



Reform Redesign Report

Brewer Elementary-Middle School

Detroit City School District

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Brewer Academy is striving to become an institution where students learn in a safe and healthy environment. We are striving to become a technological institution where students are actively engaged in learning while meeting the requirements for adequate yearly progress.

Brewer Academy had an enrollment of 607 students enrolled in grades Kindergarten through eight. One hundred percent of the student population is African-American. Brewer Academy has only been a K-8 configuration for three years. The students who live within the boundaries of Brewer Academy have been devastated by economic hardships; therefore, we have seen an increase in at-risk students. In an effort to address the needs of at-risk students, the school has a Resource Coordinating Team (RCT) that meets on a monthly basis to address the needs of students by identifying and devise an action plan to meet the educational needs of the students. A Title I counselor coordinates the meetings between the parents and the RCT. In addition, parents are invited to LSCO meetings, parent-teacher conferences, and various school activities to remain well-informed about their child's academic performance. Initial communications are sent home on the first day of school year and on a monthly basis throughout the school year. Brewer operates under a School-wide Title I program.

Brewer is located on the eastside of Detroit, which has been hit hard economic times. Many homes have been demolished in the area and many once vibrant blocks have now become vacant fields. However, due to the changes of the community our student population has remained consistent and has exceeded the Districts' projection since 2009. Due to the housing market failure, many families have merged together so their children may continue to attend Brewer.

Regardless, of the declining neighborhood, parents are eager to partner with the school and learn helpful tips to help their children become successful. Many of our parents participate in the "Work First" program through the State of Michigan, but never miss an opportunity to collaborate with the school during LSCO Meetings, parent-teachers, parent meetings and School Improvement Team.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Brewer Academy is striving to become an institution where students learn in a safe and healthy environment. We are striving to become a technological institution where students are actively engaged in learning while meeting the requirements for adequate yearly progress.

Mission Statement

Brewer Academy will embrace the challenge of educating all children within a global society, by developing and implementing a structured and effective learning environment. This learning environment will provide an opportunity for all students to effectively meet their academic needs, through a dynamic learning experience. The staff of Brewer Academy will instill a sense of mutual respect in our students through exemplary staff role models, and peer mediation.

Belief Statement

The staff at Brewer Academy believes that all students can learn and will achieve academic excellence when given the opportunities and resources that will enhance learning. In addition the Title I Staff will establish programs that will ultimately have a positively impact on the academic success of Brewer Students. Strategies and programs will effectively and decrease the achievement gap of Brewer Students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Brewer Academy has received notable achievements through its Academic Games program. The school has won State Academic Games Championship academic games in the following years, 2009 through 2011, earning National championship status last year. Also, Brewer was the only urban school to attend the National Science Bowl in Washington, DC, in 2009 through 2011. Brewer also holds the title of Regional Science Bowl Champions for 2009 and 2010 and the students had the opportunity to meet our first lady, Michelle Obama. Brewer Academy has demonstrated success in the areas of parental involvement, school climate, and safety. We are currently striving to increase academic achievement through the use of data to guide instruction and to identify and implement intervention strategies, as denoted through walk through by the leadership team. Brewer is continuing to create a culture of high expectations through providing challenging learning experiences and rigor.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Brewer has a deeply dedicated staff that functions as a family and supports student achievement and the ideology that all students can learn and become successful citizens in society.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

| | | |
|----------------------|--------------------------------|-------------------------------------|
| Cecily Wilson | Principal | cecily.wilson@detroitk12.org |
| Carol Moore | Academic Engagement Officer | carol.moore02@detroitk12.org |
| Roslyn Ruffin | Title One Teacher | roslyn.ruffin@detroitk12.org |
| Justin Kemeny | Teacher | justin.kemeny@detroitk12.org |
| Addie Delahoussaye | Teacher | addie.delahoussaye@detroitk12.org |
| Laronda Paden | Teacher | laronda.paden@detroitk12.org |
| DeVette Brown-Tucker | Teacher | devette.brown-tucker@detroitk12.org |
| Vanessa Canady | Teacher | vanessa.canady@detroitk12.org |
| Brenda Phillips | School Improvement Facilitator | brjoph@aol.com |
| Nancy Fenton | Intervention Specialist | nancyfenton@comcast.net |

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Brewer Academy will implement two strategic reform ideas in order to change teaching and learning at our school. First, we will create and cultivate a climate of high expectation for increased learning for all students by all stakeholders at Brewer School. Secondly, we will use tiered intervention driven by data dialogue to guide instruction and positively impact student achievement in core content areas. Research by;" Abott, Joireman, Stroh, 2002, cites the following; Changing School Culture to Improve Climate' shows that with few exceptions, a positive school climate impacts schools in the following way: Less prone to violence, substance abuse and higher graduation rates. Research was gathered from more than 75,000 students in 127 schools and it confirmed that positive building and classroom climates impacted student achievement. "McNeely, Nonnemaker & Blum, Promoting School Connectness: Evidence from the National Longitudinal Study of Adolescent Health, Journal of School Health, April 2002, Vol 72, No4 Pg 138- 146.

The rationale for the selection of Big Idea I: Cultivating a climate of high expectations for increased student learning was based upon data and reflective dialogues, which was the focus of our opening school improvement and follow-up staff meetings. This transformation effort is also supported by the data from our SIP/ School Profile/ Perception Data 2010 - 2011. Data results were gleaned from surveys issued to teachers, students and parents. Perception data ratings to classify perception(s) of the school climate (from all stakeholders) were categorized by the following ranges: " None, Few, Some, Most, All", (Refer to data results in section below). Results from our data reflected a need to address school climate in our transformation model in order to support student achievement.

Our second big idea reform strategy which will impact instruction, indicates the use of tiered intervention driven by data dialogue to differentiate instruction and positively impact all student achievement in core content areas. Data dialogue is a collective process designed to create a shared understanding of issues and events using information from many difference resources. It separates inquiry, analysis and problem finding from the rush to decide and the rush to act" (Wellman, Lipton 40)

The rationale for the selection of the Big Idea II (Instructional) was based upon an analysis of data (See section II for data results) and data driven dialogues. In order to address the transformation efforts that will be put in place, the staff will be actively engaged in on-going data - dialogue to support them with developing a cohesive yet practical structure to focus instruction in order to personalize and differentiate instruction to promote measurable student gains in core content areas. Evidence of success of the implementation of Big Idea II: Using data driven dialogues to drive tiered intervention will be documented by improved student achievement with on-going formative and summative assessments:DIBELS, STAR,MAP,MEAP,etc. Results from assessments will be analyzed and ongoing by weekly grade level meetings. Each grade level teacher will alternate leadership roles to serve as lead facilitator in the data driven dialogues. Dialogues will be focused on pre-test, interim and post test results, along with identified best practice support strategies to promote student achievement.

State what data were used to identify these ideas.

Brewer uses the following data; Perception (School Improvement Plan, MEAP, DIBELS, Star Reading, Star Math, MAP, as well as ongoing formative and summative assessments of current curriculum.

Data analysis from our School Improvement Data Profile documented the following: (Teachers) There was (Some) movement toward a positive trend of the school working toward cultivating an environment for increased student learning by all Brewer stakeholders, however there was a need for (Some) improvement. Surveys by teachers also reflected there was (Some) positive increase in perception as it related

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to school climate, which they felt positively impacted student performance in the classroom. (Most) primary students' surveys indicated that the Brewer School was a safe and a good place to learn. (Most) Middle school students felt that although the climate was improving, additional classes outside of the core curriculum needed to be put in place. They felt an offering of additional classes would support a more positive school climate and cut down on the number of disruptions and/or behavior issues during the school day. Data from parent surveys (gathered from Annual Title I Parent Meeting, Oct. 2012) indicated that (Most) of the community/parents felt the climate of the school was improving under the leadership of the assigned principal over the past two years. However, perception data from surveys also indicated the following: (Most) Parents felt the climate for learning would improve greatly if there were more opportunities for extended learning opportunities both inside and outside of the standard offerings of the curriculum. (Field trips, gym, art technology, etc. Teacher surveys (Most) indicated a need to continue to build upon a climate that was conducive to learning by consistently maintaining and reinforcing current policies and procedures (governance) which impact student learning. Data analyzed from teachers' perspective (All) felt strongly that a school climate could only be conducive to learning, if there was a consistent structure and policies in the workplace. (All) felt these policies and procedures must be understood and respected by all parties (leadership, students, parents, if the school climate is to be conducive to learning.

What data was used to identify these ideas?, According to the School Data Profile and MEAP Trend Data:

Trend Data from MEAP 2009 - 2012 indicates the following:

Reading 2009-2010: highest level of proficiency for all grades was 29.9% (in grade 3)

Reading 2010- 2011: highest Proficiency level for Reading for all grades was 28.4% (in grade 3)

Reading 2011 -2012, highest proficiency level for all grades in reading was 33% (in grade 7)

Math 2009 -2010 highest level of proficiency for all grades was 39.2% (in grade 5)

Math 2010 - 2011 highest level of proficiency for all grades was 45.7% (in grade 6)

Math 2011 - 2012 highest level of proficiency for all grades was 26% (in grade 6)

Science, Social Studies and Writing scores were also in the lowest percentile across the board as it relates to proficiency for all students who took the exam in the designated grades

Data from DIBELS indicates that only 27% of the students in grades K-5 are performing at a proficient level. The STAR Reading assessments indicates that 80% of students are performing below the 25th percentile, and STAR Math indicates that 77% of students are performing below the 25th percentile.

Process for improving school climate is as follows:

On-going data dialogue will give Brewer stakeholders a "Real Time "snapshot of what is working and what needs to be revised or revisited for groups as well as individual students. As we strive to promote student achievement, and improve school climate, we will be actively engaged in the process of interpretative data dialogue. This will support us in making sound decisions which are reflective of "Best Practices. In order to implement the reform strategies it is important to look at the perception and academic data. Our MEAP Trend Data from 2009 to present indicates a need to improve in all core content, for all students, in all core content areas as we work toward having a proficiency rate of 85% for all students by 2022.

Evidence of success as it relates to improved school climate will be: fewer student referrals to office, less suspensions, and less parent/teacher conference regarding disruptive behavior.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

The district will align the principal selection process for Priority Schools to the "two-year rule".

Ms. Cecily Wilson is currently the principal at Brewer. She was assigned to a leadership role as the principal in 2009. Under her tenure, she replaced at least 50% of the staff in August of 2012. This was a part of her initiative to staff Brewer with highly qualified teachers to provide an exemplary education to our students.

Cecily Wilson has raised the expectations for all teachers and students of Brewer School and has demonstrated that she meets the criteria for being a turnaround leader in various capacities. She has and will continue to attend numerous professional development opportunities to gain insight on different levels of leadership and Best Practices to utilize to move Brewer out of the "high priority" status.

She is a team builder, which is essential if the transformation initiative is to be successful. Action plans are also developed and supported by the principal, in conjunction with the collaborative efforts of the school improvement team. She further demonstrates her ability to be a turnaround leader by not only having high expectation of the staff to embrace turnaround strategies but she also exemplifies those expectations within herself.

Ms. Wilson is also actively engaged in the process of data dialogue. She respects and understands that data is the driving force behind all student achievement. She works tirelessly not only on the instructional component but also on implementing and maintaining practices which promote the improvement of the climate of the building as well.

She has worked tirelessly to change the infrastructure of the school as it relates to climate. She has actively engaged parents and students in taking pride and ownership in their institution of learning. As a result of these endeavors, there has been a collaborative effort to design a new mascot, select a dress code, which is reflective of student pride, and developed a mutual sense of respect among peers, staff, and the community to demonstrate that they value their school.

CECILY WILSON RESUME

Professional Objective

To become a principal of an exemplary school that has met the academic, social and creative needs of all students.

PRINCIPAL-Detroit Public Schools 2009-Present

Brewer Academy (K-8)-current school

Lodge Elementary School (PK-5)

During her tenure as a principal in Detroit Public schools, she continuously attends professional development workshops for administrators. The professional development workshops encompass a variety of topics that consist of; but are not limited to Transformation University, leadership styles, PD 360/teacher observations, PD360 additional professional development via video analysis and data interpretation.

Major Contributions as Principal:

Monitored and supervised staff of 30

Developed Principal's Leadership Team

Conducted informal and formal teacher observations

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Created a safe environment for students
Planned and implemented a successful Family Night Events with over 200 families in attendance
Decreased student code infractions by 50%
Increased staff attendance from 75% to 99%
Planned and conducted staff development for teachers
Implemented in-house Big Brother/Sister Program
Supervised instructional and non-instructional staff
Implemented Eighth Grade Plan
Initiated Individual Learning Plans (ILP) for all students
Incorporated Data Binders/Boards into daily school operations
Devised security plan
Chaired Resource Coordinating Team (RCT)
Implemented successful "anti bully" campaign
Developed partnerships with outside organizations
Interviewed and selected staff 2011-2012

PREVIOUS DUTIES-Detroit Public Schools

MATHEMATIC SPECIALIST-

As a mathematic specialist, she was responsible for providing math teachers (to a least 3-5 schools weekly) with innovative strategies on increasing math scores and motivate student learning. In addition, she assisted with district and state testing, provided staff development for math teachers at the area level, assisted teachers with classroom management strategies, writing lesson plans and designing classroom for collaborative/group instruction. The position of mathematic specialist allowed me to serve a liaison between the area and the schools which she serviced on a weekly basis.

STAFF COORDINATOR-

As a staff coordinator, she served as the assistant to the principal and/or assistant principal. Cecily Wilson duties consisted of planning and preparing staff development for staff, parent workshops, interpreting data, conducting teacher observations, checked lesson plans, grade books and other documents related to student achievement.

Eastern Michigan University

Ypsilanti MI 48197

Teacher Certification

Masters of Education-Educational Leadership -1996

CURRENT CERTIFICATIONS

State of Michigan

Provisional certification

State of Michigan- Administrator's Certification

AWARDS

Superintendent's Award

Who's Who Among Teacher Recipient

Principal's Award

EduQuest Participant

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Evaluation Process/Tools

The District has developed new evaluation processes for teachers and school leaders that is based on the following: set of professional standards that define effective teaching and leadership, student achievement outcomes, continuous improvement and accountability.

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Excellent teaching must be at the center of any successful school district. Excellent teachers, however, are not simply "found" and left to work magic in classrooms. They must be supported and developed over time to achieve greater results with their students year after year. Individuals at all levels of the district play a crucial role in this process - from district administration to principals, from coaches to teachers - everyone must work to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day in Detroit Public Schools until they graduate is the most critical responsibility we share.

Our belief that all students in Detroit Public Schools can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make Detroit Public Schools excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals we have set for the district, its employees, and most importantly our students. The rubric upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development. In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year. In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 25% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

Principal Evaluation Tool/Process:

Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform.

Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and at the same time, meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by: Creating a shared vision of effective leadership, providing feedback to principals that support the refinement of their work, a system of acco

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

The standard that will be set to identify teachers who are demonstrating student achievement, will use the following data as a guideline, DIBELS, MAP, Star Reading, and Star Math. These assessments are given at least three times during the school year. Each student will have a goal of increasing their achievement level on assessments by 25%, which will be identified in their individualized learning plan. The teachers will be recognized as effective if a minimum of 50%-75% of students in their classroom achieve their set goals on their IDP.

Staff recognition and motivation is an ongoing process at Brewer. Brewer weekly notes are written by the administrator and e-mailed to all staff members at the start of each week and teachers are recognized in a section titled "Golden Hat Reward", teachers receive accolades for outstanding tasks associated with the school culture of Brewer. For example, teachers who attend professional development and share with staff, teachers who have discovered innovative ways to motivate and encourage students to learn and other good deeds associated with student achievement and or staff relationships (that are essential for team building).

Unfortunately, we are unable to provide financial support to teachers, therefore the rewards will not be monetary. In addition teachers who are increasing student achievement on a consistent basis will be rewarded by receiving an additional coordinating period to plan strategies and implement innovative ideas to develop a stronger curriculum for the students.

During Teacher Appreciation week teachers receive a special gift each day culminating with a staff luncheon to show our appreciation for their dedication and improving student achievement. Each teacher is given an award that reflects the progress Brewer students have made in terms of academic and social growth. All teachers are involved in this celebratory event and are recognized for their accomplishments for the school year. In addition counselors and full time support are also recognized as they are also part of the teaching staff of Brewer School. In 2012-2013 school year Brewer will also implement a celebration of stars, as we recognize our own school leaders, teachers, and other support staff by hosting an in-house dinner with specific award certificates.

Effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

Achieving prescribed student performance targets set by the District as measured by the State MEAP/MME. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments; Management of budget - general purpose, school-

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based and federal; Student attendance goals; Suspension/expulsion goals;

Graduation goals; Thoughtful implementation of program recommendations as a result of school diagnostic reviews; Satisfactory completion of SIP academic plans, including SIP, and academic achievement; Participation and engagement in prescribed professional development opportunities; and Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance.

Thoughtful implementation of program recommendations as a result of school diagnostic reviews; Satisfactory completion of SIP academic plans, including SIP, and academic achievement; Participation and engagement in prescribed professional development opportunities; and Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

At the building level, prior to the removal of unsatisfactory staff they have received multiple opportunities for improvement such as: assistance from the District's curriculum supervisors, met with administrator to create a Individual Development Plan, received various professional development via the district and school then the appropriate procedure for removal is evident due to the importance of providing highly -qualified staff to support and provide for high student achievement.

Teachers who are rated ineffective or minimally effective will not be allowed to return to Brewer the following year. The district has given principals the right to selecting the staff members who receive a score at least 70% However, Brewer chooses to select staff with a score of at least 80% in an effort to attract staff members who possess the highest qualifications that promote academic success at Brewer. Teachers who perform at the top of their content area will be nominated for Awards from various organizations for recognition in mathematics, science, social studies and writing. These awards may vary in nature depending on the organization. Administration will continue to recognize and build a motivational atmosphere in various ways throughout the school year.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

During the 2012-2013 school year, the professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. All of the professional development will focus on assisting teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive professional development to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staff. As we move to increase student achievement on our standardized tests for the State and at the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for the professional development were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments. District Professional Development activities are aligned to the State Professional Development Standards.

At the school level the staff will interpret and analyze data for all students. Teachers will be grouped by grade levels to revise Individual Learning Plans (ILP) for students in the areas of reading and mathematics. The revisions of the ILP will include specific objectives that will

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drive instruction to increase reading and mathematics scores. In the content areas of science, social studies and writing teachers will collaborate and make adjustments to how instruction is provided to students who are not mastering skills. Teachers will work on the Common Core Standards to ensure that all students have an opportunity to learn and achieve academic success.

Brewer has developed and implemented a professional development calendar that will target very specific topics to address our reform efforts. All instructional staff will receive this professional development. Throughout 2012/2013 teachers will attend professional development workshops on the following topics, MEAP Data Analysis, Common Core Standards, Small Group Intervention, Response to Intervention (Tier Instruction), Data Driven Dialogue, Moving the Lower Achievers to Mastery, Differentiated Instruction, and Infusing Technology into the Curriculum. Additional topics will be added as determined through our weekly staff and grade level meetings. At the conclusion of each workshop, the staff will collaboratively decide the how the information and or resources will transfer into the classroom, and the administration will establish official guidelines to evaluate the process. Teachers will then be observed for effective implementation of the strategy and or activity. Observation logs and walk throughs will serve as evidence of formal documentation.

Brewer also will conduct weekly extended staff meetings in which teachers will have an opportunity to collaborate and share educational practices. It will be during this time that teachers will work in grade level groups and cross grade level groups to dialogue regarding data, intervention, and teaching/learning strategies, and continuing to ensure that the primary reform ideas of the transformation plan are being implemented effectively.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Detroit Public Schools (DPS) provides various opportunities for teacher growth and promotions through posting new job on the DPS employment webpage. Teachers who meet the qualifications may apply for any positions that are currently available. Positions range from promotions that are an extension of the classroom, such as instructional specialist and Title I teachers. At the district level teachers may also elect to apply for administrator positions for which they meet the qualifications. The positions may consist of but not limited to assistant principals, academic engagement officers (AEO), curriculum supervisors at the district level.

At the school level, teachers may elect to become lead teachers at Brewer. The lead teacher position allows teachers to attend curriculum based meetings and share the information they have gained with their colleagues. This process allows for all teachers to receive information that is disseminated at the district level and therefore, allowing all teachers to receive the same pertinent information. In addition, a teacher will be selected by staff members to become Chairperson of the School Improvement Team and act as a facilitator to guide the process for competing the school improvement plan as well as other Michigan Department of Education Reports.

The principal also selects a leadership team that will assist with the school improvement team writing process, teacher observations, school Transformations Plan, SPR 40, School Data and Analysis Report and School Wide Title I components. The leadership team will be instrumental in developing plans and strategies for the improvement of student achievement in the areas of mathematics, reading, social studies, science and writing.

Our professional Development calendar was developed with the administrative and instructional staff at the beginning of the school year 2012/2013, after careful review of the data. It was decided that Professional Development should be ongoing throughout the school year, and directly developed from the needs in the School Improvement Plan, which is tied directly to the reform strategies. (The Professional Development Calendar is attached below)

In addition to the school PD calendar and the district professional development days that are scheduled for the school year 2012/2013. All staff is required to sign up for a minimum of two professional development opportunities per month, in which they must provide

documentation with their lesson plans. Teachers are then given the time to share information/resources during the weekly staff meetings, in order for the staff to remain updated with the latest and best practices within their classrooms.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

The use of grade level meetings and cross grade level meetings biweekly will help with the comprehensive instructional reform strategy of providing tiered intervention. This will allow teachers to provide instruction by identifying and targeting skills and concepts to work on for mastery. Currently teachers are using the following data to guide instruction, Dibels, Star Reading, Star Math, and weekly assessments to guide instruction. This data allows teachers to quickly identify at risk students, working below grade level.

Research has proven that Common Core State Standards are the first step in providing students with a high-quality education. It is also clear that every student parent, teacher know what the standards for success is in every school.

The Common Core State Standards have been weighed and to help teachers, parents and community leaders create the standards that are designed to improve education and instruction for students. This will allow our teachers to be better equipped to know exactly what they need to know to help students learn and establish individualize benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures well-and to give students the opportunity to master skills and objective that have been set.

In addition with research has proven that when students, parents and teachers all on the same page and working together for shared goals, schools can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

To appropriately cite the Common Core State Standards, use the following:

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards (insert specific content area if you are using only one)

Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

Copyright Date: 2010

Stephen Peters author of *Do You Know Enough About Me?* The author states that it is important not only that the teacher knows the students they are teaching, but the students also must know what is expected of them as students. In order to have success it is important for parents and teachers to know the fundamentals of building relationships with children they teach. Moving students from one grade to the next requires that teachers are motivated and know how to prepare students for mastery.

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There is Nothing Wrong with Black Students by Dr. Jawanze

Kunjufu states, those children should be first when it comes to education. Students have lost too much instructional time due to changing of
SY 2012-2013

classes, waiting for teachers to begin instruction and not having a smooth transition from task to task. Increasing the instructional time can and will increase student learning. At Brewer we have already begun the process of improving our curriculum to better meet the needs of our children.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Summative Data

Review data as grade level teams from the top down to address overlapping grade level GLCS's/Common Core Standards to meet desired school-wide goals for student achievement.

Use item analysis to create a building level action plan for school wide student achievement and AYP.

Individualize student instruction to meet individual goals for AYP.

Quarterly Benchmarks, informal assessments and diagnostic testing as a means to address individual instructional needs for the student, as well as self evaluation and reflection to gauge "Best Practices" of the teacher /instructor.

Emphasis the use of Common Core Standards as a tool for effective planning and "Best Practices".

Formative Data

Student inventories are used to form a variety of assessments and create lessons that are based on student interest, in order to increase overall student achievement differentiate instruction.

Plan and design lessons with the support staff (i.e. resource etc.) to provide opportunities for success for all and offer additional means for both individualized differentiated instruction.

Interim

Use grade level instructional planning to increase cross-curricular instruction, as a means to provide enrichment and authenticity to student learning. This also involves the use of "Best Practices" such as the Gradual Release Method where the teacher begins each lesson by assessing student's prior knowledge, modeling, and then gradually releasing the students' involvement until they are able to work independently and effectively.

Star Reading/Star Math/Accelerated Reading; are used to provide immediate feedback and set individual instructional goals within that particular content area.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

The Master calendar is prepared by the district which specifically outlines the days of instruction for regular and extended school days. Within the calendar professional development is included for instructional and non-instructional staff with Detroit Public Schools.

Increased Student Learning

Brewer also creates a master schedule which list specific content areas taught (math, reading, science, social studies and writing) including actual instructional time (minutes) for time for each course taught and the days for each subject for all grades K-9. For the 2012-2013 each teacher receives two coordinating periods compared to five coordinating periods for the 2011-2012 school year. This modification has allowed for an additional 150 minutes of additional teacher instruction, therefore, providing students with the same 150 minutes of teacher/student interaction with teachers and/or support staff that have an invested role in student learning.

For the 2011-2012 school year each instructional period was 45 minutes and for the 2012-2013 school years the periods are 50 minutes. All students are scheduled for seven courses, therefore, the adjustment in individual classes this year allows for an additional 35 minutes of instruction daily and 145 minutes of additional instruction weekly. ELA was not blocked for all grade levels during the 2011-2012 school year, a modification was made to ensure that all grade levels have a ninety minutes block schedule to ensure that students have interaction with teachers in ELA/Reading to impart the reading curriculum to all students without a interruption in instruction learning.

School Service Assistants (SSA'S) have been added to the staff for the 2012-2013 school year to provide students with one-one and small group instruction. The 2011-2012 school years did not have SSA'S at Brewer Academy. This supplementary instruction not only increases academic hours of instruction for students, but also gives Brewer students the guided instruction that will help propel students to a higher level on DIEBELS, BURST and individual academic performance for all students in grades K-8.

Special education aides are located in the self-contained learning disabilities and cognitive impaired classrooms to collaborate with the classroom teacher to provide individual instruction to students according to their (individualize Education Plans (IEP's).

Staff meetings allow for additional planning time for students for the 2012-2013 school years due to increased time. Staff meetings for the 2011-2012 school years were held on Wednesdays for an hour per week. The staff meetings for the 2012-2013 are now held for a minimum of two hours per week. Therefore, teachers now have eight additional hours of planning per month versus four hours for the previous school-year. The extended staff meetings allow for increased grade level meeting, content level meetings, and general staff meetings. These meetings will allow math, ELA, science and social studies teachers to plan for specific strategies that will prove academically beneficial for all students in grades K-8. The general staff meetings give teachers the opportunity to share goals and objectives for all grades in an effort to explore, plan and implement the dynamics of competencies for each grade level and all content areas (reading/ELA, math, science, social studies and writing).

Students with special needs have a push-in program to support students with learning disabilities by the resource room teachers. This instruction provides special needs students with specific time that may include modification of lessons to help students meet the specific academic goals and objectives. Resource room teachers also collaborate with the general education teacher to devise plans for specific instruction and needs for accommodations.

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Brewer Elementary-Middle School

All teachers prepare weekly lesson plans that are specially written to identify the goals, procedures, evaluations that will take place daily. Lesson plans are submitted weekly (every Friday) and are read and reviewed by the administrators. In addition all teachers submit three-day emergency plans that will provide the substitute teacher with specific directions during their absence; this prevents loss of instruction without have a plan in place during the absence of a teacher.

Individualized Development Plans (IDP) has been developed for all students in grades K-8 to chart progress and to set goals for students in ELA and mathematics. Teachers and administrators collaborate arrive at a census on programs/activities that will increase academic performance in all students at Brewer Academy.

Programs in Place-Grades K-8

Academic Games, Science Bowl and Yes Club are student organizations that

Promote academic excellence in students. In Academies Games and Science Bowl students have an opportunity to compete for state/national recognition.

Word of the Week- a word of the week is given to elementary and middle school students. The words of the week are posted in individual classrooms and various locations throughout the school. Through out the week, students learn antonyms, synonyms and apply the word of the week to real-life experiences.

Country of the Month- The students learn information about location, climate, food, clothing and specific traditions for that country.

Accelerated Reader and Math- is a computerized technology program that allows students to work at their own pace to develop and increase math and reading skills.

Study Island- a computerized program that gives students practice in reading, mathematics, social studies and science to motivates students to learn and in return increase student performance.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Brewer will continue to engage parents through parent meetings, assemblies, after-school tutorial program, and homework activities provided via netbooks. Brewer ensures increased parental involvement through field trips, social programs. Parents also have access to resources through learning village.

Brewer conducts The Annual Title I Meeting annually in September, parents are invited to come and receive information about Title I programs, staff, parental involvement funds and resources available to their children for the year. During this meeting parents are given the opportunity to ask questions to the administrators and Title I staff.

The Title I teacher conducts a variety of parent workshops for parents at all grade levels to provide reading and mathematics strategies to use at home to assist their children. These meetings are held on a monthly basis and parents receive materials or participate in make and take activities as an enrichment tool for their children.

The Title I counselor is available to at-risk students on a daily basis who are experiencing difficulties in school which may interfere with their individual academic performance. The counselor provides counseling services with the students in an effort to eliminate the barriers that prevent students from reaching their academic potential. In addition, parents are extended the opportunity to speak with the counselor regarding concerns they have regarding their child's academic performance, psychological testing, and recommendations for family services.

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Grade level parent meetings are conducted to convey objectives and goals for student achievement to all parents. The grade level meetings are conducted in the following sequences; grade 8, grades 6-7, grades 3-5 and grades K-2. The grade level parent meetings are conducted by the teachers who are responsible for direct instruction in reading, mathematics, social studies, science and writing. Parents are given information about the curriculum, testing information, classroom materials, assignments and any other pertinent information concerning the academic performance of their children.

Brewer does not have Pre-Kindergarten program, however, we have a partnership with a Community Head Start program that visits Brewer annually to observe our Kindergarten program for possible enrollment to Brewer in September. The Presbyterian Head Start Program typically consists of forty students and parents who visit annually in April/May.

Parent-teacher conferences, LSCO meetings and student programs (i.e., honor programs, student performance programs) allow for parent engagement and in their students education. Parents have an opportunity to meet staff and continuously play an essential role in the development of their child socially and academically.

Brewer also has several partnerships with Fifth-Third Bank, Motor City Casino, Mobile Dentists, Gardening Project, Wayne County Community College and University of Michigan who offer essential resources for students that are necessary for student growth, motivation and self-esteem.

Electronic Grade Book - This Electronic Grade Book allows parents to view the grades their child has earned on classroom assignments. This Grade Book is tied to the marks-gathering process.

The district also offers the below services for parents to maintain parent-school communications and the ability to chart the progress of their children from home via the Internet.

Data-driven notification and tracking system - This tool can be established to notify school officials and parents when certain pre-determined triggers are engaged. For example, a notification can be established to be automatically sent to teachers, counselors and parents whenever a student amasses 3 consecutive absences. The expectation is that a plan of action and interventions for the student are immediately implemented.

PULSE (Early monitoring system for students who are heading off-track) - This system gives school officials information, based on a rubric, about students that are heading off track for promotion or graduation. Intervention is expected immediately upon notification.

Parent Connection - This tool, which is tied to the Grade Book, allows parents, schools and teachers to connect around individual student progress. The system will display data on attendance, grades, classroom assignments, and more parents and teachers will be able to exchange emails via this tool.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

Detroit Public Schools provides Brewer with a School Budget for each fiscal year. The budget consists of several categories of funding sources.

Fund 111- Teaching Staff/Teaching & Testing Supplies

This category of funding includes- elementary & middle learning experiences concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work and which normally may be achieved during the elementary school years.

Fund 122-Special Education

Special Education - Special Education refers to services given to students with disabilities through the Individuals with Disabilities ACT, better known as IDEA. Students in special education require significant modifications in their educational programs; they may need extensive remediation, smaller-group settings, adaptations to their workload, a slower-paced curriculum, or other adjustments to suit their abilities and limitations as determined by a team of educators and parents working together. The team develops an IEP, or Individualized Education Plan, a legal document that spells out exactly what the school will do and what goals have been set for the student. Students in special education may be taught in a regular classroom with supports, a self-contained classroom, or a special school for students with similar disabilities. There are thirteen (13) categories of special education eligibility: Specific Learning Disabilities; Cognitive Impairment; Emotional Impairment; Speech and Language Impairment; Visual Impairment; Hearing Impairment; Physical Impairment; Other Health Impairment; Early Childhood Developmental Delay; Severe Multiple Impairment; Autism Spectrum Disorder; Traumatic Brain Injury; Deaf - Blindness.

Fund 125-Compensatory Education-

Instructional activities designed to improve the achievement in basic cognitive skills of pupils who have extraordinary need for assistance to improve their competence in such basic skills as State At Risk, NCLB Title I, and Bilingual.

Fund 212-Guidance Services

Consist of those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal

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and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils

Fund 221-Improvement of Instruction

Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff.

Fund 221 Supervision and Direction of Instructional Staff

Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring.

Examples: Special Education, Career Technical, and Title I directors.

Fund 224- Administrative Staff/Clericals/Copier Maintenance

Office of the Principal - Activities performed by the principal, assistant principal and other assistants in the general supervision of all operations of the school building; evaluation of staff members of the school; supervision and maintenance of the school records are included under this function, along with clerical staff for these activities.

In addition the district also provides Brewer with their Title I allocations for the school year including State Foundation Allowance and Local Tax Revenue and Title I Part A funding for the year and parent involvement monies, which are funding provided for activities directly related to parental involvement at Brewer (including but not limited to parent workshops, presenters, supplies and refreshments).

The principal has the opportunity to select the teachers and Title I staff members that best meets the academic needs of the school and share in the mission and vision of the school. Additional staff members are chosen as a collaborative team to ensure cohesion among the staff.

Graduation rate is not applicable, since Brewer is not a high school.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

Brewers assigned ISD person is Brenda Phillips, (School Improvement Facilitator) she visits our school on a regular basis and is very

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instrumental in assisting with the development and implementation of our reform plan. Brewer has also been provided with an Intervention Specialist,(Nancy Fenton) who will be assisting with efforts to promote student growth and working closely with administration and the leadership team. th

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

| Assurance | Certified | Comment/Attachment |
|---|-----------|---|
| Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.) | Yes | Attached is a copy of the district's current evaluation tool. Employee Performance Evaluation Process Form 1.0.doc |
| Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.) | Yes | Attached is a copy of the District's Professional Development Calendar, and you will find Brewers Professional Development calendar located in assurance statement named, Teacher Collaboration. Copy of DPS PD Offerings 2012-2013revised1.xlsx |
| Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.) | Yes | MASTER SCHEDULE.doc |
| Our school provides additional time to improve student learning and engagement through enrichment activities for students. | Yes | Brewer students have an opportunity to participate in the various activities; After- School Tutorial Program, Summer School, Basketball Team, Cheerleading, or Academic Games. Attached is a copy of the letter to participate in tutorial services. 2012 - 2013 letter After School Tutorial Program Letter MANDATORY November 5, 2012 -2013.doc |
| Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects. | Yes | Attached is Brewer's school calendar for 2012/2013 school year. Updated PD Brewer Calendar.docx |

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| | | |
|--|------------|---|
| <p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p> | <p>Yes</p> | <p>Attached is a copy of the collective Bargaining Agreement.</p> |
|--|------------|---|

Form 1.0

Detroit Public Schools Employee Development Plan (EDP)

List five essential performance objectives and develop goals that are: Specific, Measurable, Attainable, Relevant, and Time Limited.

| | Performance Objectives | Goal | Recommend Professional Development (Y/N) |
|----|------------------------|------|--|
| 1) | | | |
| 2) | | | |
| 3) | | | |
| 4) | | | |
| 5) | | | |

This Employee Development Plan is accepted for implementation beginning _____ and ending _____.
month/year month /year

Employee ID #

Next Conference
 periodic Mid Year

Employee

Date

Supervisor

Date

* Your signature does not mean that you agree. It means that you and your supervisor had this meeting.

| Date | Title |
|---------------------------------|---|
| Social Studies Offerings | |
| 9/13, 10/11, 11/8, & 12/13/2012 | Intro to GIS |
| 9/14/2012 & 9/15/2012 | African American Child Symposium |
| 9/17 & 9/20/2012 | Online MEAP Test & Prep |
| 9/18 & 9/20/2012 | Anti-Bullying |
| 9/25/12 | Social Studies Gr K-2 |
| 9/27/12 | Social Studies Gr 3-4/Michigan & Communities |
| | Social Studies Gr 6-7/Eastern & Western Hemispheres |
| 10/2012 - 3/2012 | Social Studies Lead Tchrs |
| Literacy Offerings | |
| 10/2 & 10/9/2012 | Content Area Reading and Writing (Fall) |
| 10/4 & 10/11/12 | Adolescent Literacy (Fall) |
| 11/8 & 11/15/2012 | Direct Interactive Instruction |
| 1/14 & 1/15/2013 | CCSS Reading: Key Ideas and Details |
| 1/28 & 1/29/2013 | CCSS Reading: Craft and Structure |
| 2/4 & 2/11/2013 | Content Area Reading and Writing (Spring) |
| 2/6 & 2/13/2013 | Adolescent Literacy (Spring) |
| 2/11 & 2/12/2013 | CCSS Reading: Integration of Knowledge & Ideas |
| 3/4 & 3/14/2013 | CCSS Reading: Text Complexity |
| 3/7 & 3/14/2013 | Direct Interactive Instruction |
| 3/11 & 3/12/2013 | CCSS Writing: Text Types and Purposes |
| 3/18 & 3/19/2013 | CCSS Writing: Production & Distribution of Writing |
| 3/25 & 3/26/2013 | CCSS Writing: Research to Build & Present Knowledge |
| 3/15 & 4/16/2013 | CCSS Writing: Range of Writing |
| Science Offerings | |
| Jan - May 2013 | Poverty Parts 1-5 |
| 24-Jan-12 | Orientation for AWIM |
| 7-Feb-12 | Orientation for GEE |
| 14-Feb-12 | You Be the Chemist (Tentative) |
| Feb-May 2013 | FOSS Kits Parts 1 & 2- A & B Group |
| October - May 2013 | Science Champions 1-9 |
| 4-Oct-12 | Science Fairs 101 & 102 |
| 8-Oct-12 | Woodrow Wilson Mentors (Monthly Meetings) |
| 9-Oct-12 | New Teacher Orientation |
| 10-Oct-12 | Future City |

| | |
|-----------|---|
| 10-Oct-12 | Future City Orientation |
| 13-Oct-12 | Using Technology to Close the Gap pts. 1-7 |
| 18-Oct-12 | Planning Science Fairs |
| 22-Oct-12 | Reflecting on Best Practices in Science Today 1-4 |
| 23-Oct-12 | Arts & Scraps Science |
| 23-Oct-12 | Authentic Literacy |
| 27-Nov-12 | Feeder Professional Learning Communities |
| 6-Dec-12 | A Zoo in My School??? |
| 7-Jan-13 | Got Science??? |
| 31-Jan-13 | Creating Rigorous, Relevant & Engaging Lessons |
| 7-Feb-13 | The Science of Love & Learning: The 5 Love Languages for Children |
| 21-Mar-13 | U of M Environmental Interpretive Center |
| 11-Apr-13 | The Science of Good Health |
| 25-Apr-13 | The Science of Safety |
| 2-May-13 | Using Technology the "SPARK" Way |
| 6-May-13 | Putting the 7 E's All Together in Science K-12 |
| 16-May-13 | Special Event |
| 4/8/2013 | E-7 Expanding Student Growth in Science K-12 |
| 12/3/2012 | E-3 Exploration Activities in Science K-12 |
| 2/4/2013 | E-5 Elaborating & Applying Science Concepts K-12 |
| 1/7/2013 | E-4 Writing Explanations in Science K-12 |
| 3/4/2013 | E-6 Developing Evaluations Tools in Science K-12 |
| 11/5/2012 | E-2 Engaging / Do Now Activities in Science K-12 |
| 10/5/2012 | E-1 Eliciting Prior Knowledge in Science K-12 |
| | Mathematics PD Offerings |
| 9/15/12 | Cross Curricular Connections |
| 9/25/12 | Carnegie Learning |
| 9/25/12 | How to effectively facilitate a Mathematics Professional Development (T |
| 10/16/12 | Incorporate Key Literacy Strategies as a Part of a Daily Mathematics |
| 10/19/12 | How to Incorporate Best Practices and Pedagogy - Series 1 |
| 10/29/12 | How to Incorporate Best Practices and Pedagogy - Series 2 |
| 11/1/12 | Train-the-Trainer (Tinkerplots & Geometer's Sketchpad) Grades 3-12 |
| 11/1/12 | Differentiated Instruction (NCTM Illuminations and Geometer's Sketchp |
| 11/13/12 | Differentiated Instruction with Tinkerplots Grades 3-5 |
| 11/19/12 | Algebra 1 - 8th Grade Implementation |
| 11/27/12 | Ratios, Proportions, and Proportional Reasoning |
| 12/6/12 | Number and Numeration for Teaching Mathematics |
| 1/5/00 | Addition and Subtraction for Teaching Mathematics |
| 1/15/13 | Functions for Teaching Mathematics (Series I) |
| 2/26/13 | Rational Numbers for Teaching Mathematics |
| 2/28/13 | Teaching for Geometry (Geometer's Sketchpad, version 5) |
| 3/9/13 | Blended Mathematics Instructional Technology (Blackboard Collaborate |
| 3/19/13 | A World in Motion Training |
| 4/9/13 | Multiplication and Division for Teaching Mathematics |

| | |
|-----------------|--|
| 4/9/13 | Teaching for Geometry (Geometer's Sketchpad) |
| 4/27/13 | Series II Blended Mathematics Instructional Technology |
| 5/14/13 | Algebraic Thinking for Teaching Mathematics |
| | More PD Offerings |
| 9/24/12 | Inter-Rater Reliability Training |
| 9/26/12 | New Teacher Orientation - Technical Assistance |
| 10/4/12 | Data Clinic - Analyzing Data from Standardized Tests |
| 10/5 - 10/30/12 | Inter-Rater Reliability Coaching Sessions |
| 10/11/12 | New Teacher Orientation - Classroom Organization |
| 10/16/12 | New Teacher GradeBook Training |
| 10/18/12 | New Teacher Orientation - Behavior Management |
| 10/25/12 | New Teacher Best Practices Series |
| 11/1/12 | National Board Take One Portfolio Development |
| 11/6/12 | Effective Teacher Series - Exploring Tenants of Professional Practice |
| 11/6/12 | Paraprofessional Training- Roles and Responsibilities of Paraprofessionals |
| 11/12/12 | New Teacher Learning Village Training |
| 11/13/12 | How to Build a Portfolio in PD360 |
| 11/14/12 | New Teacher Data Director Series |
| 12/4 - 12/15/12 | Train-the-Trainer Series for Professional Developers |
| 12/4/12 | Paraprofessional Training- Utilizing Technology to Increase Student Achievement |
| 12/5/12 | Refresher Skills - Classroom Management for Veteran Teachers |
| 12/7/12 | Observation 360 Reports |
| 12/8/12 | Utilizing PD360 to Track Professional Growth |
| 12/12/12 | Paraprofessional Training - Strategies for Small Group Work |
| 1/8/13 | Class Size Reduction Teacher Training - Managing Centers |
| 1/15/13 | Paraprofessional Training - Strategies for Intervention |
| 1/17/13 | Intro to Observation 360 Platform |
| 1/24/13 | Observation 360 Processes |
| 1/31/13 | PD360 - Building Courses |
| 2/1/13 | PD360 - Analyzing Individual User Reports |
| 2/5/13 | PD360 - Uploading Teacher Practice Videos |
| 2/12/13 | PD360 - Completing Reflection and Follow-Up Assignments |
| 2/12/13 | Class Size Reduction Teacher Training - Managing Student Behavior |
| 3/4/13 | Designing Assessments using CCSS in Data Director |
| 3/5/13 | Intro to Gaggle |
| 3/11/13 | Intro to Moodle |
| 3/12/13 | Utilizing Custom Reports to Track Student Growth in Data Director |
| 3/12/13 | Class Size Reduction Teacher Training - Make&Take Centers for Core Subject Areas |
| 12/11/13 | Class Size Reduction Teacher Training - My Differentiated Classroom |
| | Department of Multilingual-Multicultural Education |
| Oct/ Nov, 11 | Engaging all our students in the Global Language classroom |
| Jan- June, 11 | Developing our own Language skills and methodologies (Spanish/ French) |
| | How to Incorporate Global Language Standards in Engaging Lessons |

| Number of Sessions | Number of Days | Number of Participants | |
|--------------------|----------------|------------------------|--|
| | | | |
| 4 | 4 | 100 | |
| 2 | 2 | 300 | |
| 2 | 2 | 50 | |
| 2 | 2 | 100 | |
| 1 | 1 | 50 | |
| 1 | 1 | 50 | |
| 1 | 1 | 50 | |
| 6 | 6 | 300 | |
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| 4 | 2 | 200 | |
| 4 | 2 | 200 | |
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| 5 | 5 | 100 | |
| 1 | 1 | 30 | |
| 1 | 1 | 30 | |
| 1 | 1 | 50 | |
| 4 | 4 | 100 | |
| 9 | 9 | 80 | |
| 1 | 1 | 50 | |
| 8 | 8 | 30 | |
| 2 | 2 | 25 | |
| 1 | 1 | 30 | |

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|---|---|------|--|
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| 1 | 1 | 30 | |
| 1 | 1 | 25 | |
| 4 | 4 | 100 | |
| 1 | 1 | 25 | |
| 2 | 2 | 25 | |
| 2 | 2 | 50 | |
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| 5 | 5 | 100 | |
| 3 | 3 | \$25 | |
| 5 | 5 | 40 | |
| 5 | 5 | 40 | |
| 5 | 5 | 25 | |
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| 1 | 1 | 100 | |
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| 5 | 5 | 40 | |

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| 5 | 5 | 40 | |
| 5 | 5 | 25 | |
| 5 | 5 | 40 | |
| | | | |
| 9 | 5 | 250 | |
| 2 | 1 | 80 | |
| 3 | 3 | 150 | |
| 84 | 21 | 200 | |
| 2 | 1 | 80 | |
| 2 | 1 | 80 | |
| 2 | 1 | 80 | |
| 2 | 1 | 80 | |
| 6 | 6 | 25 | |
| 8 | 8 | 100 | |
| 1 | 1 | 270 | |
| 2 | 1 | 80 | |
| 4 | 4 | 200 | |
| 2 | 2 | 80 | |
| 3 | 3 | 25 | |
| 4 | 4 | 200 | |
| 2 | 2 | 100 | |
| 4 | 4 | 90 | |
| 4 | 4 | 200 | |
| 4 | 4 | 200 | |
| 4 | 4 | 65 | |
| 2 | 2 | 100 | |
| 2 | 2 | 100 | |
| 2 | 2 | 100 | |
| 4 | 4 | 350 | |
| 4 | 4 | 350 | |
| 4 | 4 | 200 | |
| 4 | 4 | 200 | |
| 4 | 4 | 65 | |
| 6 | 6 | 300 | |
| 4 | 4 | 150 | |
| 4 | 4 | 150 | |
| 8 | 8 | 400 | |
| 4 | 4 | 65 | |
| 2 | 2 | 65 | |
| | | | |
| | 1 | 1 | 80 |
| | 2 | 5 | 60 |
| | 3 | 3 | 60 |

6th Grade

Breakfast 8:45 a.m.

| | Mrs. Edwards | | D. Brown | | | | |
|---|---|---|--|---|--|--|--|
| | ELA | 213 | Science | 215 | | | |
| 1st Hour 9:00 a.m. – 9:50a.m. | English 213 | English 213 | Science 215 | Science 215 | | | |
| 2nd Hour 9:50 a.m. – 10:40 a.m. | Reading 213 | Reading 213 | DAPCEP 7-204 | Math 209 | | | |
| 3rd Hour 10:40 a.m. – 11:30 a.m. | S.S. 213 | S.S. 213 | Science 7-209 | Computers 209 | | | |
| 4th Hour 11:35 a.m. – 12:25 p.m. | Prep T-Th Computers M-W-F 213 | Supp. Math T-Th-209 Computers M-W-F 213 | Prep M-W DAPCEP T-TH-F 215 | Supp. Math M-W-209 DAPCEP T-Th-F 215 | | | |
| 5th Hour 12:30 p.m. – 1:20 p.m. | Lunch | Lunch | Lunch | Lunch | | | |
| 6th Hour 1:25 p.m. – 2:15 p.m. | English 215 | Science 215 | Science 213 | English 213 | | | |
| 7th Hour 2:20 p.m. – 3:10 p.m. | Reading 215 | Library 215 | Library 213 | Reading 213 | | | |
| 8th Hour 3:10 p.m. – 4:00 p.m. | S.S. M thru Th Proj Base Learning Fridays 215 | Math M thru Th Proj Base Learning Fridays 209 | Computers M thru Th Proj Base Learning Fridays 8-210 | S.S. M thru Th Proj Base Learning Fridays 213 | | | |
| Homeroom 4:00p.m. – 4:10 p.m. | | | | | | | |

7th Grade

Breakfast 8:45 a.m.

| | A. Delahoussaye | | B. Riley-Jackson | | N. Pryor | |
|---|--|---|---|--|---|--|
| | ELA | 204 | Math/Elect | 209 | S.S. | 212 |
| 1st Hour 9:00 a.m. – 9:50a.m. | English 212 | S.S. 212 | Computers 209 | Computers 209 | S.S. 204 | English 204 |
| 2nd Hour 9:50 a.m. – 10:40 a.m. | Reading 212 | DAPCEP 215 | Math 215 | S.S. 212 | S.S. 209 | Reading 204 |
| 3rd Hour 10:40 a.m. – 11:30 a.m. | English 204 | English 204 | Computers 215 | Science 215 | S.S. 212 | S.S. 212 |
| 4th Hour 11:35 a.m. – 12:25 p.m. | Reading 204 | Reading 204 | Supp. Math M-W - 215 T-Th – 213 F- Prep | Gym | S.S. 8-206 | Math 210 |
| 5th Hour 12:30 p.m. – 1:20 p.m. | Prep T-F Newspaper M-W-Th 204 | Supp. Math T-F-209 Newspaper M-W-Th 204 | Supp. Math M-Th - 206 T-F - 204 Prep - W | Lunch | Prep M-Th Student Govt. T-W-F-212 | Yearbook M-Th-206 Student Govt. T-W-F-212 |
| 6th Hour 1:25 p.m. – 2:15 p.m. | Lunch | Lunch | Lunch | Math 210 | Lunch | Lunch |
| 7th Hour 2:20 p.m. – 3:10 p.m. | English 209 | Science 206 | Library 212 | English 204 | S.S. 8-210 | Library 209 |
| 8th Hour 3:10 p.m. – 4:00 p.m. | Reading M thru Th Proj Base Learning Fridays 209 | Math M thru Th Proj Base Learning Fridays 210 | Math M thru Th Proj Base Learning Fridays 213 | Reading M thru Th Proj Base Learning Fridays 209 | S.S. M thru Th Proj Base Learning Fridays 214 | Science M thru Th Proj Base Learning Fridays 206 |
| Homeroom 4:00p.m. – 4:10 p.m. | | | | | | |

8th Grade

Breakfast 8:45 a.m.

| | | T. Morgan | | D. Shepherd | | R. Paden | |
|---|---|--|-----|--|--|---|---|
| | | Science | 206 | Math | 210 | ELA | 214 |
| 1st Hour 9:00 a.m. – 9:50a.m. | Science | Science | | Math | Math | English | English |
| | 8-206 | 206 | | 8-210 | 210 | 214 | 214 |
| 2nd Hour 9:50 a.m. – 10:40 a.m. | Science | Math | | Math | Science | Reading | Reading |
| | 8-210 | 210 | | 8-206 | 206 | 214 | 214 |
| 3rd Hour 10:40 a.m. – 11:30 a.m. | Yearbook M-W - 210 T-Th - 214 | Gym | | Prep M-W Acad. Game T-Th-F 210 | Yearbook M-W-206 Acad. Game T-Th-F 210 | Prep T-Th Creative Writing M-W-F-214 | Creative Writing M-W-F-214 Yearbook T-Th-206 |
| 4th Hour 11:35 a.m. – 12:25 p.m. | Science | S.S. | | Math | English | English | Science |
| | 8-214 | 212 | | 7-212 | 214 | 210 | 206 |
| 5th Hour 12:30 p.m. – 1:20 p.m. | Yearbook T-F - 206 M-Th -212 Prep W | Yearbook T-F-206 Supp. Math M-W-Th-209 | | Lunch | Reading | Reading | Gym |
| | | | | | 214 | 210 | |
| 6th Hour 1:25 p.m. – 2:15 p.m. | Lunch | Lunch | | Math | Lunch | Lunch | Lunch |
| | | | | 7-209 | | | |
| 7th Hour 2:20 p.m. – 3:10 p.m. | Science | English | | Math | S.S. | English | Math |
| | 7-204 | 214 | | 8-214 | 212 | 206 | 210 |
| 8th Hour 3:10 p.m. – 4:00 p.m. | Science M thru Th Proj Base Learning Fridays 7-212 | Reading M thru Th Proj Base Learning Fridays 214 | | Math M thru Th Proj Base Learning Fridays 7-204 | Computers M thru Th Proj Base Learning Fridays 215 | Reading M thru Th Proj Base Learning Fridays 206 | S.S. M thru Th Proj Base Learning Fridays 212 |
| Homeroom 4:00p.m. – 4:10 p.m. | | | | | | | |

Brewer Academy

Cecily Wilson, Principal
18025 Brock Street
Detroit, MI 48205

313.866.2070 (Tele.)

313-866.2098 (FAX)

November 2, 2012

Dear Parents/Guardian:

Your child _____ has been selected to participate in the **Mandatory Extended Day Program for grades 3 - 8** that will begin on **MONDAY, NOVEMBER 5, 2012**. This additional learning time will offer your child an opportunity to increase his/her skills in reading and mathematics. The program hours are from 4:15 p.m. - 6:15 p.m. on Mondays, Tuesdays and Thursdays. Please keep in mind that only the child that has been selected to attend the program will be allowed to stay, all other siblings must be picked up at the regular dismissal time of 4:10 p.m.

In order for the **Mandatory** Extended Day Program to be successful, you and your child must also be committed. If your child is late being picked up more than once (1), your child will be dismissed from the program. There will be no adult supervision provided after 6:15 p.m. Also, if your child is absent from the program more than three (3) times, your child will be dismissed from the program. The Detroit Public Schools Student Code of Conduct will be enforced at all times

Please find attached the dates of the **Mandatory** Extended Day Program.

Dinner will be provided to each participant.

Sincerely,

Cecily Wilson
Principal



Please return this Response Sheet tomorrow to your child's teacher.

Response Sheet

Mandatory Extended Day Program for Grades 3 – 8

Monday, November 5 – Thursday, April 25, 2013

Hours: 4:15 p.m. – 6:15 p.m.

Child's Name: _____ Grade: _____

Telephone # _____ Telephone # _____

_____ No, my child will not be able to participate in the Mandatory Extended Day Program

_____ Yes, my child will participate in the Mandatory Extended Day Program

I understand that:

- 1) My child can be dropped from the program if my child is not picked up on time more than once – dismissal is 6:15 p.m. I am responsible for my child transportation. No adult supervision will be provided after 6:15 p.m.
- 2) My child can be dropped from the program if my child is absent more than three (3) times.
- 3) Only the child that is enrolled in the program can attend, no other sibling(s) will be allowed to stay after school to wait.
- 4) The Detroit Public Schools Student Code of Conduct will be enforced at all time. If my child violates the Student Code of Conduct, he/she will be suspended from school and dropped from the After School Tutorial Program.
- 5) Dinner will be provided to each participant.

Parent's Name: _____

Parent's Signature _____

(Signature required)

BREWER ACADEMY

Professional Development Calendar 2012-2013

(Tentative)

| Professional Development Dates | Topic | Location | Target Audience | Evaluations |
|---------------------------------------|---|--------------------|------------------------|--------------------|
| August 22, 2012 | MEAP Data Analysis | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| August 23, 2012 | MEAP Data Analysis | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| August 24, 2012 | MEAP Data Analysis | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| November 6, 2012 | District PD Wayne RESA | Renaissance Center | Instructional Staff | Agenda/Evaluation |
| December 8, 2012 | Data Analysis | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| January 12, 2013 | Infusing Technology into the Curriculum | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| February 9, 2013 | Moving the Lower Achievers to Mastery | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| February, 2013 | Data Driven Dialogue | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| March, 2013 | Small Group Intervention | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| March, 2013 | Differentiated Instruction | Brewer Academy | Instructional Staff | Agenda/Evaluation |
| April, 2013 | Intervention for Core Contents | Brewer Academy | Instructional Staff | Agenda/Evaluation |

