

Urban League of Greater Madison, Inc.

Madison Preparatory Academy for Young Men
Empowering Young Men for Life



**Initial Proposal to Establish a
Charter School**

Presented to the
Madison Metropolitan School District
Board of Education
Planning and Development Committee

December 6, 2010

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Executive Summary

Based on current education and social conditions, the fate of boys of color is uncertain.

African American and Latino boys are grossly over-represented among youth failing to achieve academic success, are at grave risk of dropping out of school before they reach 10th grade, are disproportionately represented among adjudicated and incarcerated youth, and are far less likely than their peers in other subgroups to achieve to their dreams and aspirations. Likewise, boys in general lag behind girls in most indicators of student achievement.



Research indicates that although boys of color have high aspirations for academic and career success, their underperformance in school and lack of educational attainment undermine their career pursuits and the success they desire. This misalignment of aspirations and achievement is fueled by and perpetuates a set of social conditions wherein men of color find themselves disproportionately represented among the unemployed and incarcerated. Without meaningful, targeted, and sustainable interventions and support systems, hundreds of thousands of young men of color will never realize their true potential and the cycle of high unemployment, fatherless homes, overcrowded jails, incarcerated talent, deferred dreams, and high rates of school failure will continue.

Madison Preparatory Academy for Young Men (Madison Prep) will be established to serve as a catalyst for change and opportunity among young men, particularly young men of color and those who desire a nurturing educational experience for young men.

Madison Prep's founders understand that poverty, isolation, structural discrimination, lack of access to positive male role models and achievement-oriented peer groups, limited exposure to opportunity and culture outside their neighborhood or city, and a general lack of understanding – and in some cases fear – of Black and Latino boys among adults are major contributing factors to why so many young men are failing to achieve to their full potential. However, the Urban League of Greater Madison – the “founders” of Madison Prep – also understand that these issues can be addressed by directly countering each issue with a positive, exciting, engaging, enriching, challenging, affirming and structured learning community designed to exclusively benefit boys.

Madison Prep will be a non-instrumentality charter school – authorized by the Madison Metropolitan School District Board of Education – that serves an all-male student body in grades 6-12. It will be open to all males residing in Dane County who apply, regardless of previous academic performance. The school will *provide a world class secondary education for young men that prepares them for leadership, service, and success at a four-year college or university.*

Madison Prep will employ seven Educational Strategies to achieve this mission: an all-male student body, the International Baccalaureate curriculum, a College Preparatory educational program, Harkness Teaching, an extended school day and year, mentoring and community support, and the “Prep Year.”

Madison Prep will also use four key Operational Strategies in order to support the educational strategies: adequate staffing, target student population, appropriate facilities/location, and sufficient funding.

Eight Core Values and Four Leadership Dimensions will additionally serve as underpinnings for the success of Madison Prep and Madison Prep students. These Core Values – Excellence & Achievement, Accountability, Teamwork, Innovation, Global Perspective, Perseverance, Leading with Purpose, and Serving Others – will also root Madison Prep in the Educational Framework of the Madison Metropolitan School District. The Four Leadership Dimensions – Personal, Team, Thought, and Results Leadership – will serve as criteria for student and staff evaluations.

Madison Prep’s educational program will be bolstered by partnerships with businesses, government agencies, professional and membership associations, colleges and universities, and scholarship-providing organizations that have the capacity to bring talent, expertise and resources into the school community to benefit Madison Prep students, faculty, staff, and parents. Madison Prep will also host special activities to engage parents, family members, and the community in the education of their young men. Invitations will be extended to parents, community leaders, and experts to join young men at the Harkness Table to add to their learning and to learn with them.

Seed funding for the establishment of Madison Prep will come from public and private sources, including planning and implementation grants from charter school investment funds, charitable foundations, government agencies, and individuals. Ideally, Madison Prep will be located in a business or higher education environment with access to quality classroom, athletic and laboratory facilities or the ability to create such facilities.

The Urban League of Greater Madison (ULGM or Urban League) will submit a Detailed Proposal for Madison Prep in 2011 to the Madison Metropolitan School District (MMSD) Board of Education to receive approval to open the school in 2012. If approved, the school will open in August 2012 serving 90 boys in grades 6 and 7. The school will grow by one grade level each year until it offers a full complement of secondary grades (6 -12). At maturity, Madison Prep will serve 315 students and graduate its first class of seniors in 2017-18.

Madison Preparatory Academy for Young Women (MPAYW)

According to Wis. Stat. § 118.41 (4) (c), “a school board may enter into a contract for, and an entity under sub. (2r) may establish or enter into a contract for, the establishment of a charter school that enrolls only one sex or that provides one or more courses that enroll only one sex if the school board or entity under sub. (2r) makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course.” The Urban League of Greater Madison, or its subsidiary, also intends to develop and operate a school for girls in grades six through twelve using a curriculum and instructional methods similar to that of Madison Preparatory Academy for Young Men. ULGM and its partners will use the typical charter school planning period to explore whether to develop the girls’ school as a second campus of Madison Prep or as a separate charter school. ULGM will also determine the timeline for developing MPAYW.

About the Urban League of Greater Madison

The Urban League of Greater Madison is one of the oldest and largest community and economic development organizations in Dane County. Our mission is to eliminate social and economic barriers for African Americans, other people of color, and the economically disadvantaged in Dane County by transforming our community into a place of opportunity, personal and professional growth, prosperity, and success for everyone.

ULGM is committed to transforming Dane County into the best place in the Midwest for ALL citizens to live, work and learn. The organization is working to make this vision a reality through a comprehensive strategic empowerment agenda that includes programs & services, advocacy, partnerships, and coalition building within the following three Strands of Empowerment:

Live: *Ensuring that citizens reside in healthy and safe communities that provide equal opportunities for social engagement, cultural expression, and healthy living.* Currently, the Urban League operates an award-winning program that helps low and moderate income families become first-time home owners. We are also preparing to launch the African American Welcoming Committee in 2011, which will work with area employers and members of the Madison community to recruit and welcome newly arriving African Americans and their families to greater Madison.

Work: *Making greater Madison the best place for African Americans and others to work in the Midwest.* The Urban League is already one of Greater Madison's premiere providers of career development training and job placement assistance for unemployed and underemployed adults. The organization expects to grow its efforts to serve more of this population, as well as address the needs for career advancement, professional development, and employment opportunities among management and executive level talent in the region.

Learn: *Building a pipeline of high quality cradle to career educational services that impact the entire family, eliminate the achievement and education gaps, move all children towards high performance, and prepare youth and adults for career success.* Presently, the League is one of Dane County's largest providers of programs aimed at increasing student achievement in core academic areas and preparing them to realize their college and career dreams with school-based academic tutoring, college and career exposure and planning, youth leadership skill development, and much more.

About the National Urban League

The Urban League of Greater Madison has been a chartered affiliate of the National Urban League since 1968.

The National Urban League (NUL) was founded in 1910 by Ruth Standish Baldwin and George Edmund Haynes. The organization was originally named the Committee on Urban Conditions Among Negroes, as was formed as part of a merger between the Committee for the Improvement of Industrial Conditions Among Negroes in New York and the National League for

the Protection of Colored Women. NUL's focus was founded to help African Americans who migrated in mass from the South to the North during the early part of the 20th Century – a period known as the Greater Black Migration – overcome discrimination as they pursued employment, education, and housing. NUL's dual focus of expanding equal opportunity and economic development among African Americans and dismantling structural inequality and racial discrimination for all citizens has remained central to the organization's mission for 100 years.

The current mission of the National Urban League movement is to enable African Americans to secure economic self-reliance, parity, power and civil rights. There are more than 100 local affiliates in 36 states and the District of Columbia providing direct services that impact and improve the lives of more than 2 million people nationwide. While not deterring from its mission to move the African American community forward, NUL affiliates have embraced the need to set the example for championing diversity and addressing community needs more broadly. In 2010, NUL launched its "I am Empowered" national campaign, which includes four goals that all affiliates, members, and supporters have dedicated themselves to achieving by 2025:

1. Every American child is ready for college, work, and life.
2. Every American has access to jobs with a living wage and good benefits.
3. Every American lives in a safe, decent, affordable and energy efficient housing on fair terms.
4. Every American has access to quality and affordable health care solutions.

The National Urban League employs a five-point approach to provide economic empowerment, educational opportunities and the guarantee of civil rights for African Americans.

- **Education and Youth Empowerment** ensures the education of all children by providing access to early childhood literacy, after-care programs and college scholarships.
- **Economic Empowerment** invests in the financial literacy and employability of adults through job training, homeownership and entrepreneurship.
- **Health and Quality of Life Empowerment** promotes community wellness through a focus on prevention, including fitness, healthy eating and access to affordable healthcare.
- **Civic Engagement and Leadership Empowerment** encourages all people to take an active role to improve quality of life through participation in community service projects and public policy initiatives.
- **Civil Rights and Racial Justice Empowerment** guarantees equal participation in all facets of American society through proactive public policies and community-based programs.

About Charter Schools

Charter schools are public schools. In 2009, there were 5,043 charter schools in the United States compared to 33,740 private schools and 98,916 traditional public schools. Nationally, charter schools enrolled 1,536,079 students in 2009. According to the Wisconsin Charter Schools Association, there are more than 223 charter schools in Wisconsin serving more than 37,432 students.

There are presently two charter schools in Madison: Nuestro Mundo Community School, a dual language immersion elementary school on Madison's East side that was founded in 2004, and James C. Wright Middle School on Madison's South side, founded in 1997 (originally as Madison Middle School 2000).

Until recently, other school districts in Wisconsin have been more open to charter schools. Appleton (14), Janesville (5), Kenosha (6), LaCrosse (4) and Milwaukee (66), Oshkosh (6), Sheboygan (7), Sparta (4), Stevens Point (7), and Waukesha (6) have authorized a significant number of public charter schools, particularly considering the size of their total school district enrollments.

Urban League Affiliate Charter Schools

The National Urban League supports the ULGM's efforts to develop Madison Preparatory Academy. There are presently two other Urban League affiliates nationally that operate charter schools: The Urban League of Greater Pittsburgh and the Urban League of Springfield in Springfield, Massachusetts.

The Urban League of Pittsburgh Charter School (ULPCS) is a kindergarten through 5th grade school fully accredited by Middle States Association of Colleges and Schools. The mission of the Pittsburgh Urban League's charter school is to provide a superior education that will develop students' academic excellence, leadership skills, and high social values, enabling them to ultimately become positive contributors to the community in which they live and to society as a whole. ULPCS started with 80 students and has grown to educate more than 230. The school features the following:

- Math and science emphasis integrated with technology
- Spanish language instruction beginning in Kindergarten
- Dramatic theater
- Enriching opportunities to learn about other cultures
- Charter development program
- Partnerships with public and private schools, and the YMCA
- 215 day school year
- Website: www.ulpcharter.org

The New Leadership Charter School (NLCS) was started as a partnership between the Urban League of Springfield and the Massachusetts Army National Guard in 1998. The school is operated by the Springfield Public Schools and serves 460 students in grades 6-12. The mission of NLCS is to develop young people in the 6th through 12th grades morally, mentally, and physically; and to imbue them with the highest ideals of duty, honor, and loyalty. NLCS goal is to ensure its graduates will be academically prepared to attend the college or university of their choice, as well as embody three cardinal principles of leadership: Vision, Integrity, and Passion.

NLCS is guided by six core values and ten leadership principles:

Core Values

1. High expectations
2. Parent engagement
3. Effective Board and Administrative leadership
4. Effective teaching and learning strategies
5. Effective student effort and preparation
6. Effective community partnerships

Leadership Principles

1. Know yourself and seek self-improvement.
2. Strive for knowledge and learn the facts.
3. Seek responsibility and take responsibility for your actions.
4. Make sound and timely decisions.
5. Set a good example.
6. Know your peers: look out for their safety and help them develop a sense of responsibility.
7. Keep your family informed.
8. Ensure that you understand the task, finish it, and ask for feedback.
9. Build positive relationships with team spirit.
10. Step up to the challenge. Use your skills and talents wisely.

NLCS website is www.spsnlcs.homestead.com.

Why We Must Act Now!

Aspirations

- In a 2004 national survey, a greater percentage of Black high school seniors than their Hispanic, Asian and White peers, indicated that getting a good education, being successful in their line of work, becoming an expert in their line of work, being able to find steady work, having a lot of money and being able to give their children better opportunities than they had was “very important” to them. [*U.S. Department of Education: National Center for Education Statistics, Education Longitudinal Study of 2002*]
- In a 2006 survey commissioned by the Washington Post, 87% of young Black men (18-29 years old) reported that “being successful in a career” was very important to them compared to 67% of Black women, 56% of White men and 42% of White women. [*The Washington Post/Kaiser Family Foundation/Harvard University: African American Men Survey 2006*]

School Achievement

- In 2009, just 52% of Black males and 52% of Hispanic males graduated on-time from the Madison Metropolitan School District compared to 80.7% of Asian males and 87.8% of White males. Graduation rates were also lower for males than females of each race/ethnicity, with the exception of Native American students. [*Madison Metropolitan School District, Graduation on-Time, September 2010*]
- In 2010, just 45% of Black, 49% of Hispanic, and 59% of Asian males in 10th grade in the Madison Metropolitan School District were proficient in reading compared to 87% of White males. Just 37% of Black, 46% of Hispanic, and 65% of Asian males were proficient in math compared to 84% of White males. [*Madison Metropolitan School District, Wisconsin Knowledge & Concepts Exam (WKCE) scores for 4th, 6th, 8th, and 10th graders, September 2010*]
- Sixty-one point eight percent of Black male 9th graders who completed algebra during the 2009-10 school year in the Madison Metropolitan School District earned below a C average compared to 43.4% of Hispanic, 37.5% of Asian, and 27.4% of White males. [*Madison Metropolitan School District, 9th graders earning C or better in Algebra, September 2010*]

College Readiness

- Just 7% of Black and 18% of Hispanic seniors in the Madison Metropolitan School District who completed the ACT college entrance exam were “college ready” according to the test maker; 93% of Black and 82% of Hispanic seniors were identified as “not ready”. [*Madison Metropolitan School District Graduating Class of 2010 – ACT Profile Report*]
- Nationally, more than two-thirds (67.6 percent) of Black men who start college do not graduate within six years, which is the lowest college completion rate among both sexes and all racial/ethnic groups in higher education. A major factor driving non-completion rates is the lack of rigorous academic preparation prior to enrolling in college [*Joint Center for*

Political and Economic Studies Health Policy Institute: State Public Education Policy and Life Pathways for Young Men of Color, 2006]

Social Challenges

- In 2006, an estimated 32% of Black men ages 18-54 were under the supervision of the Wisconsin Department of Corrections, 10% incarcerated and 22% under community supervision. An estimated 47% of Dane County's (WI) Black men aged 25-29 were under supervision, 15% in prison and another 32% on probation or parole or extended supervision. [*Racial Disparities in Criminal Justice*, Pamela Oliver, University of Wisconsin School of Sociology]
- According to a March 2007 report of the U.S. Senate's Joint Economic Committee chaired by Senator Chuck Schumer (D-NY), nearly 74% of Black male high school dropouts in the U.S. in 2006 were either unemployed or not in the labor force (i.e., haven't worked or looked for work in the last 6+ months).
- In 2004, 65% of children resided in father-absent homes, with the primary reason for African American fathers' absence being their inability to secure or maintain viable employment.^[i] In fact, 80% of Black children can expect to spend at least part of their childhood living apart from their father. [*The 100 Billion Dollar Man: The Annual Public Cost of Father Absence*. National Fatherhood Initiative, 2008]
- In 1999, 52% of Black male high school dropouts had prison records by their early thirties (age 30-34) compared to 13% of White male high school dropouts of the same age. [*Justice Policy Institute: Cellblocks to Classrooms*, 2003]
- A Black man with only a high school diploma has a 30 percent chance of having served time in prison by the time he is thirty years old. Without a high school diploma, his likelihood of having been incarcerated jumps to 60 percent. In fact, a Black male in his late twenties without a high school diploma is more likely to be in jail than working. [*Economic Fact Sheet*, U.S. Senate Joint Economic Committee, March 2007]
- During the previous two decades, three times as many Black men were added to state and federal prison systems as were added to higher education. Between 1980 and 2000, Black men in state and federal prisons increased by 460,000 persons compared to an increase of 139,293 enrolled in higher education. [*Justice Policy Institute: Cellblocks to Classrooms* 2003]

Historical Backdrop

In 1965, as a part of her Master's Thesis, Cora Bagley conducted a study on the academic achievement of African American students. In her thesis, she reported that a low level of academic achievement existed among Black students. On standardized achievement tests of language usage, 68% of all African American high school students scored "below the standard level" in language usage. Similarly, 54% scored below the standard in math and 39% scored below the standard in reading.ⁱ

Ms. Bagley also reported that 26% of African American students entering Madison's high schools failed to graduate, that females were more susceptible to dropping out of high school than males, and that "Negro students not only fail to complete high school but many of those who finish do not pursue higher education." Among the 29,000 students attending the University of Wisconsin at the time, Ms. Bagley reported that only three African American students gave Madison home addresses and only one had graduated from a Madison high school.

In a January 31, 1965 Wisconsin State Journal article entitled "Madison Negroes still face entrapping circle," Sharon Cody wrote that there was a prevailing belief that "Madison Negroes still faced the entrapping circle of disprivileged homes, poor education, few employment opportunities, and inadequate housing, but legal obstacles were disappearing." However, in Dr. Naomi Lede's 1966 report, *Madison's Negro Population*, she shared that her surveys of Madison's White and Black residents indicated that "there is no prevailing atmosphere of racial conflict in Madison," with most leaders from both groups reporting that everyone appeared "to get along" with one another.ⁱⁱ

Despite the poor educational outcomes of Black students, Ms. Lede also found that "relatively few, if any, of Madison residents expressed any anxiety concerning the integration of Madison's schools. She said 52% of African Americans "were satisfied with desegregation in the schools, even though the majority of Black children were assigned to Franklin Elementary, Lincoln Middle, and Central High Schools. The other 48% had "no thoughts on desegregation." African Americans seeking social and professional advancement cited limited employment options that offered social and professional advancement as the most important challenge facing the Black community. Many of these African Americans were college educated or worked in government and other professional jobs. At the same time, lower-income African Americans identified a lack of access to quality housing as the most important issue. The majority of these residents worked in blue collar jobs.

Indeed, in 1966, a study conducted by the University of Wisconsin-Madison School of Social Work found that seven out of 10 surveyed African Americans in the labor force who resided in South Madison held blue collar jobs. Of the 143 households interviewed (94 men and 67 women), 110 had one or more persons employed full-time. Eighty-four of the African American men interviewed were head of their households and held full-time jobs (89%). There were also 42 wives who held full-time employment and just 12 employed women were heads of their households (29%).

The study also found that 49% of African Americans who were employed full-time had no formal job training, while 27% had vocational school training, 19% had on-the-job training, and 5% had "in-service training". Seven percent also reported job training in the armed forces and 8% mentioned receiving business college training as well. Of those who were unemployed, eight were not working because of injury or illness, 17 because they had young children, and

one was laid off. The report goes on to summarize that “the picture that emerges from this data is one of a predominantly blue collar group in which the unemployment rate is not high.” However, a high percentage of respondents who said they would like to change their job (66%) “revealed [to the researcher] that [the respondents] are not satisfied with their present jobs” and “76% said they would be interested in learning about job training opportunities.”ⁱⁱⁱ

During the 1970s, as affirmative action took root on college campuses across the United States, the University of Wisconsin-Madison saw a surge of African American students enroll and complete their college degrees. It was during this period and into the early 80s where this new group of college educated African Americans began to give greater voice to the voiceless and significantly increase advocacy for social change and equal opportunity for Madison’s Black community. However, the economic recessions of the 70s and 80s, the dramatic increase in the replacement of manual labor with mechanical and technical solutions that required a four-year or professional education, as well as the outsourcing of jobs to other countries, left many under-skilled, under-trained, and under-educated African Americans out of work and out of the labor force. These changes had a disproportionately negative impact on the employment of Black men. Today, in cities like Milwaukee, 50% of Black men are unemployed and unable to find work in knowledge economy jobs because many lack a college education and formal training.^{iv}

In 1988, the ULGM published the Report on the Academic Achievement of Black Students (1987-88), which “conclusively proved that there was an education gap” between African American and White students enrolled in the Madison Metropolitan School District (MMSD). Through the Urban League’s advocacy, as well as other community members’ efforts, MMSD created the Equity & Diversity office, helping establish parent-school liaisons in Madison elementary schools and launching a tutoring program.^v The Urban League, along with the local NAACP and other groups, also requested that MMSD seek to recruit and employ more teachers of color, which subsequently resulted in the now defunct Grow Your Own program. Despite these efforts, which MMSD generally under-resourced, little progress in student achievement was realized.

In 1994, the Wisconsin Policy Research Institute (WPRI) conducted a much deeper review of MMSD policies and practices as it pertained to supporting students of color. This report set off new alarm bells among Madison’s African American and civil rights communities. The President of WPRI wrote in his forward to the study:

What is surprising in this report is the lack of achievement among minority students. The perception of the Madison school district in Wisconsin and around the country is that it is one of the top urban districts...it is perplexing to find that Black students are doing as poorly [in Madison] as they are in Milwaukee and Racine....It appears as though there is some sort of dual system in the Madison schools. If you are middle-class white, you can apparently get a good education. However, if you are Black, that is not going to happen. Madison also seems to be following a trend found in other large urban districts around the country, where Black students are placed in special-education classes in numbers disproportionately higher than white students....It is very difficult to understand how this lack of Black achievement can be tolerated

in a school district that many people point to as a national model. The answer may be Madison has no more idea on how to educate Black students than Milwaukee. Considering that Madison over the next decade is going to see a large increase in Black students, that does not bode well for Madison or the rest of Wisconsin.^{vi}

Current Diversity Challenges

These comments were somewhat prophetic given the current state of student achievement and enrollment demographics in MMSD. According to Wisconsin Information Network for Successful Schools (WINSS), 49.7% of students in the district were NOT white in 2009-2010. Forty-six point six percent of MMSD students came from impoverished backgrounds that year.

While MMSD's student body is increasingly of color, the staff does not reflect this diversity. Although MMSD has worked over the years to recruit teachers of color, the timing in which the school system has offered contracts is too late to compete for available, top talent. Additionally, MMSD has not adequately utilized the community to engage in the hiring, recruitment, and retention of teachers. The Urban League believes that high quality teachers are needed in our schools to serve as role models as they become increasingly diverse.

Presently, of the 71 principals and assistant principals employed by MMSD this school year, 8 are Black, 3 are Hispanic, and 60 are White. There were no Asian principals in the Madison Metropolitan School District. Of the 2,506 teachers in MMSD, just 67 (2.7%) were Black while 2,258 (90.1%) were White, 106 (4.2%) were Hispanic, 58 (2.3%) are Asian, and 17 (0.1%) are American Indian. Again, 24% of MMSD's 24,295 students were Black, 15% are Hispanic, 10% were Asian, and 1% is American Indian. Just 22 of Madison's 2,506 teachers are black males (0.8%) and 16 are Hispanic males (0.6%); just 45 teachers are black women (1.8%) and 90 are Hispanic women (3.6%). More male and female professionals and role models of color are needed to serve in teaching, principalship, student support, and administrative/executive roles in the Madison Metropolitan School District.

There are presently 58 locations that MMSD teachers are placed in Madison (including UW Hospital and the Doyle Administration Building). Of these locations, 56 are elementary, middle, and secondary schools and alternative and special schools. Only 13 schools had African American male teachers in 2009-10.

Our Solution: Madison Preparatory Academy for Young Men

STATEMENT OF PURPOSE

Madison Prep is being proposed in a direct response to these statistics and history. The immediate need for a solution to the high rates of underachievement and low graduation rates of young men of color in greater Madison – and more importantly the need for schools to serve all boys well and prepare them for college – calls for the establishment of an all-male public secondary school that is focused on preparing boys of color for academic and personal success in school and beyond.

It will be established, therefore, to serve as a catalyst for change and opportunity among young men of color. Its founders understand the many factors that contribute to the failure of so many young men to reach their potential: poverty, isolation, structural discrimination, lack of access to positive male role models and achievement-oriented peers, limited exposure to opportunity and culture outside their neighborhood, as well as a general lack of understanding and/or fear of Black boys among adults. Despite well-intentioned efforts, the MMSD administration has been unable to address these factors as they relate to the academic performance of boys of color in the district.

Madison Prep's competitive advantage will be defined by five key performance drivers:

1. An academically successful, engaged, and happy all-male student body
2. A rigorous college preparatory and culture-building curriculum delivered by a significant number of highly qualified male teachers of color that prepares young men for leadership, college success, and 21st century careers
3. High quality instruction tailored to the learning styles and educational interests of boys
4. Mentoring, with a strong connection to men of color and diverse men and women of influence
5. Beneficial partnerships with community resources, colleges, parents, and extended learning providers

Madison Prep will also overcome the impact that high rates of poverty have on student achievement by rooting in young men a set of core values and leadership dimensions that enable them to see beyond and strive through challenging circumstances. Additionally, Madison Prep will require that parents of students participate annually in the school's five-week *Destination Planning* workshops, which are designed to develop parents into knowledgeable and effective college preparatory coaches for their children.

LEADERSHIP AND GOVERNANCE

The Board of Directors of the Urban League of Greater Madison, which includes esteemed members of the greater Madison community, seeks to establish Madison Preparatory Academy for Young Men as authorized by the Madison Metropolitan School District Board of Education.

2010 ULGM Board of Directors

Darrell Bazzell, the Vice Chancellor for Administration at the University of Wisconsin-Madison, serves as the university's chief financial officer. He also serves as a senior advisor to the chancellor and provost on administrative policies and practices. Previously, Mr. Bazzell served with the Department of Natural Resources as DNR Secretary, Deputy Secretary for the department, and as an administrator for the department's Office of Planning and Analysis. During his 25 years of service to the State of Wisconsin, Mr. Bazzell also served as deputy administrator for the Department of Agriculture, Trade and Consumer Protection's Agricultural Resource Management Division and director of that agency's Plant Industry Bureau. He was also a policy and budget analyst for the departments of Administration and Health and Social Services. Mr. Bazzell is an active supporter of numerous community service and professional organizations. Currently, he serves on the boards of the Gathering Waters Conservancy, United Way of Dane County, Urban League of Greater Madison and the Boys & Girls Club. Mr. Bazzell is the former president of 100 Black Men of Madison and the Wisconsin Association of Black Public Sector Employees. In his spare time, Mr. Bazzell enjoys being a Big Brother.

Russell Betts, Chair, has served as the Director of Development since 2001 for the University of Wisconsin Foundation. As such, Mr. Betts is vital to the development and implementation of objectives, priorities and strategies for major gift donations related to capital campaigns, special programs and ongoing fund raising. He also plans and implements recognition for donors, develops and maintains volunteer involvement, and assists with staffing and training volunteers as needed. Mr. Betts graduated from the University of Wisconsin in 1994, and immediately began working as the Director of Diversity and Assistant Field Representative for the Wisconsin Alumni Association.

David Cagigal, Vice Chair, David Cagigal is a seasoned executive with over 25 years experience in information technology management. The combination of IT and other technologies is a key part of Mr. Cagigal's role as CITO at Alliant Energy. The IT in the title is not simply for information technology; it represents information and technology. Whether looking at employee competencies across the company or thinking about the basic computing and network infrastructure for Alliant Energy, Mr. Cagigal always returns to the "I" and the "T" in his title, thinking about ways to integrate energy and information technology to drive better investments and to advance business strategies. Prior to Alliant Energy, Mr. Cagigal served as Director of Information Services with DeVry. Prior to DeVry, David was the Director, Information Application Services for DePaul University, worked at Maytag in various IT capacities, and many years with Amoco Corporation in a number of senior IT management roles. He holds a Bachelor of Science and Master of Business Administration from DePaul University.

Michael Heifetz, Secretary, is a native of the Madison area. He serves as the Vice President for Government Affairs for Dean Health System and SSM Health Care of Wisconsin. Mr. Heifetz works to address widespread health care issues including cost, access, and quality improvement by collaborating with many state and federal elected officials. Mr. Heifetz holds a bachelor's degree from the University

of Wisconsin in Political Science and International Relations and a master's in Public Policy from the LaFollette Institute within the UW. Previously, he served in the Wisconsin State Budget Office, and as the Policy Advisor to the Assembly Majority Leader. Mr. Heifetz has proven his passion for public service while working on various initiatives including Wisconsin's SeniorCare program. Mr. Heifetz is a member of the Madison Plan Commission and on the side supports hometown athletics by operating one of the Zamboni machines at Badger hockey games.

Marshall Heyworth is the Chief Operating Officer of consulting and professional recruiting at QTI Group. QTI Group has been providing Wisconsin businesses and organizations staffing, recruitment, and human resources services since its inception in 1957. Previously, Mr. Heyworth worked as a Consulting Manager at Grant Thornton. Mr. Heyworth received his degree from Warwick Business School, University of Warwick in the UK.

Forbes McIntosh is a Lobbying Consultant and the President of Government Policy Solutions, an agency providing full-service representation for clients before all branches of local government. Respected on both sides of the aisle for his knowledge of legislative process and his methods of lobbying, Mr. McIntosh advises a variety of corporations, industry trade groups, and elected officials on public policy and budget issues. Specializing in developing strategic plans and creating alliances, Mr. McIntosh focuses on establish personal relationships and directly communicating with key policy makers. Mr. McIntosh serves on the board of directors for the Residential Services Association of Wisconsin.

Annette Miller, recognized in 2010 by the YWCA as a "Woman of Distinction," currently serves as the Community Services Manager for Madison Gas and Electric. Ms. Miller has spent the past ten years in public service roles ranging from policy and budget analyst to project operations and executive manager with the Wisconsin Department of Administration and the Department of Workforce Development. Ms. Miller previously served with the City of Madison Mayor's Office and coordinated projects including the Mayor's Vision for Allied Drive, the Department of Civil Rights, and Neighborhood Resource Teams. Ms. Miller is also a dedicated volunteer. Along with co-founding and developing the Madison Network of Black Professionals (MNBP), Ms. Miller also serves on St. Mary's Hospital's corporate board, and is involved the Foundation for Madison Public Schools, the Madison Minority Business Advisory Council, and the Wisconsin Women's Business initiative.

Darren Noak, Assistant Treasurer, Darren Noak is the President of Commercial Construction at Tri-North Builders. With a Bachelor of Science in Building Construction Management from Purdue University, Mr. Noak started his career with two internships at Tri-North in the 1990s and went on to become a Project Manager in 1998. Mr. Noak now heads up all hospitality work for Tri-North. He is a member of AGC of Wisconsin and has worked on such notable projects as: City Center West, Intercontinental Hotel, Grand Geneva Resort, Pfister Hotel, and the Urban League of Greater Madison.

Paul Norman, Treasurer, Paul Norman is a Partner at the Boardman, Suhr, Curry, and Field Law Firm. His practice includes commercial law counseling and litigation with emphasis on antitrust, dealership, franchise, leasing, mergers, and acquisitions, sales and licensing contracts, and trade regulation issues. Mr. Norman has a Bachelor of Science from the University of South Dakota and a Juris Doctor from the University of Denver College of Law. He is currently the president of the Wisconsin Equal Justice Fund and a member of the board of governors Madison Central Business Improvement District and the Safe Harbor Child Advocacy Center.

Gary Sater is a licensed psychologist and certified consultant in sports psychology. With 20+ years of experience, Mr. Sater is an owner and partner at Mental Health Solutions and the owner and sole proprietor of Solutions for Performance, both of Madison, Wisconsin. Mr. Sater received his PhD in educational psychology from the University of Wisconsin and has training in both school and clinical psychology.

Keith Schwarting is an Account Manager at Suttle-Strauss. Recognized as one of the Midwest's premier providers of communication solutions, Mr. Schwarting adds to the company his deep knowledge of marketing and specialization in direct marketing. Mr. Schwarting has a very strong sales background and has many business relationships in the Dane County area. A graduate of the University of Wisconsin Madison, Mr. Schwarting previously worked as an account manager at Accurate Response.

Addrena Squires is President of the Urban League of Greater Madison Guild. She retired as a nursing assistant from the Dane County Home and Hospital in the 1980s. Often referred to as "Super Gram," her extensive activism and volunteerism is well known within the Madison community. Ms. Squires has been active in the Allied Drive area, tutoring children, serving on the program committee, and working each year to help develop the community wide celebration. Additionally, Ms. Squires' volunteer work includes helping to develop the Foster Grandparents Program for the Retired Senior Volunteer Program (RSVP), work with Neighborhood House on Mills Street, Independent Living, Access to Independence, NAACP, Madison Veteran's Hospital, and work with many of the area's schools.

Madison Prep Design Teams

The following community members, educators, business leaders, parents, and more have also committed their time, energy, and support to the establishment of Madison Prep through their participation on Design Teams*:

Milele Chikasa Anana	Donna Hurd	Darren Noak
Betty Banks	Tania Ibarra	Lisa Peyton-Caire
Ingrid Beamsley	Torrey Jaeckle	John W. Raihala
Michelle Behnke	Michael Johnson	Jeff Rayford
JoAnne Brown	Jennifer Lord	Gary Sater
Phillip Caldwell	Dennis McClain	Ellie Schatz
David Cagigal	Megan Miller	Keith Schwarting
Laurel Cavalluzzo	Nichelle Nichols	Carrie Wall
Jim Hollar	Madeleine Niebauer	Jim Zellmer

*Design Team members do not necessarily represent an endorsement of Madison Prep on behalf of their organizations/employers.

Governance Structure

The ULGM will initially serve as the chartering entity seeking authorization from the MMSD Board of Education to establish Madison Prep. Upon the receipt of federal charter school planning funds granted by the Department of Public Instruction, the ULGM will establish a subsidiary 501(c) (3) organization, under which Madison Prep will be operated.

Madison Prep will be a non-instrumentality of MMSD. As a non-instrumentality charter school, the MMSD Board of Education may not employ any of the staff of Madison Prep, as stated in Wis. Stat. § 118.41 (7).

When possible, Madison Prep will establish partnerships with other quality public, charter, and independent schools, as well as institutions of higher learning. Madison Prep will strive to serve as a model of rigorous secondary from which K-12 education practitioners and researchers may learn and study successful strategies for the college preparation of boys who have not traditionally succeeded in the public school system.

VISION AND PHILOSOPHY

Mission of Madison Prep

Madison Prep will provide a world class secondary education for young men that prepares them for leadership, service, and success at a four-year college or university.

To achieve this mission, young men will receive an education that:

- Challenges them to develop mastery of basic and advanced knowledge, concepts and skills;
- Enables them to explore and engage more deeply in their interests;
- Deepens their understanding of and competence in science, technology, communications, and social innovation;
- Builds their cultural competence – developing their ability to participate effectively and with significant awareness and understanding in their culture and the culture of others in the U.S. and abroad;
- Engages them in discourse and learning opportunities with key decision makers and influential men and women who are setting trends and shaping and impacting local, national, and world affairs;
- Provides them with a supportive peer group that values their abilities and desire to succeed in school and life;
- Matches them with mentors who provide guidance, coaching, support and examples of success;
- Connects them with college and career opportunities before they leave school; and
- Extends their network of support in school and in the communities where they live.

Vision of Madison Prep

Madison Prep Scholars, as they will be referred to within the school community, will reflect a significant desire to succeed in school and life. They will maintain a lifelong commitment to learning, living well, and serving others. Individuals who come into contact with Madison Prep Scholars will notice how confident, focused, informed, articulate, and thoughtful they are about their future plans, their commitment to service and humanity, and their tremendous drive to succeed. Their high level of competence, confidence, and community connections will enable

them to overcome challenging obstacles and make the most of their opportunities. Armed with advanced knowledge and a keen intellect, a healthy awareness of their strengths and limitations, the ability to communicate effectively and lead with purpose, and a network of influential men and women in the community to support their development, Madison Prep's Scholars will be successful.

Goals of Madison Prep

- Graduate young men who are ready to pursue top post-secondary education and training opportunities, particularly in fields of science, technology, communications, and the social sector.
- Instill in young men habits of effective leadership, a global perspective and a commitment to effort.
- Engage positive male and female role models in the training, coaching and development of young men.
- Build strong partnerships between parents, teachers, and community that help young men succeed.

How will we know we've succeeded? By the time Scholars graduate from Madison Preparatory Academy, they will be distinguishable among their peers in the following areas:

- Their achievement at proficient and advanced levels academically;
- Their ability to listen and communicate effectively, think critically, solve problems, and be innovative;
- Their broad, functional understanding of community, national and world affairs;
- Their comfort and competence in working with adults and among cultures different than their own;
- Their demonstration of good character, integrity, high standards, and ability to achieve to high expectations;
- Their commitment to "practice makes perfect";
- Their level of fitness and healthy lifestyle practices; and
- Their steadfast commitment to family, community, personal excellence, self-determination and teamwork.

As Madison Prep's Scholars transition into adulthood, they will be well-positioned as adults to support their families, pass on lessons learned to their children and others, and use their talents to tackle challenges that they, their communities and the world will face during their lifetime.

Educational Philosophy at Madison Prep

Madison Prep's educational philosophy is grounded in the belief that the content of what children learn is very important and that it is inadequate to focus primarily on teaching skills and techniques to pass tests. To help young men thrive academically, learning must go beyond memorizing facts on a chalkboard and learning how to perform a basic task. Mastery of

knowledge and skills that provides young people with the ability to apply what they learn to new situations, solve problems, create new ideas, and improve on existing ones must be the focus of secondary education. This depth of understanding leads to a love of learning, an ability to develop innovative solutions to problems and the capacity to create new knowledge.

Furthermore, the founders of Madison Prep believe that secondary schools have a unique responsibility to provide adolescents with opportunities to identify their talents, develop to their potential, enhance their self-efficacy, develop a positive social identity within a supportive peer culture, and establish a solid grasp of what their purpose is in life before they graduate. Such schools must be led and staffed by supportive adults who inspire excellence and achievement in their students. Staff must also be great coaches who demand and acknowledge positive social behavior, nurture a positive identity among young men, demonstrate effective problem solving and critical thinking skills, model effective teaching practices, and believe in the capacity of young men to achieve to high levels.

For schools to succeed at manifesting these achievement characteristics and social behaviors among all members of the school community, they must have a strong values-driven environment combined with a culture of accountability for academic and personal excellence that is accepted by all stakeholders. Their leaders must understand the harmonious relationship and interconnectedness between school governance and leadership, teaching & learning, parent and community engagement, and students' social support network. When participants in each of these domains reflect high expectations and high engagement, effectively work towards common goals with each other, and put the learner first, students achieve to high levels. Conversely, student achievement is undermined when these attributes and relationships are weak or do not exist.

The leadership and faculty of Madison Prep will walk-the-talk. They will understand their role in establishing a positive, achievement oriented school culture for young men. More importantly, they will work together with all stakeholders to drive school quality and student achievement through:

- a values-driven school culture where the school's values are modeled daily, measured quarterly, and motivate success among students, staff, parents, and volunteers year-round;
- a staff team who wants the best for young men and believes in going the distance to help them succeed;
- a relentless and uncompromising focus on teaching and leadership excellence;
- a rigorous curriculum defined by quality courses that focus on mastering knowledge, concepts, and critical thinking and problem solving skills, build cultural competence, promote leadership, and emphasize service to others;
- data-driven decision making that informs our practice from the boardroom to the classroom;
- co-curricular and extended learning options that support our mission, the educational and social development of our students, and effectively channels the competitive nature of boys;

- destination planning between parents-students-teachers that ensure all three partners remain on the same page with respect to students' learning goals, needs, and their pathways to college and beyond;
- a vibrant, safe and team oriented learning environment and school culture, and
- a high quality support network at school, at home, and in the community for our students.

Student Performance Objectives

- 90% of Madison Prep's Scholars will score at proficient or advanced levels in reading, math, and science on criterion referenced achievement tests after three years of enrollment.
- 90% of Scholars will graduate on time.
- 100% of students will complete the SAT and ACT assessments before graduation with 75% achieving a composite score of 22 or higher on the ACT and 1100 on the SAT (composite verbal and math).
- 100% of students will complete a *Destination Plan* before graduation.
- 100% of graduates will qualify for admissions to a four-year college after graduation.
- 100% of graduates will enroll in postsecondary education after graduation.

EDUCATIONAL STRATEGIES

Madison Prep's educational program is defined by the following seven core strategies, and will be supported by an affordable array of auxiliary strategies, programs, and services:

1. An all-male student body
2. The International Baccalaureate Curriculum
3. College Preparatory educational program
4. Harkness Teaching
5. Extended School Day and Year
6. Mentoring and Community Support
7. Prep Year

All Male Public Secondary School

Dr. Thomas Mortenson, senior scholar with the Pell Institute in Iowa and author of the report, *The State of American Manhood*, highlighted specific findings in research on boy's educational, mental, emotional, physical, and economic well-being that express the need for national attention on the issues and challenges boys face in the United States. Some of Mortenson's findings include: ^{vii}

- For every 100 girls suspended from public elementary and secondary schools, 250 boys are suspended. For every 100 girls expelled, 335 boys are expelled.
- For every 100 girls diagnosed with a learning disability, 276 boys are so diagnosed.
- For every 100 girls diagnosed with an emotional disturbance, 324 boys are so diagnosed.
- For every 100 girls ages 15-19 who commit suicide, 549 boys in the same range kill themselves.

- For every 100 women ages 20-24 who commit suicide, 625 men of the same age kill themselves.
- For every 100 girls ages 15-17 in correctional facilities, there are 837 boys behind bars.
- For every 100 women ages 18-21 in correctional facilities, there are 1,430 men behind bars.
- For every 100 women enrolled in college, there are 77 men enrolled.
- For every 100 American women who earn an associate's degree, 67 American men earn the same degree.
- For every 100 American women who earn a bachelor's degree, 73 American men earn the same degree.
- For every 100 American women who earn a master's degree, 62 men earn the same degree.

Low graduation rates and poor achievement on standardized tests, along with a disproportionate number of Black males being placed in special education and being disciplined or suspended from school, stress the need for a more focused set of educational interventions. Madison Prep will address the needs of its young men by providing them with an exceptional learning environment that is focused on the learning styles and needs of boys exclusively.

As of June 2010, there were 540 public schools in the U.S. offering a single-gendered option, with 92 schools having an all-male or all-female enrollment and the rest operating single gendered classes or programs. There were 12 public schools in Wisconsin offering single gendered classes or classrooms (6 middle schools, 5 high schools, and one elementary school). There are several single gendered charter schools for young men that have garnered much attention of late, including Urban Prep Academies in Chicago (which sent 100% of its first graduating class to college), The Eagle Academy Foundation in New York City, Boys Latin of Philadelphia, Brighter Choice Charter School for Boys and Green Tech High School (both in Albany, NY), as well as Bluford Drew Jemison Academy in Baltimore.

The International Baccalaureate (IB) Curriculum

Madison Preparatory Academy will implement the International Baccalaureate (IB) Middle Years Programme (MYP) in grades 6 through 10 and eventually the Diploma Programme (DP) in grades 11 and 12. The school will first implement the MYP Programme with 90 boys in grades 6 and 7 in 2012-13.

The IB Programme was established in 1968 in Geneva Switzerland by teachers at the International School of Geneva. The IB curriculum is divided into three "Programmes": Primary (ages 3 to 12), Middle Years (ages 11 to 16), and Diploma (ages 16 to 19). The Middle Years Programme provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. The Diploma Programme is a demanding two-year curriculum culminating in final examinations that are externally assessed. Passing marks on these assessments lead to qualification that is welcomed by leading universities around the world. Each Programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers, and a process of school authorization and evaluation.

The MYP and DP are based upon comprehensive research and extensive, wide-ranging experience in schools around the world. They are bolstered by a rigorous set of achievement standards and provide a framework to guide coherent content instruction from grade to grade, encouraging steady academic, social and intellectual progress as students expand their intellectual and social capacities, knowledge and skills. Teachers plan activities, engage students in learning and assess their progress, and then reformulate the plan according to the results.

The MYP and DP are guided by the following three fundamental concepts that are rooted in the IB mission and directly related to Madison Prep's philosophy: holistic learning, intercultural awareness, and communication.

Ultimately, the Middle Years and Diploma Programmes aim to enable students to:

- Build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- Acquire knowledge, understanding and skills, and prepare for further learning
- Develop understanding by consciously learning how to learn, think critically, and linking new knowledge to existing knowledge.
- Learn to communicate effectively in a variety of ways
- Develop a sense of personal and cultural identity and a respect for themselves and for others
- Acquire insights into local and global concerns affecting health, the community and the environment
- Develop a sense of individual and collective responsibility and citizenship

Presently, there are 2,714 schools in 138 countries that are authorized to provide the IB Programme to 743,000 students ages 3 to 19. The United States has 1,204 IB schools: 245 offer the Primary Years Programme, 405 offer the Middle Years Programme, and 715 offer the Diploma Programme. There are currently 14 IB schools in Wisconsin but none in Dane County. Also, only two of the 14 Wisconsin schools offer the IB Middle Years Programme: The Green Lake Global & Environment Academy in Green Lake, Wisconsin (since March 2010) and Wedgewood Park International School in Milwaukee (since February 2009). The first U.S. IB school was authorized in 1971.

College Preparatory Educational Program

Madison Prep will use the following definitions of "College Readiness" and "Succeed", proposed by the Eugene, Oregon-based Educational Policy Improvement Center (EPIC), as the framework for ensuring that its teachers, courses and curricula are preparing its students for college:

College readiness can be defined operationally as the level of preparation a student needs to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a

baccalaureate degree or transfer to a baccalaureate program. **Succeed** is defined as completing entry-level courses with a level of understanding and proficiency that makes it possible for the student to be eligible to take the next course in sequence or the next level course in the subject area.

The college-ready student envisioned by these definitions is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons and dispositions the course was designed to convey and develop.^{viii}

By offering the IB Programme along with quality teachers, effective instructional strategies, and a strong achievement-oriented school culture, Madison Prep will provide young men with a scope and sequence of quality academic courses that prepare them to win admissions to competitive colleges and universities, succeed academically, and graduate with marketable skills and intelligence.

Harkness Teaching

Madison Prep is determined to bring the right mixture of content, context, exploration, challenge and fun to the learning experience for young men. The presence of theater-style classroom seating with 30-minute lectures from the front of the classroom while Antoine is sleeping in the back of the class will become a relic of the past for Madison Prep students. Virtually all of Madison Prep's classes will take place around the *Harkness Table*, a large oval table that sits just close enough to the chalkboard for the board to be a resource for discussion, rather than a scribble pad for a massively boring lecture about something only the committed few will find valuable or enlightening.

Harkness Teaching is a discussion-based, seminar style instructional method that takes place around oval tables in every classroom. Harkness Teaching engages all learners in disciplined inquiry, investigation, exploration, practice, and assessment of key concepts, ideas, knowledge and skills being taught. In a Harkness classroom, the teacher is a facilitator who teaches, guides, and participates in the learning process while seated at the table with students. Students are challenged daily to be intellectually open and inquisitive. They are challenged to combine reason with evidence to support their thoughts and opinions and to deeply and thoroughly analyze problems, context, and situations to broaden their understanding. Students are also required to interpret, problem solve, and assess with precision and accuracy. These skills are the pretext of a college-ready student who understands how to learn and think, and of a person who is poised to succeed.^{ix}

Harkness Teaching supports the goals and tenets of the IB curriculum and of Madison Prep – developing students who know how to think critically and who are engaged in the discourse of every class.

To be effective in utilizing the Harkness method at Madison Prep, teachers will have to be thoughtful, passionate, knowledgeable, and prepared to lead and inspire students every day. Harkness Teaching also supports Madison Prep's core values, leadership dimensions, and the vision it has for its young men. It promotes academic achievement and personal excellence, supports deep inquiry and learning through collaboration and teamwork, inspires innovation, requires problem solving, and facilitates a global understanding of differing points of view.

Extended School Day and Year

Madison Prep Scholars will attend school for both an extended school day and extended school year. The school day will run from approximately 8:00am to 4:30pm and students will attend school for three semesters. The first semester will begin mid-August and conclude in January. The second semester will begin in January and conclude in June. The third semester will last for four weeks, beginning and ending in July. The third semester will focus on academic acceleration and remediation, and include opportunities for exploration, travel, and fitness training. These extra instructional hours and days will ensure that Madison Prep Scholars are able to master the curriculum from year to year, as well as meet the Student Performance Objectives of the school.

Mentoring & Community Support

Madison Prep will invest in three forms of school-based mentoring in support of its students' growth and development: group mentoring, one-on-one mentoring, and peer mentoring. Each is essential to the success of young men, particularly young men without positive, supportive and/or engaging parents at home – especially their fathers. It is a certainty that Madison Prep, like all public schools, will serve young men with varying degrees of parental and/or positive adult support in their lives.

Madison Prep will utilize mentoring as a major part of its educational strategy and will seek the involvement of as many male mentors as possible.

Group Mentoring

Group mentoring is when one mentor engages a small group of individuals in discussion to depart wisdom and experience on the group, to listen to their ideas and issues, and to help them problem-solve, inform their thinking, or build connections.

Group mentors will be resources for Madison Prep Scholars, ensuring to the best of their ability that students' needs are met at school and that mentees are getting along socially and academically. Each Madison Prep faculty member and staff leader will be required to serve as mentors for groups of 12-15 boys.

Athletic coaches will also serve as group mentors, reinforcing the core values and leadership dimensions of the school during athletic training and competition, and providing young men with sound personal and professional coaching.

One-on-One Mentoring

Madison Prep staff will conduct one-on-one mentor statuses with the 12-15 students in their cohort at least once per quarter. Staff will hold a formal Mentor Status with young men where they discuss anything the young men would like to talk about, as well as talk through their mentees' future goals and interests and review the progress they are making towards fulfilling their academic and non-academic goals. These statuses are designed to help strengthen the connection between young men, school, and a caring adult, and to ensure Madison Prep Scholars are getting good advice and counsel as they pursue educational and personal success. Mentor Statuses will also be used in the event that a young person begins to have performance problems, which staff will identify during their mentor status, weekly departmental statuses, or quarterly reviews. In these cases, statuses will happen immediately and be followed-up on more frequently to ensure plans and resource persons are put in place to help the student succeed. One-on-One mentor statuses will last approximately 30 minutes. Teachers and students will be given time during the day each week for these statuses to occur.

Peer Mentoring

Each new student will be assigned a veteran student to help them acclimate to the school community and address any school related questions they might have. In future years, after the school adds high school grades, mentors will be upper classmen (8th grade for middle school and 11th – 12th grade for high school). Peer mentors will be assigned at the beginning of school year and as new students transfer to the school. This program will be implemented in the 3rd trimester of year one, in preparation for newly arriving students in year two.

Community Support

Madison Prep will seek to form formal partnerships with the University of Wisconsin-Madison, Edgewood College, Madison College, Boys & Girls Club of Dane County, YMCA of Dane County, City of Madison, Dane County, and Madison Community Foundation for the purposes of recruiting people and financial resources to support educational programming for its Scholars. Partnerships with civic groups, professional societies, and professional associations and agencies such as 100 Black Men, Women in Focus and Links, Madison Network of Black Professionals, Latino Chamber of Commerce, Latino Education Committee, Fraternities and Sororities, and Rotary, Kiwanis, and Optimists Clubs of greater Madison will also be pursued to bolster the education of young men, particularly in the STEM fields, foreign language, and cultural diversity.

Prep Year

Madison Prep students who are more than two grade levels behind in reading, language arts and/or mathematics will complete a "Prep Year" before entering into the Middle Years Programme. These students will be designated by grade level for local and state compliance purposes only. However, at Madison Prep, they will be considered "Preps." At the conclusion of the Prep Year, during which these students will receive intensive remediation in basic skills to get them to grade level academically (or at least within one-year of grade level), the school staff

will routinely evaluate their academic progress and place them in the appropriate grade level for the following year.

OPERATIONAL STRATEGIES

In addition to the seven key educational strategies above, Madison Prep will employ four main operational strategies to support the educational strategies.

1. Adequate Staffing
2. Target Student Population
3. Appropriate Facilities/Location
4. Sufficient Funding

Adequate Staffing

The targeted student-to-teacher ratio is 17:1. The Harkness Instructional method works best when engaging a smaller group of students. It provides for more meaningful and engaging dialogue and enables the teacher to get all students involved in the learning process. Also, Madison Prep will staff slightly heavier in its first year than charter schools generally do to ensure proper implementation and execution of the IB Programme, to adequately initiate and support the school's commitment to family and community engagement, and to provide adequate academic and social support to its young men.

Madison Prep teachers and staff will work 9 hours per day (7:30am – 5:00pm) - excluding their 30 minute lunch break – to accommodate the school's longer school day (8:00am – 4:30pm). Teachers will also work approximately 206 days per year, including professional development days. Adequate preparation and meeting time will also be granted to teaching staff. Madison Prep teachers and staff will be compensated with a competitive salary and benefits package.

The Urban League of Greater Madison will make cultivating, recruiting, retaining, and developing diverse teachers a high priority. Presently, ULGM has one of the most diverse staffs in Madison. Of our 46 employees, 20 are White, 19 are African American, three are Asian and three are Latino/a.

Staff positions will be added in the years following the opening of the school, as necessary, to progressively accommodate the growing academic and administrative needs of an increasing student population. Madison Prep's staffing plan is designed to ensure the school meets its obligation and commitment to produce high levels of student achievement and success, to ensure the school stays in sound financial health and maintain compliance with local, state, and federal policies, laws and regulations, and that its students, staff, faculty, and parents are adequately supported in their respective roles. The following position summaries cover positions in the first year of operation.

Position Summaries

President & CEO

The President and CEO reports to the Board of Directors and is responsible for the entire operation of the school, its programs, and services. The President & CEO will build and directly manage a Executive Leadership Team comprised of the Head of School, Business Manager, Director of Family & Community Partnerships, and Dean of Students (Note: The Dean of Students will serve on the Leadership Team but will be supervised by the Head of School). S/he is also responsible for facilitating strategic planning with the Board of Directors; recruiting, developing, evaluating, and retaining a high quality staff; fundraising and ensuring the organization meets its annual fundraising goals; planning for school operations, finance, facilities acquisition, budgeting, growth, and replication; ensuring the organization executes an effective communications and marketing plan; recruiting students and meeting enrollment goals; measuring and reporting student achievement; maintaining compliance with local, state, and federal laws and obligations to the chartering authority; and serving as the school's primary spokesperson.

Head of School

Madison Prep's Head of School will be responsible for overseeing and guiding all aspects of teaching, learning, and student and family services in the school. His/her primary focus will be ensuring teachers are teaching, students are learning, parents are engaged, the community is involved in the school and the school is involved in the community. S/he will also ensure that all team members lead with Madison Prep's Core Values and Leadership Dimensions in mind, and that all team members in the Instructional Pipeline are supported, developed, recognized, and rewarded for their achievements.

The Head of School's duties will include monitoring classroom instruction and student support services, planning for school effectiveness and student achievement, organizing effective professional development opportunities for faculty and staff, and serving as a spokesperson (along with the President & CEO) for the school. The Head of School will also be responsible for curriculum development for all subject areas, managing and reporting all internal and external assessment data, and ensuring that special needs students and English Language Learners are appropriately educated, supported and integrated into all facets of the school. The Head of School will report to the President and CEO and serve as a member of the Executive Leadership Team and the Board's Fundraising & School Support Committee.

Dean of Students

The Dean of Students will be the primary person responsible for the planning, execution, and oversight of non-academic student services. S/he will be responsible for assessing and coordinating services and programs for students and their families; for engaging parents and the general public in Madison Prep; for ensuring that all students are enrolled in the mandatory level of core curricular activities; and for overseeing the school's counseling and athletic programs. The Dean of Students will also be responsible for student discipline, oversight of the "New Student & Parent Orientation", student recruitment, and oversight and/or coordination of family events outside of the regular academic program. The Dean of Students will report to the Head of School.

Business Manager

The Business Manager will ensure Madison Prep practices fiscal discipline, appropriately manages spending against its annual budget and income, completes its annual budgets on time, adheres to its Financial and Personnel Policies and Procedures, and complies with all grants, contributions, and

federal, state, and local laws, policies, and regulations. S/he will have responsibility for budget and finance, building and grounds, food service, and in collaboration with the Head of School – staffing and personnel support. S/he will serve as a point of contact for compliance purposes with the MMSD Board of Education; manage the accounts payable process the schools banking relationship; reimburse school staff and board committees as necessary; coordinate and manage the Madison Prep’s relationship with janitorial and food service providers and other contractors; oversee annual financial and operational audits; and maintain proper insurance coverage for the school and its employees. The Business Manager will report to the President and CEO, and serve as a member of the Executive Leadership Team and the Board of Director’s Finance Committee.

General Education Teachers

All of Madison Prep’s teachers will meet all of the requirements of *highly qualified teacher* as established by the No Child Left Behind Act of 2001, as well as Wisconsin Department of Public Instruction licensing requirements. All teachers of core academic subjects will hold at least a bachelor’s degree from an accredited institution of higher education and demonstrate a high level of competency teaching youth in urban settings (particularly males of color) in each of the core subjects in which he/she will teach prior to being hired. All Madison Prep teachers will be grounded in - or will receive prompt training in - strategies for English Language Learners.

Specifically, teachers will be responsible for developing lesson plans and implementing the curriculum in all subjects; teaching the required periods of the day; maintaining accurate and up-to-date data regarding student achievement on internal assessments; completing the electronic grade book daily so that parents and students can keep up with students’ performance on-line; providing academic support to students at least 3 times per week; serving as a mentor and coach to 12-15 boys; meeting with their cohort at least twice weekly to discuss progress, troubleshoot, and field ideas that improve teaching, learning and the school community; partnering with parents in the development and management of student’s Destination Plans; enforcing all school rules inside and outside of the classroom; supervising assigned areas during assigned times; and developing and maintaining a strong working relationship with families via school activities, regular parent-teacher statuses, progress reports, and phone calls, when necessary.

Master Teachers will perform the same duties as teachers and will be subject to the same hiring criteria. In addition, they will lead teams of teachers, coordinating professional development, lead team meetings and lesson planning, and coach teachers in the classroom who require or request additional support. Furthermore, one Master Teacher will also serve as the International Baccalaureate Program Coordinator, as required by the IBO. Both regular and Master Teachers will report to the Head of School.

School Counselor

The School Counselor will work collaboratively with classroom teachers, the Director of Family and Community Partnerships, classroom teachers, and parents to provide comprehensive academic and personal support to students to ensure Madison Prep students are set-up for success. They will hold individual and group counseling sessions with students and parents; implement effective social and peer development and conflict resolution programs; create school-wide systems for supporting students’ social and academic growth; and ensure students social needs are being met within the school community. They will participate in assessing a variety of behavior, skills, emotions, and goals of students; intervene directly when counseling services are needed or requested; and consult with teachers, parents, and school personnel on students’ behavior, learning, and social well-being. In

addition, the school counselor will supervise the Parent and Teacher Destination Planning Process; provide early career and guidance counseling; connect students to college preparatory and experiential learning programs that address their needs and interests; ensure all students are placed in appropriate classes; assist with interim benchmarking and college readiness assessments; and assist with coordinating tours to and partnerships with colleges and universities and local businesses. The School Counselor will report to the Dean of Students and serve as a member of the school's *Fit For Life* and *Emergency Response* teams.

Special Education Coordinator

The Special Education Coordinator will be responsible for coordinating and reviewing the special education needs of incoming students, ensuring that they receive the proper accommodations and/or modifications within the classroom, and ensuring that Madison Prep maintains strict compliance with the provisions of the Individuals with Disabilities Education Act (IDEA).

Specifically, the Special Education Coordinator will facilitate review of intake assessments for incoming students; partner with teachers to ensure Madison Prep offers an inclusive education environment for students; coordinate pull-out services on an as-needed basis only; follow all federal and district guidelines concerning the development and implementation of IEPs and 504s; ensure compliance with all federal and district special education regulations regarding parental consent; coordinate with the Head of School and grade-level teachers regarding any pre-referral meetings; ensure that all teachers know understand classroom accommodations for the special needs students they serve; coordinate with Head of School and teachers to monitor implementation of appropriate accommodations for students during instruction; serve as the point of contact for parents of students with special needs and for matters relating to due process; organize and coordinate professional development opportunities for teachers; work directly with general education teachers on issues that may arise in classroom settings; facilitate the evaluation/reevaluation process and create a master schedule for annual IEP meetings; and manage special education student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current. The Special Education Coordinator will report to the Head of School.

Skills Mastery Center Coordinator

The Skills Mastery Center Coordinator will work in partnership with teachers, the IB coordinator, and the special education coordinator to ensure that students who are struggling academically have appropriate learning intervention plans and instructional support within the school, including Madison Prep-trained tutors during and after school. The SMC Coordinator will ensure all tutors are trained, will manage the after-school homework club, and will attend grade-level learning team meetings at least once per week. The SMC Coordinator will be a highly qualified teacher with at least three years of successful teaching experience. The SMC Coordinator will report to the Special Education Coordinator.

Director of Family & Community Partnerships

The Director of Family & Community Partnerships will work to connect and maintain strong ties between Madison Prep and parents and members of the greater Madison community; will identify and establish partnerships that provide extended learning opportunities and benefits to parents and students; and will work closely with the school counselor to identify and support students' career interests and goals. S/he will coordinate quarterly parent-teacher statuses; support and participate in the Parent Council; recruit volunteers and coordinate special events; identify community resources; establish relationships with other nonprofit and for-profit partners that bolster the school's educational

program; coordinate student field expeditions; and establish and maintain a good rapport with youth resource providers in the greater Madison community. The Director of Family & Community Partnerships will report to the President & CEO and serve as a member of the school's *Executive & Fit For Life Teams*.

Development Coordinator

The Development Coordinator will be a full-time position that is responsible for assisting the President & CEO with creating and implementing annual and multi-year Development Plans for Madison Prep. The plan will include developing a base of individual philanthropists, foundations, social investment firms, and corporations/businesses that support Madison Prep's educational services (tutoring, programs for parents), co-curricular programs (athletics, clubs), student experiential activities (field trips, international expeditions), outreach initiatives (community engagement, events), facilities upgrades and purchase, and school growth and replication. The Development Coordinator will have an annual fundraising goal and will work closely with the President & CEO and Board of Directors to develop relationships with prospective funding partners, secure contributions, and manage and nurture relationships. The Development Coordinator will report directly to the President & CEO.

School Nurse

The School Nurse will be a member of Madison Prep's *Fit for Life* and *Emergency Response Teams*. The nurse will be responsible for maintaining and/or improving the health status of students, thus enabling them to benefit from their educational experiences, and to promote optimum health status and lifestyles for all students through joint efforts of home, school, and community. The nurse will hold at least a bachelors degree from an accredited nursing program; will specialize in pediatric care or have previous experience in public health or as a school nurse; and will be certified to practice in greater Madison. Special characteristics of the school nurse position will be to conduct health screenings and respond to emergency health situations that arise for students and staff; communicate appropriately and effectively with individuals and groups regarding health care matters within the school and larger community; adapt the nursing process including nursing diagnosis to fit the health needs of Madison Prep students and personnel; foster a sense of self-responsibility for health among students and employees through individual and group health education; ensure all Madison Prep staff are certified – and maintain their certification – in CPR; and demonstrate Madison Prep's commitment to optimal healthy lifestyles, life-long fitness, and well-being. The School Nurse will report to the Head of School.

Athletic Director

The Athletic Director (AD) will preferably be a Madison Prep teacher or non-executive staff member who carries the AD position as an additional responsibility. The AD will ensure each Madison Prep student has fun, instructional, competitive, and age-appropriate athletic experiences that foster physical skill development, a sense of self-worth and competence, a knowledge and understanding of sports and sports competition, and the principles of teamwork, integrity, and fair play. The AD will ensure Madison Prep operates effective athletic programs within its budget limitations. S/he will also hire, supervise and evaluate athletic coaches and trainers; plan, organize, supervise, and evaluate all athletic programs; and promote athletic talent to the local media, colleges & universities, and related partners. The Athletic Director will have completed, or commit to completing, national personal trainer certification either through the National Strength & Conditioning Association (NSCA) or the American College of Sports Medicine (ACSM) (or a comparable alternative certification program), and complete a rigorous coaching education program. The Athletic Director will report directly to the Dean of Students.

Athletic Coaches & Fitness Trainers

Athletic Coaches and Fitness Trainers will have at least three years experience coaching competitively. They will have already completed, or commit to completing, national personal trainer certification either through the National Strength & Conditioning Association (NSCA) or the American College of Sports Medicine (or a comparable alternative certification program), and a rigorous coaching education program. Athletic coaches and fitness trainers will report to the Athletic Director.

Office Manager

The Office Manager will play a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Office Manager will function as the primary contact person for all of the school's constituents. Specifically, s/he will be responsible for overseeing the day-to-day administrative activities of the school; managing the collection and maintenance of student, personnel, and school information; managing school-wide daily systems (student attendance, discipline, etc.); helping to plan and manage the logistics and preparations for school events and activities as needed; helping to organize board and staff meetings, retreats, and annual evaluations; greeting and documenting all visitors; coordinating on-site components of school financial systems such as purchase orders, payroll records, grant reports and financial forms; managing school maintenance and supply systems; maintaining office equipment and furnishings; maintaining the schools calendar of events; and helping to manage the National School Breakfast Program, National School Lunch Program, and snacks; and processing student and faculty applications. S/he will also be responsible for supervising the administrative support team. The office manager will report to the Business Manager and will be a member of the school's *Emergency Response Team*.

Administrative Assistant

The Administrative assistant will support the office and administrative functions of the school. These responsibilities include answering phones and taking messages; collecting and maintaining records for all incoming students; collecting and maintaining student attendance and achievement records; collecting and recording data for the school breakfast and lunch program; greeting and documenting all visitors; assisting with special events and activities, and ensuring the appropriate and timely distribution of incoming and outgoing correspondence and communications (e.g. school newsletters, calendars, notices, etc.). The administrative assistant will report to the Office Manager.

School Security Officer

The School Security Officer will be responsible for promoting and sustaining the safety of students and employees within the school. The Position will also assist administrative staff with enforcing policies and procedures for safe and orderly school. Specific duties include controlling undesirable behavior; monitoring external school areas, the cafeteria, hallways, restrooms, and other assigned areas of the school building during class hours; patrolling parking lots to detect unauthorized persons or vehicles and to identify suspicious activity; assisting administrators and staff during a crisis or an emergency; preventing and controlling disruptive situations on school premises; investigating law and policy violations in the school; working cooperatively with school administrators and law enforcement officials in handling serious situations; assisting with fire drills and other emergency evacuation planning; and maintaining security records, logs and reports. The School Security Officer will report to the Business Manager and serve as a member of the school's *Emergency Response Team*.

Target Student Population

Madison Prep will seek to enroll 90 students in its first year of operation in 2012-13. The school will grow by one grade per year every year until reaching a full complement of 6th through 12th grade and graduate our first class of seniors in 2017-18. At maturity, Madison Prep will serve a maximum of 315 students. The chart below reflects the school's enrollment and growth goals.

Madison Prep's Projected Student Enrollment

	2010-11 Year 1	2011-12 Year 2	2012-13 Year 3	2013-14 Year 4	2014-15 Year 5	2015-16 Year 6	2016-17 Year 7	2017-18 Year 8
6 th Grade	Planning Year	Implementation Year	45	45	45	45	45	45
7 th Grade			45	45	45	45	45	45
8 th Grade				45	45	45	45	45
9 th Grade					45	45	45	45
10 th Grade						45	45	45
11 th Grade							45	45
12 th Grade								45
Total	0	0	90	135	180	225	270	315

The school is being developed to meet the educational needs of young men who reside in and around the Madison Metropolitan School District, with a special emphasis on significantly raising the academic achievement levels of young men of color. Considering current population statistics, charter school enrollment trends, and Madison Prep's marketing efforts, the founders expect that 40 % of its students will be Black, 20% will be Hispanic Latino, 25% will be White, and 15% will be other. The founders also project that Madison Prep will be 50% low-income and that 10% will be English Language Learners.^x

Appropriate Facilities/Location

The location for Madison Prep has not yet been determined. However, Madison Prep will be centrally located – in or near the downtown area – enabling the school's leadership to recruit young men from across the city, maximize its enrollment, and take full advantage of Madison's rich professional environment and diverse learning opportunities. Madison Prep founders are also cognizant of the transportation challenges that Madison Prep families will face. Given that, Madison Prep will seek both a short term and long term facility that will be accessible to the most number of students possible, either by proximity to their homes or to a major bus route.

Sufficient Funding

Seed funding for the establishment of Madison Prep will come from public and private sources, including planning and implementation grants from charter school investment funds, charitable foundations, government agencies, and individuals.

Funding Sources for Start-up and Implementation of Madison Prep

Source	Start-up and Implementation Funding			
	2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3	2013-2014 Year 4
WI DPI Planning Grant	\$225,000	\$225,000	\$225,000	\$0
WI DPI Implementation Grant	\$0	\$225,000	\$225,000	\$225,000
Madison Community Foundation	\$100,000	\$100,000	\$100,000	-
Partners for Developing Futures	\$0	\$250,000	\$250,000	\$250,000
Other	\$75,000	\$200,000	\$200,000	\$200,000
Total	\$400,000	\$1,000,000	\$1,000,000	\$675,000

Planning Year Expenses

ULGM will seek \$400,000 in individual, corporate, foundation, and government contributions to support the planning and pre-implementation of Madison Prep (October 2010 – December 2011). Funds will be used to hire a school development consultant, implement Design Teams for Madison Prep and support the work of the Madison Prep School Development Committee, including hosting visits to model single-gendered and high quality schools that are relevant to Madison Prep’s school design (Urban Prep in Chicago, Eagle Academies in New York City, Philip’s Exeter in New Hampshire, and St. Paul’s School outside of Baltimore, MD). Planning funds will also be used to research best practices, purchase materials and information needed to develop a winning charter school proposal, holding meetings, engage the community and market the school concept, and establish an informational website.

Funds will also be used to recruit board members and conduct a search for Madison Prep’s Head of School. ULGM would like to hire the Head of School as soon as the charter is approved by the MMSD Board of Education to ensure that s/he is deeply engaged in the implementation of the school, including hiring staff, recruiting students, organizing and completing training, and forming relationships with founding members, the Board, partners, and members of the greater Madison community.

Projected Expenses

- \$150K for site selection, acquisition, and architectural design
- \$80K for School Developer (will report to the President & CEO)
- \$50K for research, design, and promotional materials; including school visits and website
- \$30K for the search process for the Head of School
- \$25K for consultant fees (curriculum and program design)
- \$20K for accounting and legal representation
- \$20K for miscellaneous Expenses
- \$15K Community Engagement
- \$10K for administrative expenses and IRS/State/City legal filings

Implementation Year Expenses

Madison Prep will hire its key personnel well before the school opens. Key personnel will work out of temporary office space until the school's facility is ready to be occupied.

The Head of School will be hired by January 13, 2012 and begin working by February 13, 2012.

The school will also bring on its Dean of Students, Director of Family & Community Partnerships, and Business Manager by April 30, 2012 to participate in student recruitment, complete training, and assist with school set-up.

Supporting and Advancing the Madison Metropolitan School District

How will Madison Prep support the mission of the Madison Metropolitan School District?

MMSD states that its mission is *to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.*

Madison Prep will support and advance this mission in several ways. First, by virtue of its own mission, Madison Prep will produce *global citizens*. Because ALL Madison Prep students will be fully prepared to thrive at a four-year college or university, they will be able to pursue any post-secondary option they choose in order to participate in a global economy. Second, Madison Prep will instill a *love of learning and civic engagement* through both its unique instructional methodology (the Harkness Method) and community service requirement. Third, the small class sizes at Madison Prep, as well as a rigorous promotion and graduation requirements, will ensure that students are *achieving academic excellence*. Equally important, academic excellence will be bolstered by an extended school day and school year. Finally, Madison Prep students will have an opportunity to *embrace the full richness and diversity of our community* by not only attending a diverse school with diverse staff, but also by participating in the International Baccalaureate curriculum, which promotes intercultural understanding and respect.

How will Madison Prep support the MMSD Strategic Objectives?

In addition to the district mission, MMSD has defined strategic objectives in the following five areas. Below each area is a description of how Madison Prep will support the strategic objectives of the district.

MMSD Objective #1 – Student: *[MMSD] will ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.*

- At Madison Prep, we will dramatically reduce the achievement gap among young men and help our students achieve to their highest potential by:
 - a. Ensuring a high quality Head of School and a high quality, caring, and passionate teacher in every classroom,
 - b. Offering the rigorous, research-based International Baccalaureate curriculum,
 - c. Offering an extended school day and year that enable students spend the time required and get the help they need to develop academic competence and mastery
 - d. Utilizing student-centered teaching methods (Harkness) that engage and support every student,

- e. Ensuring students are taking the right sequence of courses that will prepare them to succeed in gaining admissions to higher education,
- f. Providing a school culture that sets high expectations for academic achievement and reflects core values that drive student success,
- g. Providing teachers who also serve as mentors to students, and
- h. Ensuring that our students interact with caring adults who coach and inspire them to succeed regardless of the personal or academic challenges they may experience.

MMSD Objective #2 – Curriculum: *[MMSD] will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.*

- As stated above, Madison Prep will utilize the International Baccalaureate Middle Years Programme (grades 6-10) and Diploma Programme (grades 11-12), as well as the Harkness teaching method to meet its Student Performance Objectives. The utilization of this curriculum, and the Harkness instructional method, will make a Madison Prep student's entire secondary experience consistent and comprehensive.
- Madison Prep will use a myriad of assessment tools to measure students' progress towards the Student Performance Objectives. These assessments include but are not limited to:
 - a. Teacher-developed, classroom-based formative and summative assessments
 - b. External assessments required by the International Baccalaureate curriculum
 - c. The Wisconsin Knowledge and Concepts Exam and/or future state-wide assessments
 - d. Diagnostic assessments used to determine baseline scores for reading, writing, and math skills
 - e. College entrance exams (the ACT and/or SAT)
- Madison Prep Scholars will also be required to successfully present and defend their final class projects and theses in front of a 4-person committee comprised of two teachers, an external subject area expert, and a representative of the broader community. Students' parents (or caregiver) will be required to attend all promotion and graduation reviews.
- Madison Prep will offer athletics and clubs as co-curricular (rather than extra-curricular) requirements for its students. Students will be required to participate in at least one club and two sports each year. They will also participate in a year-round strength and conditioning program lead by a certified trainer/physical education teacher, complete quarterly health and fitness evaluations, and participate in the school's end-of-year Sports & Fitness Competition as part of the school's physical education program.
- At Madison Prep, leadership skill development will be an essential part of the curriculum. To that end, Madison Prep will not just say it produces leaders; it will systematically assess students' development in the four dimensions of leadership described below.

Personal Leadership

Resilient and Adaptable: Reacts to change, ambiguity and uncertainty with confidence and openness; seeks new experiences to develop his capabilities; solicits and acts positively on feedback; learns from experiences.

Demonstrates Accountability: Accepts responsibility for his own performance and actions; follows through on commitments; treats others fairly and consistently and protects confidential information; acts with integrity.

Demonstrates Courage: Exhibits self-confidence and asserts himself appropriately to advocate a point of view; willing to voice an unpopular opinion; confronts personal challenges and fears; asks for help when needed; addresses conflict proactively; gives direct, constructive feedback; willing to take on challenging assignments.

Team Leadership

Collaborates: Works effectively with others to achieve personal and group goals; gets buy-in of stakeholders by developing and maintaining strong relationships with peers, leadership, and other partners; finds ways to include the opinions and ideas of others in a project; creates an inclusive culture where diversity is respected and valued.

Relates Well to Others: Is inclusive and respectful; works well with others regardless of their race, gender, socioeconomic status, or other personal characteristics; deals with disagreements or different points of view in a constructive, successful manner; maintains positive relationships even under difficult circumstances; respects authority.

Communicates Effectively: Listens attentively and with empathy to concerns expressed by others; tailors message to the audience; keeps team up-to-date with information; speaks and writes clearly and concisely; thinks before commenting; encourages others to express their views, even unpopular ones; doesn't lose composure when frustrated.

Manages Talent: Gives clear, motivating, and constructive feedback to team and peers; assigns team members and peers to roles that maximize their strengths and minimizes their weaknesses; willingly shares expertise and experience with others; maintains a laser focus on achievement.

Engages and Inspires Others: Conveys trust in peers, students, and teachers to do well in their jobs; creates a feeling of energy, excitement, and personal investment; inspires others to excel; rewards and recognizes great performance.

Thought Leadership

Solves Problems: Seeks out and considers appropriate data, ideas and experience to make decisions and solve problems; acts intuitively; looks beyond the obvious for underlying patterns; challenges assumptions; asks questions and analyzes all available sources of information.

Strategizes: Thinks critically; anticipates long-term challenges and trends; understands implications of decisions; sets goals and puts plans in place to achieve them; translates

ideas and concepts into practical applications; knows which people on the team or in the school need to be informed, what they need to know, and when to tell them.

Innovates: Generates new ideas that add value; nurtures fresh approaches and appropriate risk taking; seeks alternative points of view; approaches problems with curiosity and generates creative solutions; seeks fresh perspectives.

Results Leadership

Manages Execution: Organizes, coordinates, and manages people, time, and resources to achieve key goals and objectives; prioritizes goals and objectives, considers strategy and monitors progress; works quickly to get things done; multi-tasks.

Drives Results: Fosters a sense of urgency and commitment to achieve goals; sets clear goals and gives clear direction; takes initiative to proactively address critical issues; remains focused on end results and communicates need for change.

Maximizes Productivity: Works with timelines and completes projects and tasks on time and on budget; ensures that defined standards, benchmarks, processes, and best practices are adopted & updated; drives continuous improvements.

MMSD Objective #3 – Staff: *[MMSD] will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage and support our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.*

- Madison Prep will recruit, hire, and develop a quality staff for all positions within the school. The school will have a nimble staffing model, with each position carrying additional collateral duties during the school's first few years of growth.
- Like MMSD, Madison Prep will be committed to hiring staff that reflect the cultural composition of the student body. Madison Prep's ability to hire its own staff outside of the confines of the collective bargaining agreement will give it a flexibility to achieve this goal. Madison Prep will recruit through both traditional and non-traditional means: the school website, social media, partnerships with institutions of higher learning, and the nation-wide network of charter schools, charter management organizations, and charter school associations.
- The most important aspect of Madison Prep teachers' professional development will be their access to a Head of School who is a true instructional leader and curriculum expert. Because the organizational structure of the school places all operational duties under the President and CEO, the Head of School can be solely focused on the teaching and learning that occurs at Madison Prep. Madison Prep's Head of School will be able to follow through on the promise of many a principal: to be in classrooms every day.

- Master Teachers will also be an essential part of professional development at Madison Prep. Master teachers not only be experts in the craft of teaching and their content areas, but will be committed to their own continued learning as well. Master teachers will serve as the first line of defense when a teacher is struggling, serving as an instructional mentor.

MMSD Objective #4 – Resource/Capacity: *[MMSD] will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.*

- Madison Prep’s staffing structure will be divided along three core functions: Executive Leadership, Business Leadership, and Instructional Leadership. This structure will ensure that the school remains focused on teaching and learning, that finance and compliance needs are met, that lines of communication and accountability are clear, and that all within the school community are accountable for student achievement and performance excellence. It will also ensure that dollars are allocated where they are most needed – for teaching, learning, and professional development. Madison Prep’s status as a charter school also makes it eligible for public and private funds that will be vital for the school to fulfill its mission.
- Madison Prep will also rely on external organizations to ensure rigorous evaluations of its programs and services. The accreditation process will provide one avenue for this evaluation. Madison Prep also hope to establish a formal partnership with K-12 education researchers who would be interested in conducting studies of Madison Prep and/or its students in any stage of the schools growth and development.
- Madison Prep personnel will be evaluated against rigorous standards for their performance in all capacities of their work. The process will be transparent and collaborative. Teachers at Madison Prep will not simply get a one-page checklist evaluation; instead they will receive extensive feedback based on performance rubrics. They will also receive extensive support from the Head of School and Master Teachers in their areas of weakness, and they will also be challenged to take their strengths to the next level. Madison Prep teachers will be reflective, knowledgeable, and articulate about their professional abilities.

MMSD Objective #5 – Organization/Systems: *[MMSD] will promote, encourage, and maintain systems of practice that will create safe and productive learning and work environments and that will unify and strengthen our schools, programs, departments, and services as well as the district as a whole.*

- Madison Prep will be a safe and productive learning and work environment, not only through the philosophy and strategies mentioned above, but through its commitment to developing and/or following systems and practices in the following areas:
 - a. Emergency Planning
 - b. Discipline and Behavior Systems

- c. Building/facility Code Compliance
- d. Appropriate Levels of Staffing
- e. Fiscal Reporting Standards
- f. All other areas that state law require

How will Madison Prep align with the MMSD Educational Framework?

Madison Prep’s mission, philosophy, educational strategies, and operational strategies are bolstered by eight **Core Values** that will define the school’s culture and shape the attitudes and behaviors of all members of the school community. These Core Values align with the three key areas of MMSD’s Educational Framework – *Engagement, Learning, and Relationships* – and will serve as the foundation for quarterly and annual student performance evaluations, semi-annual and annual performance evaluations of teachers, school leaders, and staff, and the annual review of Madison Prep’s Board Members and Head of School.

Excellence & Achievement
Accountability
Teamwork
Innovation

Global Perspective
Perseverance
Leading with Purpose
Serving Others

Excellence & Achievement (Supports *Learning* Principles)

Students, staff, and faculty at Madison Prep will establish development plans for themselves, their classrooms, and departments. These plans will emphasize achieving personal and professional performance goals and benchmarks, and will place a high premium on doing things right the first time, learning from mistakes, mastering knowledge, skills and concepts, and maintaining a consistent commitment to improvement.

Accountability (Supports *All* Principles)

Members of our school community will be accountable to the school’s mission and values, goals and objectives, student achievement, teaching and leadership excellence, parent and community engagement, fiscal responsibility, consistent participation in required activities, timeliness, quality results, and getting things done.

Teamwork (Supports *Relationships* Principles)

Teaming will take place among staff to plan and critique lessons, to evaluate and determine appropriate educational interventions and recognition for students, to problem solve and generate new ideas, and to support one another and other members of our school. Students will work together as learning partners, participating in group discussions and study sessions, and work together on school projects. Students will also be divided into teams and each team will elect president, vice president, and secretary who will serve for a trimester. Team leaders will be responsible for making sure that the members of their team have a voice in school affairs, assist with planning school activities, are adequately supported by the school, are on pace to succeed academically, and are getting the help they need to ensure they meet the educational requirements of Madison Prep. They will also help ensure new students get fully

integrated into the school community. Teams will change annually. Members of the board will also be evaluated to determine how effective they have been at partnering with other board members and school leadership to accomplish their goals.

Innovation (Supports *Learning Principles*)

Madison Prep defines innovation as “an inquisitive process where new and old ideas, inventions, technologies, accepted norms, opinions, policies, and practices are conceived and consistently analyzed and improved over time.” Being innovative is a constructive process that requires critical thought, deep inquiry, and reflection. Members of the school community will practice innovation within the classroom, group learning and projects, athletic activities, service activities, and individual pursuits.

Global Perspective (Supports *Learning Principles*)

Members of Madison Prep’s school community will actively engage in cross cultural learning experiences that require them to learn from each other, from members in their home communities, from citizens across Wisconsin, and from individuals from other states and countries. They will deepen their understanding of commonalities, differences, practices, traditions, and changes within their own culture and the cultures of others around the world. They will understand how views are shaped and how their view, however great or important to them, is but one view of the world. Through deep inquiry, debate, and cross cultural learning experiences, Madison Prep stakeholders will enhance their cultural competence, build personal confidence, broaden its perspective, and become effective participants and leaders in the school and society.

Perseverance (Supports *Engagement Principles*)

Members of the Madison Prep community will commit to doing whatever it takes, within boundaries of course, to ensure that academic, leadership, and performance excellence are common place within the culture of the school. Faculty and staff will demonstrate their commitment to ensuring that they go the distance to help students succeed within and outside the classroom. Students will develop resilience, coping behaviors, thought processes, and problem solving strategies to ensure they have the capacity to succeed during the most challenging of times. The leadership of Madison Prep will challenge themselves, the school community, and enlist the support of others outside of the school community to ensure the school remains viable, provides an excellent education for young men, and supports young men in gaining the experiences they need to succeed in college and life – no matter what.

Leading with Purpose (Supports *Engagement Principles*)

This value requires deeper explanation as it is vitally important to the long-term success of boys and will be an exceedingly important value within Madison Prep. In his book, *The Purpose of Boys*, Michael Gurian, author, therapist, and expert on gender differences, states that “a boy’s lack of purpose – his lack of a drive toward a reason for being, important role, and his sense of being needed – and society’s gradual diminishing of its focus on providing what males need are the foundation of so many other issues that we face with boys and young men. “

Evaluating, experimenting, and understanding a variety of adult roles is an important part of an adolescents' identity development and their ability to identify their purpose in life. This takes on even greater importance among African American males as so many are being raised in fatherless homes and communities that lack the availability of positive adult male role models. At Madison Prep, we will exercise the value of Leading with Purpose in three ways: exploring, questioning, and demonstrating. Madison Prep teachers will establish and revisit learning goals with their students and parents throughout the school year to ensure all parties understand why the educational process is important and to set expectations for student success. Teachers will also set learning goals and objectives for themselves that will be reviewed with their supervisors twice per year.

Additionally, Madison Prep will introduce young men to a variety of career options, will give them opportunities to explore disciplines and careers in the field, and will consistently raise the question, "What is your Purpose?" with our students. The school will surround young men with great mentors to help guide them as they seek answers to this question.

Serving Others (Supports *Relationships* Principles)

Madison Prep students and staff will be judged by how supportive they are of one another and by how engaged they are in serving others outside of school. Faculty, staff, students and Madison Prep's Board of Directors will engage in service projects through the greater Madison area, as well as nationally and abroad – resources permitting. Service to their families will also be encouraged, recognized, and supported. Our young men will understand early in life that service is not a hobby, it is way of life. As an annual promotion and graduation standard, each Madison Prep student will be required to complete a minimum of 160 hours of community service (minimum of 25 hours per year).

The Madison Prep Difference

Although it is clear that Madison Prep can and will support MMSD objectives, there is no doubt that Madison Prep will be unique. Madison Prep will be the only all-male public school option in Dane County serving young men when it opens in 2012. Furthermore, the school will be the only IB school in the city offering the full continuum of the IB Programme at the secondary level. Young men enrolled in Madison Prep in 6th grade will begin their education in the IB Middle Years Programme and continue in the curriculum until they move into the rigorous two-year Diploma Programme beginning in 11th grade, thereby increasing their likeliness of success. Finally, while MMSD offers after school activities and care, no school in the district offers a significant amount of additional instructional time through an extended school day and extended school year, as Madison Prep will.

Research to Support Madison Prep's Philosophy and Strategies

Single Sex Education

According to the National Association for Single Sex Public Education (NASSPE), as of May 2009 there were 542 public schools across America with a single sex education model. Most schools are coed and offer separate classes for boys and girls on the same school campus, with lunch and elective courses generally being coed. By NASSPE's count, 95 of the schools qualify as "single-gendered schools", meaning that students have all of their classes – including lunch and electives – with all boys or all girls. Research on single-gendered education in the U.S. has revealed significant educational benefits among students attending single-gendered schools:

- The Australian Council for Educational Research analyzed the achievement of 270,000 students in six academic areas over six years (1994-99) and found that students in single-gendered classrooms scored 15 and 22 percentage points higher in reading and math than their peers in coed classrooms.^{xi}
- After Sunrise River School (formerly The Main Street School) in North Branch, Minnesota switched to single gendered classrooms in 2003, students scoring proficient on the state's achievement test increased from 49% to 88% in math and from 50% to 91% in reading.
- After Thurgood Marshall Elementary school in Seattle, WA implemented single-sex classes in its fourth grade during the 2000-01 school year, "students experienced dramatic gains on standardized tests." The percentage of students school-wide that tested proficient or advanced increased from 27% to 51% in reading, 14% to 35% in writing, and 38% to 59% in one year. The percentage of boys testing at proficient or advanced levels in reading improved from 10% to 73% in two years.^{xii}
- In 2004-05, researchers at Stetson University in Florida partnered with faculty and staff at Woodward Avenue Elementary School near the university and implemented single gendered classes in grades K-5, while preserving an equal number of coed classrooms to compare the academic outcomes of students in each type of class. Researchers ensured that everything except the students were the same: same school, same class sizes, same demographics, same teachers, same teacher training, and the same assessments. The school also "mainstreamed" students with emotional and cognitive disabilities in both the single-gendered and coed classrooms. Students completed the Florida Comprehensive Assessment Test (FCAT) at the end of each school year. In 2007, average annual achievement results after three years of study showed large test score gains for students in single-gendered classrooms:^{xiii}
 - ✓ 37% of boys in the coed classes scored proficient or above
 - ✓ 59% of girls in the coed classes scored proficient or above
 - ✓ 86% of boys in the single-gendered classes scored proficient or above
 - ✓ 75% of girls in the single-gendered classes scored proficient or above

International Baccalaureate

A recent study of the IB curriculum by *EPIC* found that IB Diploma graduates are well prepared to succeed in college. The study evaluated the alignment of the *IB Diploma Programme* standards with the *Knowledge and Skills for University Success (KSUS)* college-ready standards. IB standards were found to be “highly aligned” with KSUS in all subjects. Data on university graduation rates of IB Diploma graduates show that more than 80% graduate from college within six years.^{xiv}

What Madison Prep finds most intriguing about the KSUS study is the alignment between IB and its school’s mission, educational philosophy, objectives, and strategies. Researchers found that “Students that complete the [Diploma] Programme have a strong foundation not only in academic skills but also in areas such as critical thinking, problem-solving, research, writing, and communication, [which] are so vital to success in college and the 21st century [workforce].”

Extended School Day and Year

A number of studies lend credence the theory that extended school days have a positive effect on student achievement.

- The Rennie Center for Education Research and Policy published a report in 2003 identifying Massachusetts’ nine highest performing urban high schools. The report, “Head of the Class: Characteristics of Higher Performing Urban High Schools in Massachusetts,” reveals that each of those nine high schools extends the total amount of in-school time beyond the traditional number of hours at other Massachusetts high schools.^{xv}
- Massachusetts 2020, a nonprofit organization, published a year-long study in 2005 of extended-time schools. The study revealed that “regardless of the specific scheduling approach, the additional hours [of in-school time] generally translate to greater academic support for all students and a greater variety of enrichment activities.” The researchers of this study also reported that “Students at the extended-time schools profiled for this report generally out-perform students of comparable socioeconomic status at traditional public schools in their district.”^{xvi}
- In June 2010, Mathematica Policy Research released the first report of a longitudinal, nation-wide evaluation of KIPP (Knowledge is Power Program) charter middle schools, which use an extended school day as one of its main strategies for meeting its rigorous student achievement objectives. According to the 2009 KIPP Annual Report Card, this study found “that the vast majority of the 22 KIPP schools included in the analysis had statistically significant, positive and substantial impacts on students’ state assessment scores in mathematics and reading, as compared to similar, non-KIPP students in nearby districts.” The Report Card goes on to say that these “estimated impacts are frequently large enough to substantially reduce race- and income-based achievement gaps within three years of entering KIPP.”^{xvii}

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^[i] Report – *Living arrangements of Children 2004*, U.S. Census Bureau, February, 2008.

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^v Rhone, Shauna. Forming the Struggle 1963-1978, a chronological history produced for the Urban League of Greater Madison.

^{vi} Dual Education in the Madison Metropolitan School District by the Wisconsin Policy Research Institute, February 1994, vol. 7, no. 2.

^{vii} Post Secondary Education Opportunity Report, *The State of American Manhood*, The Pell Institute for the Study of Opportunity in Post-Secondary Education, No. 171, September 2006. Findings are presented as listed in Michael Gurian's book, *The Purpose of Boys*, San Francisco: Jossey Bass, 2009.

^{viii} Conley, David. *Redefining College Readiness*. Eugene OR: Educational Policy Improvement Center (EPIC), March 2007, p. 5. A policy paper prepared for the Bill & Melinda Gates Foundation.

^{ix} *Redefining College Readiness* by David Conley, Educational Policy Improvement Center (EPIC), Volume 3, 2007.

^x Madison Prep's budget provides a conservative projection – that just 50% of its students will be low-income. Should a greater number of number of low-income students enroll in Madison Prep, the school will receive additional Title I allocations for these students.

^{xi} Cresswell, J., Rowe, K.J., & Withers, G. (2003). *Boys in school and society*. Camberwell, VIC: Australian Council for Educational Research. ISBN 0 86431 433 7

^{xii} Sommers, Christina. *Single-sex classes making a comeback*. Education Reporter: November 2002, No. 22
<http://www.eagleforum.org/educate/2002/nov02/single-sex-classes.shtml>

^{xiii} Article – *Single-gendered classes score success in Stetson, public school experiment* by Cheryl Downs. Stetson University Newsletter, Spring 2007.

^{xiv} Press Release – *Study finds IB graduates well prepared to succeed in college*. International Baccalaureate Organization and the Educational Policy Improvement Center (EPIC), June 2009. <http://www.ibo.org/announcements/succeedincollege.cfm>

^{xv} Farbman, D. & Kaplan, C. (2005) Time for change: The promise of extended-time schools for promoting student achievement. Boston, MA: Massachusetts2020 <http://www.mass2020.org/files/file/Time-for-a-change%281%29.pdf>

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^{xvii} KIPP Annual Report Card 2009 <http://www.kipp.org/about-kipp/results/annual-report-card>