th grade students with disabilities who are transitioning to 8th grade.

### **Collaboration between special and general educators**

Special educators often deliver services to students with disabilities within the regular education setting. Different structures, determined by the needs of the students, as well as different types of co-teaching models are used to support students with disabilities. Below are some examples of the different teaming structures used within the schools.

#### **Ideas for Common Planning and Collaboration Time for Educators**

IDEA	EXPLANATION
Team Meetings	Teachers and support staff can meet as often as needed (once per week, 2 times a month, and so on). A time should be selected when teachers can meet together—for example, before school every third Wednesday of the month.
Lunch or Breakfast Meetings	Plan a meeting around a mealtime together. This time could be used for planning, brainstorming, or sharing successes and difficult situations.
“Quick Contact” Meeting or “Just Touching Base”	This may be a time determined by two teachers to touch base weekly to make sure everything is running smoothly or to decide if something needs to be changed for the next week. Teachers might discuss students, curriculum, instructional, or adaptations issues.
Written Dialogue or Communication Forms	Some teachers develop a form that can be completed quickly and placed in a colleague’s mailbox or passed around to all team members. Ideas and concerns can be shared this way.
Email	This can expand written dialogue between colleagues. Lesson plan ideas and co-planning can also be done through email.
Information Binders	Teachers may keep a binder with student information and schedules, unit plans, lesson plans, and any other pertinent information—for example student medical information. This binder should be located where it can be accessed by all teachers and team members.

Source: Adapted from P. Kluth (2003).

### Collaboration between special educators and parents

Effective special education teachers realize the value in establishing a good collaborative relationship with parents. Make a point of introducing yourself early in the school year to the parents of your students and keep the lines of communication open throughout the school year. Parents should not only be kept in the loop regarding their child's progress and concerns you may have, but should also know about their child's successes and/or improvements. A good practice is to keep a record of your parent contacts.

#### Home/School Communication Form

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Topic	Question/Comment	Response/Date
School Activities		
Home/Community Activities		
Health Issues		
Equipment		
Supplies		
Behavior		
Other:		
Other:		

#### **Incorporate activities for students with different learning styles**

One of the first things we should consider when planning our lessons is the instructional approach we are using. The concept of Universal Design for Learning (UDL), also known as Universal Instructional Design (UID) directs teachers to evaluate the teaching methods that they currently use and suggests several teaching methods that may be more conducive to student learning. UID teaching methods are often just considered good teaching practices. In fact, you will probably find that many students, including those without disabilities, will benefit from UID teaching methods. Below are a few examples.

- ✓ Cooperative learning and Peer tutoring
- ✓ Provide students the opportunity to demonstrate mastery through a variety of modes (portfolio, drawings, oral presentations, etc.)
- ✓ Use organizers such as concept maps, outlines, graphic organizers, etc.

All of our students have different academic strengths and weaknesses. Some of our students, particularly those with disabilities, may have more significant academic weaknesses that cannot be addressed merely through good teaching practices. Students who are unable to do classwork, often will misbehave as a way to avoid frustration or to hide the fact they can't do the work. To reduce, or eliminate behavioral problems in the classroom due to academic frustration, consider your students' academic needs and build in adaptations that enable all of your students the opportunity to participate and learn. A few possible adaptations you may want to consider are:

- ✓ Reduce the number of problems/questions the student needs to complete



- ✓ Allow student to dictate their answers to a peer or into a tape recorder
- ✓ Provide the student extra time to learn a topic or to complete an assignment

**Appendix G: Charter school proposed budget  
and optional services form**

## **Appendix H: Charter school discipline policy**

### School Wide Discipline Policy

Teachers will implement PBIS system to monitor student behaviors.

There will be school wide incentives, assemblies to target the school wide issues and points of concern. Student data will be used to develop plans to determine goals and actions plans to focus on decreasing unwanted behaviors.

### Classroom Discipline Policy

#### Demerits

We believe that all students are full of good choices that they make throughout the day. If a student repeatedly makes a poor choice or commits a major offense, they will receive a demerit. After receiving a certain number of demerits, students will receive a consequence that fits the offense. All consequences do not warrant referrals or suspensions. The purpose of the demerits is for the student to take some time to think about his/her choices and think of better choices s/he could make in that situation.

The demerit will be sent home with the student and must be returned the next day with a parent signature. Only the parent/guardian may sign a student's demerits.

#### **When a child receives a demerit for repeated behaviors and/or major offenses:**

1st demerit of the day: Student receives a demerit and reflects on the poor choice that was made and what better choice could be made in the future. The demerit is sent home to be discussed and signed by the parent/guardian.

2nd demerit of day: Student receives a demerit accompanied by a phone call home from the teacher.

3rd offense of day: Student receives a demerit and is removed from class for a time out. A mandatory conference with the teacher, parent and student is required.

#### **In a quarter: 3 demerits in one day for the 2nd time**

The student will be suspended for at least one day before being readmitted. A mandatory conference with the Dean of Students (Teacher Leader), teacher, parent and student is required before the student is allowed back in class.

#### **In a quarter: 3 demerits in one day for the 3rd time, 3 suspensions, or 10 demerits**

The student will be put on probation. The student will be suspended for at least one day before being readmitted. A mandatory meeting is required with the Principal, Dean of Students, teacher, parent/guardian and. During this meeting, they will sign a contract that outlines the steps that will be taken to improve that student's performance in school.

#### The K4 policy:

- During the first semester of school, K4 teachers will call the parent/guardian before issuing a demerit to talk with the family about the situation that day, excluding situations when immediate demerits are given. Beginning in the second semester, K4 teachers will not call home prior to receiving a demerit.
- If a K4 student earns 2 demerits in one day, the student will make his/her demerits and will be removed from class for a timeout. A mandatory conference with the teacher, parent and student before student.

#### Suspension

If a student commits one of the infractions listed below, the student may receive a suspension in addition to making a deposit. Before the student may return to class, the student, parent/ guardian and the Dean of Students will meet in order to address the student's behavior and plan for improvement.

In the Middle School, some less severe offenses may be dealt with by requiring students to serve an hour detention where they will write a reflective essay after school that day (3:45–4:45 p.m.) or the next a.m. (6:30–7:30 a.m.) in lieu of a suspension. If a student does not serve the 1 hour detention, a suspension will result.

#### Expulsion

It is in the authority of the district to expel a student if there is evidence that determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

In addition to any of the preceding infractions, any breaches of Federal law, State law, or bylaws of the City of Milwaukee, may be handled in cooperation with the Milwaukee Police Department and may result in expulsion.

**Appendix I:** Petition Signatures, if applicable (Instrumentality schools)

Appendix J: Vitae and contact information of the school leader(s) and applicant team

Jacqueline L. Jolly  
4178 North Toronto Street Milwaukee, WI 53216  
(414) 882-0014  
JLJOLLY3@YAHOO.COM

**Objective:** To apply my innovative and organizational skills in a collaborative and committed school community which promotes student success

**Strengths**

- Demonstrated ability as an effective educational leader and manager
- Excellent knowledge and experience of the significant trends in education including Instructional Strategies, Effective Descriptive Feedback, Data Analysis, and Facilitating Professional Development
- Outstanding parent, staff and student communication skills

**Education:**

University of Wisconsin- Milwaukee  
**Doctorate in Urban Education: Major in Curriculum and Instruction; Minor in Administrative Leadership**  
**Candidate for Graduation December 2014.**

National Louis University  
**Masters of Arts in Administrative Leadership; Special Education Supervision Certification. 2008.**

Mount Mary College  
**Masters of Arts in Education; Special Emphasis in Mathematics Education. 2004.**

University of Wisconsin- Milwaukee  
**Bachelor of Science in Elementary Education; Minor in Mathematics. 2000.**

**Credentials:**

License from Wisconsin Department of Public Instruction Certification:

- 51 Principal
- 10 Director of Instruction
- 80 Director of Special Education and Pupil Services

License from Wisconsin Department of Public Instruction Certifications:

- 41 Elementary Level (Grades 1-6)
- 42 Elementary
- 400 Mathematics
- 116 First thru Sixth Grade

License from State of Wisconsin Technical College System Board Certifications

- 850 Teacher of Goal / Basic Skills

**Experience:**

**Milwaukee Public Schools**

**Milwaukee, WI**

***Principal K-8 School***

- **Instructional Management:** Monitor the implementation of the curriculum; Implement and adhere to the school vision and mission; Monitor instructional and managerial processes to ensure the program activities are related to program outcomes and use findings to take corrective actions; Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program; Include students and community representatives when appropriate; Direct the development of school improvement plan;
- **School and Organization Morale:** Provide instructional resources and materials to support teaching staff in accomplishing instructional goals; Foster collegiality and team building among staff members. Encourage their active involvement in the decision-making process; Provide for two-way communication with Superintendent, staff, parents, and community; Communicate and promote expectations for high-performance to staff and students; Recognize excellence and

achievement; Ensure the effective and quick resolution of conflicts; Promote a positive, caring climate for learning.

- **School and Organizational Improvement:** Build a common vision for student success and school improvement with staff; Direct planning activities and put programs in place with staff to ensure attainment of school's mission; Identify, analyze, and apply research findings to promote school improvement; Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee; Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- **Personnel Management:** Interview, select, and orient new staff; Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public; Regularly observe employee performance, records observations, and conduct evaluation conferences with staff; Make recommendations to Superintendent on suspension and termination of employees assigned to campus.

#### ***DIFI/SIFI & District and School Improvement Supervisor***

7/09 - present

- **Supervise and Monitor:** Assist school administrators with teacher observations to monitor instruction, planning and management. Oversee the programs, people, and initiatives provided to schools that are supported by the School Improvement Grant. Collect evidence of effectiveness related to grant funded initiatives.
- **Technical Support:** Supervise twenty four schools within a region to ensure they are in compliance with the Corrective Action Plan in relation to the district's performance status. Support learning teams in creating action plans that foster school improvement efforts. Collaborate with teacher teams to develop systems for data analysis and progress monitoring. Coach administrators to develop plans to monitor fidelity of implementation.
- **Professional Development:** Plan and facilitate school based as well as district wide professional development opportunities, which are in alignment with initiatives from the Department of Public Instruction and the District's Corrective Action Plan. Collaborate with various departments on various project teams to determine best practices for implementation and monitoring of strategies to improve student achievement.

#### ***District Curriculum Generalist***

7/09

4/08 -

- **Curriculum & Instruction:** Observed teachers formally and informally as an administrator and provided feedback on ways to improve instructional practices. Planned with regular and special education teachers to ensure instruction aligned to standards, as well as met Individual Educational Plan goals.
- **Data Analysis:** Analyzed data from school based and standardized test; identified urgent facts, strategies, and goal-related needs from the data. Supported teachers to identify relevant research based strategies and interventions to assist students increase proficiency levels. Responsible for applying for grant funds to support teacher team meetings, coaching and planning sessions.
- **Professional Development:** Designed and facilitated professional development opportunities that aligned with the needs identified by data, educational plan, and feedback. Provided one on one coaching to staff on improving instructional practice based on data. Facilitated grade level meetings in which teachers participated in data analysis, analyzed student work, and best practices. Supported initial educators under state licensing law.
- **Learning Team:** Co-facilitated meetings which focused on data, progress monitoring, instructional support and professional development. Collaborated with Learning Team members to create and monitor the school improvement plan. Implemented and monitored goals outlined by grant sponsors and supporters such as Project CALL (in conjunction with Alverno College), National Education Association (NEA), Classroom Organization Management Project (COMP).

#### ***Assistant Principal***

6/08-8/08

- **Administrative:** Served as an administrator at local high school. Managed disciplinary issues. Monitored transportation system. Collaborated with local and Central Service staff to ensure adequate resources were available to maximize student productivity.
- **Professional Development:** Facilitated weekly staff meetings and professional development.

#### ***Teacher of Elementary Education (Lead)***

- 2005-2008 Lloyd Street Global Education School (Fifth Grade)
- 2000-2005 Thurston Woods Campus (First & Fourth Grade)

- **Instruction:** Prepared lesson plans and instructed children in academic and nonacademic courses on a full-time basis. Aligned materials with standards of State of Wisconsin. Implemented differentiated instruction. Used creativity and

management strategies to instruct students in various subject matters using a variety of tasks. Monitored and evaluated students achievement using a variety of assessment methods. Interacted with school based Learning Teams and teachers in practice. Assisted in identifying successful intervention strategies with struggling readers and writers. Provided intervention strategies with struggling readers and writers for classroom teachers. Implemented the components of MPS Balanced Literacy framework in classrooms for classroom teachers. Participated regularly in collaboration with other teachers and administration to create professional learning communities in schools. Collected and analyzed information on research-proven practices. Submitted logs to Literacy Specialist. Delivered school-based professional development as requested. Reinforced strategies that support Family Literacy.

- Learning Team: Ensured math was a focal point of school educational plan and shared data about school performance based on CABS, WCKE and Benchmark results.
- Chair, Math Committee: Increased knowledge of the mathematical framework. Articulated math vision across grade levels.
- Math Teacher Leader Composed annual Math Action Plan which entails the proposed activities and how they will support the math related work of the Learning Team and/or promote the professional learning of teachers in mathematics. Assisted staff with aligning curriculum with Classroom Assessments Based on Standards (CABS) Milwaukee Public School learning targets and Wisconsin state descriptors. Engaged in Math Progress Monitoring with the Principal and independently to evaluate student achievement on formative assessments and discussed successes, challenges, and intervention strategies. Collaborated with community partners and Parent Teacher Association to provide resources and enrichment activities to families before, during, and after school hours. Designed quarterly newsletters. Modeled instruction and provided feedback and resources to teachers. Supported math instruction to ensure components of mathematical framework is inclusive in daily lessons. Applied for and implemented mini-grants.
- MTEA Building Representative: Mediated between teachers and administrators. Served as liaison between the union and teachers, and contacted union representatives with grievances; Attended monthly meetings regarding district updates; Communicated with union representatives with arising issues.

#### **Concordia University**

**Milwaukee, WI**

##### ***Adjunct Instructor***

*3/08 - 6/12*

Instruction: Align research based theories with best practices for classroom instruction. Assesses students' abilities to reflect and communicate. Obtain ongoing training with various technological programs that are utilized in instruction and assessment.

Advisor: Provide support and feedback to graduate students completing their Master's thesis.

##### ***Associate Lecturer***

*9/08 - 5/09*

Instruction: Examined correlation between Wisconsin Teaching Standards and the university's core guiding principles. Evaluated students' portfolios. Obtained ongoing training with various technological programs that are utilized in instruction and assessment.

Supervision: Supervised pre- service teachers as they completed required hours within urban school settings. Observed lessons and provided feedback.

#### **Cardinal Stritch College**

**Milwaukee, WI**

##### ***ACT Preparation Course Instructor - Science; Math***

*9/07 - 2/09*

Instruction: Engaged students in lessons that align with ACT preparation. Maintained records of pre and post scores for each student. Aligned practice assignments for additional academic skill building and enrichment. Provided students with adequate instructional support and feedback. Communicated with the Director in regards to accommodations that may impact the instruction.

#### **Milwaukee Area Technical College**

**Milwaukee, WI**

##### ***Adult Basic Education/ GED (Part-time)***

*6/01 - Present*

Instruction: Prepares lesson plans and instructs adults in GED/Basic skills, while focusing on the following areas: special needs servicing, integrate family literacy projects, implement fundamentals of federally funded programs into curriculum, financial literacy, and career planning. Utilizes various methods of lecture and demonstration, including using audiovisual aids and other materials to supplement presentations, as well as, integrating technology.

Math Steering Committee Representative: Assisted with the alignment of math courses to the core competencies for the Wisconsin Technical Colleges.

Textbook Selection Chairperson: Created agendas and timelines to meet and research various resources which aligned with the core competences for the three main subject areas in Adult Basic Education.

**Kelly J. Brooks**  
9152 West Dixon Street Apt# 205 Milwaukee, WI 53214  
(262)751-5640  
[Kjmaas@yahoo.com](mailto:Kjmaas@yahoo.com)

**Objective:** To provide a quality education to all students that promotes student achievement and success.

**Education:** University of Wisconsin-Milwaukee  
**Master of Science in Exceptional Education. May 2008.**

University of Wisconsin-Milwaukee  
**Bachelor of Science in Elementary Education; Minor in Mathematics and Social Studies. May 2006.**

**Credentials:** Wisconsin Department of Public Instruction Licenses

- 801 Cross-Categorical Special Education (Grades 1-8)
- 777 Regular Education (Grades 1-8)
- 734 Social Studies (Grades 1-8)
- 400 Mathematics (Grades 1-8)

**Experience:** **Special Education Teacher Most Restrictive Placement(MRP)/Emotional Behavioral Disability(EBD)**  
**Dr. George Washington Carver Academy of Mathematics & Science** **August 2006-Present**  
Milwaukee Public Schools (MPS)-Milwaukee, Wisconsin

- Develop, implement, differentiate lessons in math, reading, science, social studies, writing, and social skills for students in grades first through fifth aimed at promoting high levels of student achievement and behavioral choices
- Develop and implement Individualized Educational Plans (IEP) for students with disabilities
- Develop and implement Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA) for students with disabilities
- Implement 2<sup>nd</sup> Step Curriculum to teach social skills
- Implement Unique Curriculum to students who take the Wisconsin Alternative Assessment (WAA)
- Work collaboratively with school staff on various committees
- Form effective working relationships and rapport with students and families
- Provide adequate and strong direction for paraprofessional
- Serve as a buddy/mentor teacher for newly assigned teachers
- Serve as a member of the schools Learning Team and Governance Council
- Advise and oversee the student council for grades 1-8
- Serve as the schools Internal Positive Behavioral Interventions and Supports (PBIS) coach
- Participate as a team member on the PBIS Tier 1, 2, &3 teams
- Cooperating teacher for UWM student teachers
- Serve on the schools interview team for new teachers and administration
- Perform other various duties and participate on committees assigned by the principal

**Reading Tutor**

**Motivating Minds**

**2009-2010, 2011-2012**

Milwaukee, Wisconsin

- Provide supplemental reading support for elementary students
- Deliver engaging, hands-on, motivating instruction
- Build positive relationships with students and families to ensure success



**Professional Committee, Panel, Forum Participation:**

- **Interview Panel (2007-Present)**-*Serve as a member of the Dr. George Washington Carver Academy of Mathematics and Science interview panel and recommended candidates to the school principal for special and regular education teachers in grades K4-8<sup>th</sup>.*
- **School Governance Council Member (2007-Present)**-*Participate in a monthly meeting that reviews school budget, topics of concerns, school happenings, successes and areas of improvement for the school.*
- **Most Restricted Placement(MRP)/Emotional Behavioral Disability Panel Member (2008)**-*Served as part of a panel of selected MRP/EBD teachers and mentors who have a successful history of working with students with EBD. Shared challenges, as well as strategies, tips, pointers, and positive techniques that foster positive behavior with school social workers and psychologists.*
- **Positive Behavioral Interventions and Supports Internal Coach (2009-Present)**-*Serve as a member of the team who formed and implemented a school PBIS plan. Work with other team members in the building who are part of PBIS to create a positive learning environment for students and staff, collect data, manage and facilitate monthly meetings for the school team, work collaboratively with a district PBIS external coach.*
- **Cooperating Teacher for University of Wisconsin-Milwaukee (2009-Present)**-*Serve as a cooperating teacher for students that are enrolled in the exceptional education teacher licensure program at UWM. Work with student teachers to prepare lessons, develop classroom management systems, and give feedback.*

**References:** Ms. Sheila Bost, External PBIS Coach, MPS, District-Wide, 414-202-9215

Ms. Sheri Dean, Implementor, MPS, Roosevelt Middle School, 414-915-1943

Mrs. Cynthia Dismuke, Assistant Principal, MPS, Hawley Environmental School, 414-256-8500

Mrs. Kari Hauser, UWM Supervisor, UWM, 414-486-3675

Ms. Claire Johnson, School Social Worker, MPS, Dr. George Washington Carver Academy of Mathematics and Science, 414-267-0531

Dr. Floyd E. Williams, Principal, MPS, Roosevelt Middle School, 414-267-8805

Danita A. Tyler  
5602 West Philip Place Milwaukee, WI 53216  
(414) 442-2485  
[tylerda@milwaukee.k12.wi.us](mailto:tylerda@milwaukee.k12.wi.us)

**Objective:** To obtain a position that applies my leadership and communication skills to achieve academic success in a school environment.

**Strengths:**

- Excellent parent, staff and student communication skills
- Strong classroom management
- Ability to differentiate instruction to multilevel students

**Education:** Cardinal Stritch University  
**Masters of Arts in Education: Educational Leadership. 2006**

University of Wisconsin-Milwaukee  
**Bachelor of Science in Elementary Education. 2002**

**Credentials:** License from Wisconsin Department of Public Instruction Certification

- 45 Elementary Level (Grades Pre-K-3)
- 51 Principal

**Experience:**

**Milwaukee Public Schools**

**Milwaukee, WI**

Teacher of Elementary Education

2002-2005 Garfield Avenue Elementary School (First Grade)

2005-Present Dr. George Washington Carver Academy of Mathematics and Science (First and Third Grades)

- **Instruction:** Prepared lesson plans that were aligned to Wisconsin State Standards. Instructed children in academic and nonacademic courses full time. Differentiate instruction and lead small intervention groups with struggling readers. Monitored and evaluated student achievement using various assessment tools. Worked in collaboration with special education teacher and partner teachers to improve student achievement and success. Delivered school based professional development as requested.
- **Learning Team:** Discussed school educational plan and shared data about school performance based on CABS, WCKE and Benchmark results.
- **Governance Council:** Partnered with various community organization, parents and school employees to discuss budget, academic achievement as it relates to the mission and vision of the school.
- **Underfill as an Administrator:** Served as an administrator on an as needed basis. Dealt with disciplinary issues. Maintained order and decorum in hallways, classrooms and lunchroom.
- **Literacy Coach** 10/05-06/06  
Observed teachers informally and provided feedback on instruction. Modeled lessons for teachers and kept records of student achievement based on weekly assessments. Presented data to learning team on a weekly basis.

References Available Upon Request

## Curriculum Vitae

TERESA V. ADAMS  
6220 North 118<sup>th</sup> Street  
Milwaukee, WI 53225

Home: 414-760-1636 Cell: 414-403-6104

Email: [adamstv@sbcglobal.net](mailto:adamstv@sbcglobal.net)

### PROFESSIONAL PROFILE

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- Accomplished career demonstrating success as a classroom teacher, program implementer, P-5 District Administrator and an Assistant Principal at the elementary and middle school levels.
- Effective communicator with excellent planning, organizational, negotiation strengths as well as the ability to lead, reach consensus, establish goals and attain results.
- Seasoned in developing community relationships.
- Extensive background working with at-risk students and students with special education needs.
- Experienced in analyzing, and planning results based on data.

### EDUCATION

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- Master of Science, Administrative Leadership and Supervision in Education, June, 2001, National Louis University
- Bachelor of Science, Elementary Education and Special Education, December, 1980, University of Wisconsin Whitewater

### CERTIFICATIONS

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- 10 Director of Instruction
- 51 Principal
- 118 First thru Eighth Grade
- 810 Cognitive Disabilities

### WORK HISTORY

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#### 2008-Current Assistant Principal

-Carver Academy	2011-Currently
-Lancaster K-8 School	2010-2011
-Burroughs Middle School	2009-2010
-LaFollette K-8 School	2008-2009

- Established a team to monitor School- wide Discipline
- Facilitated bi-weekly PBIS Meetings
- Title I Parent Coordinator
- LEA for all IEP Meetings
- Monitored and updated School Improvement Plan
- Conducted Weekly Meetings with parents regarding students with frequent Behavior Incidents
- Coordinated meetings with bus company and parents to monitor bus problems
- Met with teachers weekly to discuss goals and data
- Conducted teacher Observations
- Put together and monitored the Discipline Day Recorder

- Supported Community Partnerships with Children's Outing Association, Marquette University and The One on One Program
- Valuable Member of the Learning Team
- Updated Crisis Plan
- Supervised and met with Educational Assistants bi-weekly
- Set up and maintained schedules throughout the building
- Successfully completed the Principal Assessment Center in 2009

**2004-2008 P-5 District Coordinator**

- Organized and Presented monthly staff development to P-5 Principals, parent coordinators, and teachers
- Facilitated meetings six times a year with P-5 Steering Committee and the school coordinators to monitor the P-5 Portfolio in the schools
- Conducted visits along with the DPI P-5 Coordinator monthly to monitor progress and data in the schools
- Coordinated the annual GE Community Service Day for Four Years
- Facilitated Scoring Sessions for P-5 Writing that included teachers from Racine, Beloit and Kenosha
- Coordinated the Annual P-5 Spelling Bee
- Facilitator for the district monthly Principal meetings during the 2006-2007 and 2007-2008 School year
- Monitored and balanced P-5 Budget for 21 schools

**2002-2004 Special Education Resource Teacher /Byron Kilbourn School**

**2001-2002 Program Implementer/Byron Kilbourn School**

**2000-2001 Teacher/Assistant Principal at Dr. King Elementary**

- Set up Scheduling for school-wide activities
- Supervised and met with Educational Assistants bi-weekly
- Conducted weekly grade level meetings
- Arranged meetings with parents and teachers to discuss difficult students
- Monitored busing
- Assisted with Fund Raising Efforts
- Valued member of Learning Team
- Monitored and Updated The School Improvement Plan
- Assisted Parent Coordinator with after school Parent Activities
- 

**1994-2000 Program Implementer/Byron Kilbourn**

- Modeled Writing Lessons in the Classrooms
- Coordinated Parent Nights
- In Charge when Principal was out
- Coordinated Testing
- Monitored and updated The School Improvement Plan
- Met with teachers weekly to discuss curriculum and data

**1984-1994 Third Grade Teacher/Byron Kilbourn**

**1983-1984 Seventh Grade Teacher/Bell Middle School**

**1980-1983 Substitute Teacher/Milwaukee Public Schools**

**ACADEMIC TRAININGS**

---

- Cognitive Coaching
- Six traits Writing
- Math For Administrators-How to Monitor and Move teachers to the next Level
- Differentiated Instruction

- Learning At A Glance
- MAP Testing
- Comprehensive Literacy Plan
- PI-34
- Marzano's Instructional Strategies
- Danielson Model

## **PROFESSIONAL HIGHLIGHTS**

---

- Received The 2010 Presidents Award at the 2010 Wisconsin Education Association of Student Support Programs.
- Successfully completed three month internship in the Administrative Cohort Program
- PI-34 Evaluator
- President of the Wisconsin Educational Association of Student Support Programs for 2009.
- MABSE Teacher of the Year for 2002.
- Wrote an Article that was published in "Teaching Today". The article was about how to motivate students to get involved in Learning Projects.
- Engineered the publishing and selling of a student created book called, "Character Counts, Day In and Day Out" at Barnes & Noble Bookstore.

## **MEMBERSHIPS**

---

- Wisconsin Education Association of Student Support Programs
- Milwaukee Association of Black School Educators
- Association for Supervision and Curriculum Development
- National Alliance of Black School Educators

## **EXCELLENT REFERENCES PROVIDED UPON REQUEST**

# Wendy Doepke

---

## Summary of qualifications

- Instructional experience in: Math, Reading, Anatomy and Physiology, General Science, Social Studies, U.S. History and Math
- Expertise in Action Research in Education
- Expertise in the assessment, design, development and implementation of curriculum with extensive use of technology
- Strong classroom management skills
- Excellent leadership and facilitating skills
- Ability to cultivate relationships with people of various professional and personal backgrounds
- Strong sense of responsibility and self-motivation
- Problem analyst and team-oriented
- Experience with TI Math Forward Curriculum

## Education

**1993-2001 UW-MILWAUKEE Milwaukee, WI**  
**2000-2001 Master's of Science in Curriculum & Instruction**  
**1993-1998 Bachelor's of Science in Community/Multicultural Education**

## Professional experience

**1999-2008 SARAH A. SCOTT SCHOOL FOR THE HEALTH SCIENCES Milwaukee, WI**  
**Teacher 6-8**

- Medical Science/Health Science, Social Studies and Reading Teacher
- Implemented classroom management techniques to maintain a safe, stable learning environment
- Directed/guided students to meet all school/state educational standards
- Additional duties include: staff/team planning, community and parental activities, after school tutoring, coaching girls' volleyball and basketball teams and Student Government advisor.

**2008-Present GEORGE WASHINGTON CARVER ACADEMY Milwaukee, WI**  
**Teacher 7-8**

- Math and Reading Teacher
- Implemented classroom management techniques to maintain a safe, stable learning environment
- Directed/guided students to meet all school/state educational standards
- Math Forward Program
- Extensive Technological Integration into the curriculum
- Additional duties include: staff/team planning, community and parental activities, Learning Team member, Middle school liaison, Middle school Unit Leader.

**Ms. Rita Spencer**  
**3316 North 12<sup>th</sup> Street**  
**Milwaukee, WI 53206**  
**(414) 426-7958**  
**spencer@milwaukee.k12.wi.us**

**OBJECTIVE:** To apply my organizational and nurturing skills to the teaching of exceptional education students in an urban setting.

**STRENGTHS:**

- Effective classroom management skills.
- Excellent ability to development and write FBA/BIPs
- Exceptional organizational skills.
- Outstanding ability to communicate with parents, students and community partners.

**EDUCATION:**

University of Wisconsin-Milwaukee  
**Teacher Certification (Special Education K-8), 2003.**

University of Wisconsin-Milwaukee  
**Bachelor of Science, Criminal Justice, 1994.**

**CREDENTIALS:**

License from Wisconsin Department of Public Instruction Certification:

- 40 Professional Educator
- 47 Prekindergarten thru Ninth Grade
- 811 Learning Disabilities
- 830 Emotional Behavioral Disabilities

**EXPERIENCE:**

**Milwaukee Public School**

**Milwaukee, Wisconsin**

**Special Education Teacher**

- 2001-2003 Milwaukee Education Center (6<sup>th</sup> – 8<sup>th</sup> grade MRP)
- 2003-2005 Palmer Elementary School (4<sup>th</sup> -5<sup>th</sup> grade MRP)
- 2005-present Dr. George Washington Carver Academy of Mathematics & Science (5<sup>th</sup> -8<sup>th</sup> grade MRP)
- **INSTRUCTION:** Development of lessons that are appropriate for students' learning abilities and reflects their needs and interests; As a teacher build a rapport with students and parents from a wide range of cultural backgrounds; Engage students through activities designed for maximum interaction in large and small groups; Create atmosphere sensitive to students' strengths, weaknesses and personal learning styles; Participated regularly in collaboration with other teachers and administration to create professional learning communities in schools;
- **LEARNING TEAM:** Collaborated with Learning Team members to focus on data, progress monitoring, instructional support and professional development. Collaborated with Team members to create and monitor the school improvement plan.

- **CHAIR, OPEN HOUSE COMMITTEE:** Engage school personnel and parents in activities that enrich the academic development of students.
- **CHAIR, COMPLETION/END OF YEAR COMMITTEE:** Develop and implement activities with students, staff and parents at the end of the school year.
- **PARENT TEACHERS ASSOCIATION (PTA), TREASURER/FUNDRAISER:** Maintain financial records for PTA and collaborate with parents and students to provide resources and enrichment activities for families before, during and after school hours.
- **SCHOOL AND ORGANIZATIONAL DEVELOPMENT COMMITTEE:** Develop and build a common vision for the merger of two schools Palmer Elementary and Garfield Elementary.
- **PROFESSIONAL DEVELOPMENT:** Schedule professional development in-services for school personnel in the use of Classroom Organization Management Program (COMP).
- **MTEA BUILDING REPRESENTATIVE:** Mediation between teachers and administrators. Served as liaison between the union and teachers and contacted union representatives with grievances; Attended monthly meetings regarding district updates; Communicated with union representatives with arising issues.

**Milwaukee Public Schools  
School Safety Assistant**

**Milwaukee, Wisconsin  
1995-2001**

- Help maintain a safe and secure learning environment for students, staff, and parents; secure and detain disruptive students; monitor building active, lockers searches and student scanning.



## Appendix K: Sample student weekly schedule

### Sample Student Schedule

	A Day	B Day	C day	D Day	E Day
7:45-9:15	Reading	Reading	Reading	Reading	Reading
9:15-10:15	Math	Math	Math	Math	Math
10:15-11:15	PLTW/EiE	PLTW/EiE	PLTW/EiE	PLTW/EiE	PLTW/EiE
11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Science	Science	Science	Science	Science
1:00-2:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:00-3:00	Writing	Writing	Writing	Writing	Writing
3:00-3:30	Organization/Transition	Organization/Transition	Organization/Transition	Organization/Transition	Organization/Transition

A Day- P.E.

B Day- Art

C Day- Computer Lab

D Day- Dance

E Day-Library

## Appendix L: Additional curriculum information to support educational concept

### SCIENCE:

Our science curriculum will follow the Comprehensive Math and Science Plan to ensure students have opportunities to interact with the science curriculum by exploring and discussing the various concepts at their level of understanding. The science content will move students beyond the text to grasp a true understanding of how science is used daily and the implications of new learning for the future.

### MATHEMATICS:

The mathematics curriculum will build on the strands (domains) within the Wisconsin Core Standards, number operation relationships, algebra, statistics and probability, data analysis, number processes, and geometry with the Comprehensive Math and Science Plan. Our teachers will incorporate mathematical ideas and routines throughout the school day are based on real world experiences as well as naturally integrate science concepts.

### LITERACY:

The reading program will follow the format of the Comprehensive Literacy Plan by aligning the objectives to the common core state standards. Students will have access to various genres of reading materials to support phonological awareness, decoding, word recognition, and reading fluency in the early grades. Teachers will use data to determine the needs of the students and provide challenging rigorous work that results in student proficiency in all areas of literacy.

### WRITING:

Writing is supported through the use of shared and interactive writing , writing workshop, and journal writing. The writing process allows students to:

- Communicate effectively for a variety of purposes and for different audiences
- Apply knowledge of and effective use of the six traits
- Learn and use editing techniques to improve quality of writing from peers, teachers, and online resources

## SOCIAL STUDIES:

Brewers Hill STEM Academy will work with students to explore the various areas of the social sciences. Students will also be taught the skills of the historian which include the ability to analyze primary sources, recognize bias, and fit events into an historical context. An emphasis of economics and career/trade education will be provided. We will use our partnerships with various community organizations to serve as mentors for students to understand how to apply the concepts in meaningful ways that extend beyond the classroom.

**Appendix M: Letters of support from  
business and community partners**

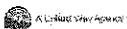
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James R. Popp  
Austin Ramirez  
William L. Randall\*  
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Mary Ellen Stanek\*  
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Scott A. Wrobbel  
James L. Ziemer  
Arno Zizzo  
Diane Zore\*

\*Deceased Past Chairs



**BOYS & GIRLS CLUBS**  
OF GREATER MILWAUKEE

February 17, 2012

To Whom It May Concern:

With our relationship with Carver Academy we have been able to touch the lives of hundreds of kids through our Carver Boys & Girls Club for over 8 years. We believe that Carver Academy is a wonderful partner and has shown a dedicated commitment to serve the youth of Milwaukee.

We believe that working with the neighborhood schools throughout Milwaukee is a wonderful way to infuse our Club programming, *Good Character and Leadership, Healthy Lifestyles and Academic Success* into the educational values created by the school itself. We believe that providing students a healthy amount of positive programming and positive relationships gives them the opportunity to experience positive values to carry on as they grow and mature.

We believe in viable and sustainable partnerships that are dedicated and focused on working and serving youth in Milwaukee. We believe that Carver Academy is one of those partners and we look forward to working with them in years to come.

If there are any other questions, please feel free to contact me at 414-267-8156 or via email at [laneller@boysgirlsclubs.org](mailto:laneller@boysgirlsclubs.org).

Sincerely,

LaNelle Ramey, M.A.

Area Director

Northwest Area -- Boys & Girls Clubs of Greater Milwaukee

**GREAT FUTURES START HERE.**

**GREAT FUTURES START HERE.**

Mardak Center for Administration & Training • 1558 North 6th Street • P.O. Box 12486 • Milwaukee, WI 53212  
Phone: (414) 267-8100 • Fax: (414) 267-8184 • [www.boysgirlsclubs.org](http://www.boysgirlsclubs.org)

# DISCOVERY WORLD

innovation | technology | environment  
*it's where we're going*

February 17, 2012

Ms. Jacqueline Jolly-Walton, Principal  
Dr. George Washington Carver Academy of Mathematics & Science  
1900 North 1st Street  
Milwaukee, WI 53212

Re: Letter of Support - Charter School Application

Dear Ms. Jolly-Walton:

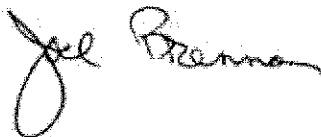
I am writing to express Discovery World's strong support of the Dr. George Washington Carver Academy of Mathematics & Science proposal to Milwaukee Public Schools. Discovery World is proud of its ongoing relationship with George Washington Carver Academy of Mathematics and Science. We are eager to build on our past work together and to fully integrate our projectbased learning experiences with middle school classroom curriculum in the new school.

Discovery World, working in collaboration with George Washington Carver Academy of Mathematics & Science, is pleased to collaborate to align our middle school program offering with classroom-based math and science curriculum. We also welcome the opportunity to incorporate delivery of specified program content in our educational labs and classrooms during the academic year as a means to enhance student engagement, motivation and achievement relative to grade level math and science learning objectives.

For the past several years, Discovery World's education team has worked with George Washington Carver Academy of Mathematics & Science to deliver out of school learning experiences to support classroom lessons. The opportunity to collaborate with George Washington Carver Academy of Math & Science and your partners to further enhance student academic achievement in science and math is truly exciting.

On behalf of Discovery World and our partners in the community, I encourage Milwaukee Public Schools to consider your proposal to provide better educational opportunities to the middle school students you serve.

Thank you for your consideration, and please let me know whenever I can be of service to you.  
Sincerely,



Joel T. Brennan  
President & CEO  
Discovery World



School of Education



CENTER FOR  
NEW AND  
PROFESSIONAL  
EDUCATORS

Social Justice, Excellence, and Equity in Education

February 16, 2012

**Dr. Barbara L. Bales**  
*Associate Professor & Director*

Enderis Hall, Office 349  
2400 E. Hartford Ave.  
Milwaukee, WI  
53201-0413  
414 229-3002 phone  
414 229-5571 fax  
[www.currins.soe.uwm.edu](http://www.currins.soe.uwm.edu)  
[bbales@uwm.edu](mailto:bbales@uwm.edu)

Dear Ms Jolly,

I am pleased to write this letter in support of Brewers Hill Science, Technology, Engineer, and Mathematics (STEM) Academy. This support is framed by conversations about developing a formal relationship that focuses on:

- Developing a teaching and learning environment for UWM student teachers;
- Providing a teaching and learning environment for UW System Institute for Urban Education student teachers;
- Offering professional development opportunities for Brewers Hill S.T.E.M. Academy teachers;
- Improving the collaborative teaching and action research efforts of the staff; and
- Supporting the ongoing research efforts around the school's development.

The CPNE is responsible for providing professional development opportunities to educators, administrators, and pupil services personnel so they progress along a re-licensing continuum with the expanded intellectual capacity to better support learners in urban classrooms. The focus of these professional opportunities attends to the research, evaluation and resources that support the data-driven decision-making that drives student achievement and learning.

We believe this letter of support upholds our belief in the current and future capacity of the Brewers Hill STEM Academy, its organizational structure, and its instructional staff.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara L. Bales".

Dr. Barbara Bales, Director  
UWM Center for New & Professional Educators  
<http://www.cnpe.uwm.edu>  
Associate Professor of Instruction  
[bbales@uwm.edu](mailto:bbales@uwm.edu); 414-229-3002



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Ken Leinbach



Feb. 8, 2012

To Whom It May Concern,

The Urban Ecology Center supports the proposal to open Brewer's Hill S.T.E.M. Academy as a Milwaukee Public Schools Charter School.

We currently partner with Carver Academy, providing environmental education and science field trips and would work closely with Brewer's Hill S.T.E.M. Academy to do the same. Our field trips supplement classroom science curriculum by engaging the students in hands-on learning, using the scientific method and applying their knowledge of science and the environment in our outdoor classroom at Riverside Park. Since Brewer's Hill will focus on S.T.E.M. education, the Urban Ecology Center will be able to work closely with teachers to teach science concepts to all grades.

The Urban Ecology Center has a wealth of resources to share with schools. We offer professional development opportunities for teachers. The Earth Partnership for Schools Institute, a week-long summer institute that teaches how to establish gardens on school grounds and how to incorporate the gardens into many subject areas, is one example of how we can provide training for teachers. In addition, we have science and environmental education materials and equipment available to borrow for use in the classroom.

We have been impressed with Principal Jacqueline Jolly's initiative to gain support from community groups and educational institutions. Partnerships with S.T.E.M. organizations, colleges, universities, youth-serving organizations and the neighborhood will strengthen the school, as well as the Brewer's Hill neighborhood.

The Urban Ecology Center looks forward to working with Brewer's Hill S.T.E.M. Academy in the future. We recognize that strong S.T.E.M. education is becoming increasingly important and we believe that Brewer's Hill S.T.E.M. Academy is well positioned to provide quality S.T.E.M. education.

Sincerely,

Sarah Rohe  
School Program Coordinator  
Urban Ecology Center

**URBAN ECOLOGY CENTER**

Riverside Park 1500 E. Park Place • Milwaukee, Wisconsin 53211 • Phone: (414) 964-8505 • Fax: (414) 964-1084 •

[www.urbanecologycenter.org](http://www.urbanecologycenter.org)

Washington Park • 1859 N. 40<sup>th</sup> Street • Milwaukee, WI 53208 • Phone: (414) 344-5460 • Fax: (414) 344-5462

February 16, 2012

Jacqueline Jolly-Walton  
Principal  
Dr. George Washington Carver Academy of Mathematics & Science  
1900 North 1st Street  
Milwaukee, WI 53212

Dear Ms. Jolly,

On behalf of the Career and Technical Education (CTE) Department at MPS, I am happy to express our support for your efforts to increase the concentration and rigor of Science, technology Engineering and math (STEM) education in what will become the Brewers Hill STEM Academy.

CTE in MPS has been working with schools to strengthen STEM education for the past seven years using the nationally recognized program Project Lead The Way (PLTW). PLTW offers a hands-on curriculum that brings high level math and science together with hands on projects in technology and engineering. The results have been strong in MPS. Middle school aged students in PLTW attend school more regularly, have less suspensions and score significantly higher on the state standardized tests than their non-PLTW peers. These students also show more interest in pursuing STEM careers and STEM post secondary studies.

CTE has also worked with the MPS science department to support Engineering Is Elementary, a similar program to PLTW, for grades K-5. Additional options are available to enhance the STEM focus of the Brewers Hill STEM Academy, including after school robotics clubs and competitions, partnerships with local engineering schools and businesses and a variety of STEM focused field trips and career exploration activity.

It has been my pleasure to work with you in the planning for the new Brewers Hill STEM Academy. The programming that we are developing together is drawn from nationally recognized models that have locally proven to be effective.

Sincerely,



Lauren Baker  
Coordinator, Career and Technical Education  
Milwaukee Public Schools



MILWAUKEE AREA **Technical College**



Michael L. Burke, Ph.D.  
President

700 West State Street  
Milwaukee, Wisconsin 53233-1443  
414-297-6320  
fax: 414-297-6553  
e-mail: burkem@matc.edu

February 17, 2012

To Whom It May Concern:

As President of Milwaukee Area Technical College (MATC), I support Carver Academy's application for instrumentality charter status under the name of "Brewer Hill S.T.E.M. Academy".

- For the past 100 years, MATC has provided the Milwaukee community with academic & vocational courses and programs that are grounded in a commitment to preparing students to become gainfully employed and engaged in the rapidly changing scientific and technological advances of our times. We understand also that the college's success in making good on this promise is connected to our support for the K-12 education of students before they begin their post-secondary education at MATC.
- MATC acknowledges a special responsibility to our neighbors, the people, businesses, and institutions that reside in and serve the community adjacent to our Downtown Milwaukee Campus. This means lending and sharing both physical and knowledge resources that contribute to the success of our community.
- As a college founded on the progressive principles of applied learning, MATC seeks ways to engage students in a two-way learning experience through engaged and service learning for students in technical and associate degree programs. Developing a partnership with a neighboring school will provide students in the Teacher Education, Early Childhood Education, and Interpreter Technician programs with high-quality field experiences.

The creation of a high-performing charter school with a curricular focus of Science, Technology, Engineering, and Math will not only meet the needs of our urban neighbors, but will enable MATC to continue to fulfill its educational and urban mission .

Sincerely,

Michael L. Burke, Ph.D.  
President

Downtown Milwaukee Campus  
700 West State Street  
Milwaukee, WI 53233-1443

Mequon Campus  
5555 West Highland Road  
Mequon, WI 53092-1199

Oak Creek Campus  
6666 South Howell Avenue  
Oak Creek, WI 53154-1196

West Allis Campus  
1200 South 71st Street  
West Allis, WI 53214-3110

1100 E. Green  
11100 E. Green

MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans With Disabilities Act.

## APPENDIX N: TENTATIVE SAMPLE TEACHER WORK WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:30	Extended Day Program				
7:25	Teachers Report				
7:45-9:15	Literacy Block				
9:15-10:15	Math				
10:15-11:15	PLTW /Engineering is Elementary				
11:15-12:00	Lunch				
12:00-1:00	Science				
1:00-2:00	Social Studies				
2:00-3:00	Writing				
3:00-3:30	Organization/ Transition				
3:30-4:30	Professional development Planning Home visits				

## APPENDIX O: LOCAL ASSESSMENTS

Our school will provide our students with standards-based report cards in kindergarten through 8th grade that are based on the Core Standards. A standards-based report card lists the most important skills students should learn in each subject at a particular grade level.

### Grading:

Grades reflect progress toward mastery of each state standard. Teachers evaluate students relative to each standard on the state core curriculum and report mastery levels attained on those standards to parents. Students will receive marks that show how well they have mastered the particular skills. The marks show whether the student is beyond grade level expectations (advanced proficient), meeting grade level expectations (proficient), showing progress but not meeting (basic) or showing little or no progress towards the expectation (minimal). On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students will receive progress reports intermentally.

### Determination of grades:

- Grades reflect the level of proficiency on various standards for each subject area.
- Students' scores are derived from teacher observations and tests.
- Grades focus on the end of the year goals for each grade level. As performance goes up the grades are changed to reflect the new level of mastery.
- Summary grades are given for subject area summarizing the mastery level for the subject area.

### Advantages to standards based grading:

- Grades are based on the level of achievement the student attained at the end of the teaching cycle for each standard. Practice is not included in the grade.

- Parents can see which standards students have mastered and which ones they need more work on in larger content areas such as reading, composition or math.
- Creates more consistent curriculum between teachers on the same grade level.
- Homework completion is reported separately from mastery of concepts and skills.
- Work habits and effort are reported separately.

## APPENDIX P: ANY OTHER PERTINENT INFORMATION

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