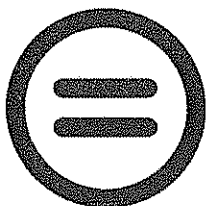
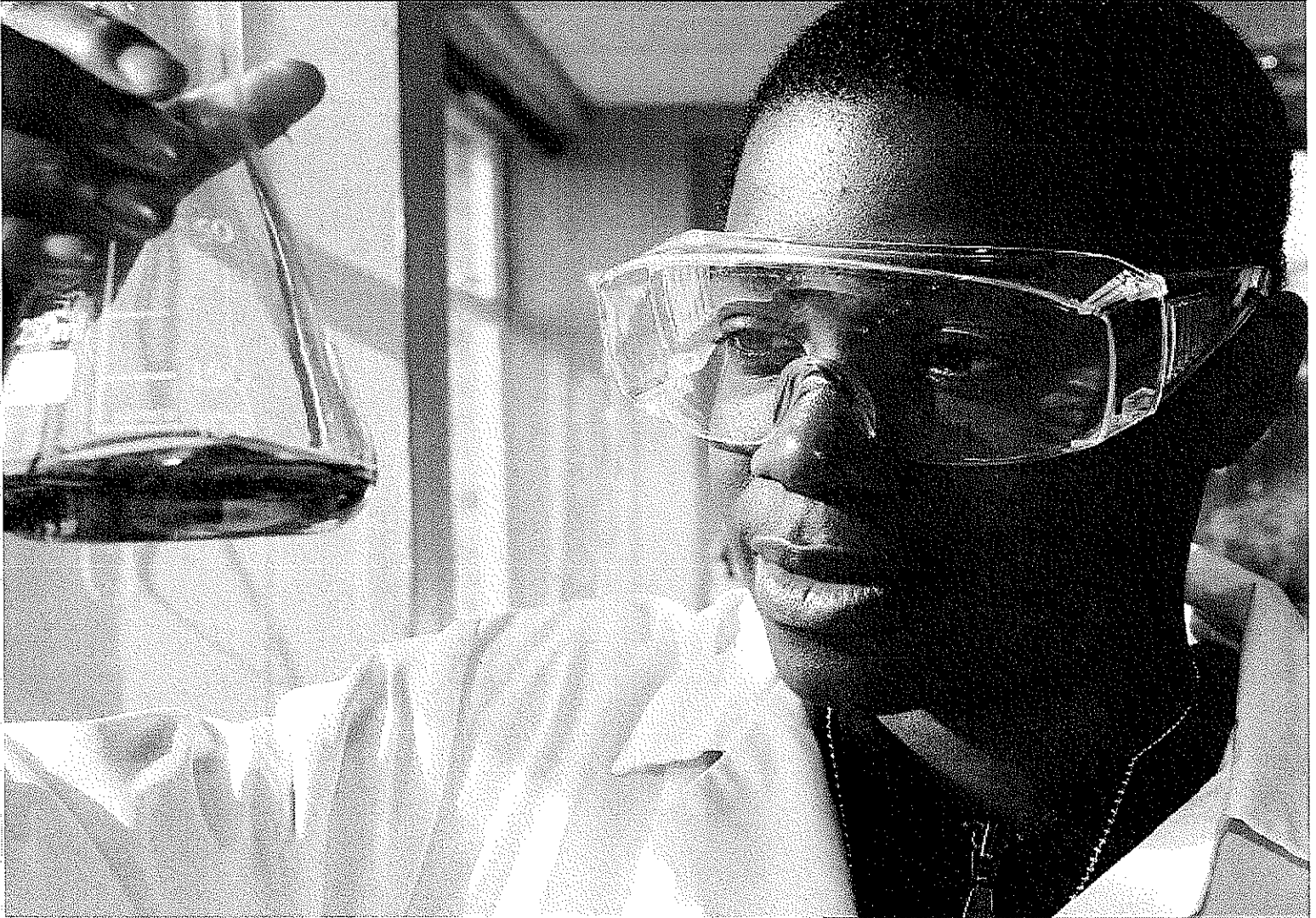




## Madison Preparatory Academy for Young Men



Urban League of  
Greater Madison

DPI Planning Grant Application &  
Detailed Proposal Addendum

February 14, 2011



DEPARTMENT OF PUBLIC INSTRUCTION  
ATTN: SCOTT EAGLEBURGER  
CHARTER SCHOOL TEAM  
125 SOUTH WEBSTER STREET  
P.O. BOX 7841  
MADISON, WI 53707-7841

## Planning Grant

### I. GENERAL INFORMATION

1. School District/Chartering Authority Madison Metropolitan School District		2. Name of District Administrator Daniel A. Nerad	
3. School District/Chartering Authority Address <i>Street, City, State, ZIP</i> 545 W. Dayton Street, Madison, WI 53703-1967		4. CESA No. 02	5. LEA Code 3269
6. District Administrator E-Mail Address dnerad@madison.k12.wi.us		7. District Administrator Phone <i>Area/No.</i> (608) 663-1607	
8. If Multi-District, list district names		9. Charter School Operated by CESA <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10. Name of Charter School Madison Prep. Acad. for Young Men	11. Charter School Address <i>Street, City, State, ZIP</i> Not known at this time.		
12. Charter School Developer/Planning Committee Representative Urban League of Greater Madison		13. Developer/Planning Committee Representative Phone <i>Area/No.</i> (608) 729-1200	
14. Developer/Planning Committee Representative E-Mail Address Kaleem Caire: kcaire@ulgm.org & Laura DeRoche-Perez: lderoche@ulgm.org			15. Amount Requested \$175,000

### II. ASSURANCES

Each participating sub-grant recipient does hereby agree to comply with the following assurances: *Read and check*

- ☒ 1. Sub-grant funds will be expended during the specified sub-grant period; the school district or chartering authority shall serve as the fiscal agent for all sub-grants; standard accounting procedures will be utilized by sub-grant recipients and records of all sub-grant expenditures will be maintained in an accurate, thorough, and complete manner. Any administrative fees or expenses reserved from the sub-grant are prohibited unless agreed to by the chartering authority and sub-grantee as noted in section 5204(f) (4) (B) of the ESEA Part B Public Charter Schools.
- ☒ 2. Sub-grant recipients/chartering authorities by endorsement of this proposal, assure that an application to develop and operate a charter school has been submitted to the authorizer. Both parties assure the application for federal charter school funds has been submitted to the authorizer in an adequate and timely manner.
- ☒ 3. Sub-grant recipients will participate in all data reporting and evaluation activities or on-site monitoring as requested by the U.S. Department of Education and the Wisconsin Department of Public Instruction, including the School Performance Report, participation at a reporting conference, a final grant report document, and financial claim.
- ☒ 4. Sub-grant recipients will expend planning funds only for the purpose of planning a charter school which is nonsectarian and which will be in compliance with all Wisconsin laws and administrative rules regarding staff certification and licensure.
- ☒ 5. Sub-grant recipients will comply with all provisions of all applicable acts, regulations and federal laws including, but not limited by enumeration to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals With Disabilities Education Act, and all provisions of the Department of Education General Administrative Regulations (EDGAR), 34 CFR, Parts 76, 77, 80, 81, 85, 97, 98, and 99.
- ☒ 6. Sub-grant recipients will comply with all provisions of the *Non-Regulatory Guidance—Public Charter Schools Program* of the United States Department of Education <http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf>.
- ☒ 7. Sub-grant recipients ensure that the charter school will receive funds through programs administered by the United States Department of Education under which funds are allocated on a formula basis. Each charter school will receive such funds for which it is eligible.

### III. SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information provided in the application is true and correct to the best of our knowledge.

Signature of District Administrator/Chartering Authority Official ➤	Date Signed
Signature of Charter School Planning Committee Representative ➤	Date Signed

**REQUIRED****IV. CERTIFICATION AND ENTITLEMENT****REQUIRED**

Agencies receiving funds under any of the grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding****Debarment, Suspension, Ineligibility, and Voluntary Exclusion****Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Madison Metropolitan School District

Name and Title of Authorized Representative

Signature

➤

Date

**INSTRUCTIONS FOR CERTIFICATION**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

## V. CHARTER SCHOOL INFORMATION

1. Name of Charter School Madison Preparatory Academy for Young Men		2. Public School Conversion <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
3. Will your charter school be a virtual charter school as defined under Section 115.001(16), Wisconsin Statutes? A virtual charter school is a charter school under contract with a school board under s. 118.40 in which all or a portion of the instruction is provided through means of the internet, and the pupils enrolled in and instructional staff employed by the school are geographically remote from each other. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
4. Type of School <input type="checkbox"/> Instrumentality <input checked="" type="checkbox"/> Non-Instrumentality		5. Grade Level(s) to be Served by Charter School 6-12	
6. Projected Enrollment 315			
7. Primary Type of Students Served At-Risk	8. Primary Educational Model International Baccalaureate If Other, Specify	9. Curricular Priority Liberal Arts (traditional curriculum courses) If Other, Specify	
10. School Leadership Model <i>See Instructions</i> a. Will your charter school share space with another public school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown b. Will your charter school be led by a principal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown c. Will your charter school be a teacher-led school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown			
11. Secondary School Delivery Model <i>See instructions</i> Interdisciplinary Collaboration If Other, Specify		12. Date Charter to be Granted <i>Mo./Day/Yr.</i> 11/28/2011	13. Date Charter School Will Open <i>Mo./Day/Yr.</i> 8/20/2012
14. Charter School Administrator (If known) Not known at this time.		15. Charter School Administrator Phone Number <i>Area/No.</i> Not known at this time.	
16. Charter School Administrator Email Address Not known at this time.			

**VI-A. LOCAL PLAN FOR USE OF DISCRETIONARY FUNDS***Add as many pages as needed.**Tab from last cell of table to add a new row.***Local Plan:** For each objective identified, develop a chronological list of activities for the first year. Please itemize budgeted amounts to the extent possible.

Measurable Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
School design lead by experienced administrator during planning year.	Launch search for Head of School and establish process by which candidates will be vetted. Sign Head of School to consulting contract for 2011-2012.	Summer 2011	ULGM President/CEO	\$87,500
Board of Directors trained in the governance of a charter school.	Board of Directors formed. Wisconsin Charter Schools Association and Organizational Skills Associates contracted to provide board training.	Board formation: Spring 2011 Board training: July 2011	ULGM President/CEO	\$8000 (WCSA = \$3000 + Org Skills Assoc = \$5000)
Contract with MMSD executed.	Retain legal counsel and maintain on-going communication with legal counsel during contract negotiations with MMSD. Establish 501(c)(3).	On-going	ULGM President/CEO	\$8,750
Administrators (Head of School and Director of Teaching & Learning) trained in IB curriculum and Harkness methodology.	Head of School and Director of Teaching & Learning attend IB workshops and visit Exeter Academy.	Head of School: October 2011 Director T&L: February 2012	ULGM President/CEO	\$7000 (\$3500 for Head of School + \$3500 for Dir. of Teaching & Learning)
Teachers trained to execute IB MYP curriculum.	Nine teachers attend level one IB workshops in their content areas.	Spring/Early Summer 2012	Head of School	\$18,000 (\$2000 x 9 teachers)

Measurable Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
Highly qualified staff contracted to work at Madison Prep.	Head of School to hire directors, teachers, and support staff.	Spring 2012	Head of School	\$7700 ((\$2000 for recruiting materials + \$5700 for Head of School recruiting travel)
All 45 sixth grade seats and all 45 seventh grade seats filled by start of 2012-2013 school year.	All student recruiting and enrollment activities, including lottery if necessary.	Spring 2012	Head of School, Director of Family & Community Partnerships	\$4500
Computers/laptops for staff and technology infrastructure.	Preparation for implementation year (student enrollment, curriculum planning, communication, etc.)	Summer 2012	ULGM President/CEO and ULGM Director of Finance	\$29,550 ((\$2000 for admin hired at beginning of planning year + \$27,550 for staff hired at end of planning year)
Commence process for becoming an IBO World School.	Prepare application and submit application fee.	Winter 2012	Head of School	\$4000

## VI-B. BUDGET SUMMARY—PHASE I

Authorizer Madison Metropolitan School District	Charter School Name Madison Preparatory Academy for Young Men	Grant Period Begin August 1, 2011	End July 31, 2012	Project Number For DPI Use Only
<b>WUFAR Function</b>	<b>WUFAR Object</b>	<b>Phase I Amount</b>		<b>Phase II</b>
<b>Instruction (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s), substitute teachers only			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s) Supplies & Materials			
	e. Capital Objects (500s) equipment			
	<b>TOTAL Instruction</b>	<b>\$0</b>		
<b>Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series)</b> Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s), extended contracts			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)	\$55,250		
	d. Non-Capital Objects (400s) Supplies & Materials	\$2,000		
	e. Capital Objects (500s) equipment	\$2,000		
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>	<b>\$59,250</b>		
<b>Support Services—Administration*</b> (Associated with functions in 230 000 series and above.) Includes general; business; and central service administration.	a. Purchased Services (300s)	\$8,750		
	b. Non-Capital Objects (400s) Supplies & Materials			
	c. Capital Objects (500s) equipment			
	<b>TOTAL Support Services—Administration</b>	<b>\$8,750</b>		
<b>TOTAL BUDGET</b>	Do not exceed 50% of Total Grant.	<b>\$68,000</b>		
<b>DPI Approval</b>	DPI Reviewer Signature/Date ➤			

\*Any administrative fees or expenses reserved from the sub-grant are prohibited unless agreed to by the chartering authority and the sub-grantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.

**Budget Revisions:** Submit a copy of this page or PI-9600-B (see resources) with appropriate revisions included, with justification provided. Submit request at least 30 days prior to expenditure of grant monies.



VI-B. BUDGET SUMMARY—PHASE II				
Authorizer	Charter School Name	Grant Period		Project Number For DPI Use Only
Madison Metropolitan School District	Madison Preparatory Academy for Young Men	Begin August 1, 2011	End July 31, 2012	
WUFAR Function	WUFAR Object	Phase I Totals	Phase II Amount	
<b>Instruction (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s), substitute teachers only			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s) Supplies & Materials			
	e. Capital Objects (500s) equipment			
	<b>TOTAL Instruction</b>	<b>\$0</b>	<b>\$0</b>	
<b>Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series)</b> Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s), extended contracts			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)		\$74,950	
	d. Non-Capital Objects (400s) Supplies & Materials		\$4,500	
	e. Capital Objects (500s) equipment		\$27,550	
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>	<b>\$59,250</b>	<b>\$166,250</b>	
<b>Support Services—Administration*</b> (Associated with functions in 230 000 series and above.) Includes general; business; and central service administration.	a. Purchased Services (300s)			
	b. Non-Capital Objects (400s) Supplies & Materials			
	c. Capital Objects (500s) equipment			
	<b>TOTAL Support Services—Administration</b>	<b>\$8,750</b>	<b>\$8,750</b>	
<b>TOTAL BUDGET</b>	<b>Phase I plus Balance of Grant</b>	<b>\$68,000</b>	<b>\$175,000</b>	
<b>DPI Approval</b>	DPI Reviewer Signature/Date ➤			

\*Any administrative fees or expenses reserved from the sub-grant are prohibited unless agreed to by the chartering authority and the sub-grantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.

**Budget Revisions:** Submit a copy of this page or PI-9600-B (see resources) with appropriate revisions included, with justification provided. Submit request at least 30 days prior to expenditure of grant monies.



## EXECUTIVE SUMMARY

In January 2006, Newsweek magazine ran a special feature article on the growing problem of underachievement among boys in the United States titled, "The Trouble with Boys." The article pointed to a thirty year decline in the percentage of young men enrolled in undergraduate studies on U.S. college campuses from 58% of all students in the mid-70s to 44% in 2005. As further evidence of troubling educational outcomes among young men, the article shared that nationally boys were twice as likely as girls to be labeled learning disabled and enrolled in special education in school. Emphasizing the importance of their findings, the author stated, "By almost every benchmark, boys across the nation and in every demographic group are falling behind."

The fate of boys of color is particularly 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.

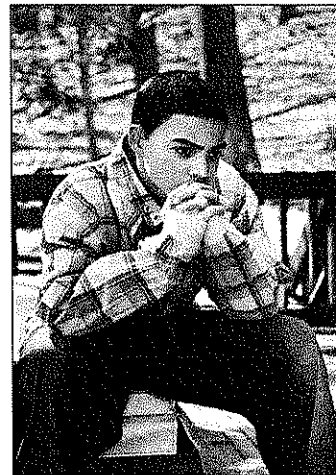
Research indicates that although boys of color have high aspirations for academic and career success, their underperformance in school and lack of educational attainment undermine their career pursuits and the success they desire. This misalignment of aspirations and achievement is fueled by and perpetuates 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. A non-instrumentality charter school located in Madison, Wisconsin and authorized by the Madison Metropolitan School District, it will serve 315 students in grades 6 through 12 at its full maturity in 2017-2018. Its mission will be *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 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.

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.



## I. THE CHARTER SCHOOL VISION FOR INNOVATION

### ***1. Describe the educational vision and philosophy which will drive your charter school planning effort including the underlying theories of research which support that vision.***

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 college preparatory educational experience. To that end, the Urban League of Greater Madison – the developer of Madison Prep – will ensure the school provides a positive, exciting, engaging, enriching, challenging, affirming and structured learning community designed to exclusively benefit boys drives the planning efforts for Madison Prep. The following research supports several of the specific aspects of Madison Prep’s educational program.

#### **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.<sup>1</sup>
- 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.<sup>2</sup>
- 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:<sup>3</sup>
  - 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

---

<sup>1</sup> 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

<sup>2</sup> 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>

<sup>3</sup> Article – *Single-gendered classes score success in Stetson, public school experiment* by Cheryl Downs. Stetson University Newsletter, Spring 2007.

## International Baccalaureate (IB) Curriculum

A recent study of the IB curriculum by the Education Policy Improvement Center (EPIC) in Eugene, Oregon 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.<sup>4</sup>

What Madison Prep founders find 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 21<sup>st</sup> century [workforce].”

## Extended School Day and Year

A number of studies demonstrate the positive effects of an extend school day 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.<sup>5</sup>
- 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-performed students of comparable socioeconomic status at traditional public schools in their district.”<sup>6</sup>
- 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.”<sup>7</sup>

***a. Describe the community in which the charter school will be located, its students and the needs and interests to be served by the charter school.***

---

<sup>4</sup> 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>

<sup>5</sup> 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>

<sup>6</sup> 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>

<sup>7</sup> KIPP Annual Report Card 2009 <http://www.kipp.org/about-kipp/results/annual-report-card>

Madison Preparatory Academy for Young Men (Madison Prep) will be located within the boundaries of the Madison Metropolitan School District and Madison, Wisconsin, the largest city in Dane County. The U.S. Census Bureau estimates that there were 491,357 persons living in Dane County in 2009 of which 235,419 lived in Madison. Census data from that year also indicates the following racial/ethnic breakdown of Madison residents: 82.3% White, 6.6% African American, 6.5% Asian, and 5.7% Latino.

Madison is often noted as one of the best places in the Midwest to live. The Visitors Bureau website lists nearly 125 awards and accolades bestowed on the city acknowledging it as a great place to live, including "Money Magazine #1 Best Place to Live in America." And due to its stature as the capital city in Wisconsin, the presence of a world-class research university, and the recent growth of the bio-tech industry in the city, unemployment remains low compared to other regions in Wisconsin and nationwide.

These accolades, however, hide many significant disparities in Madison. Both the educational and economic opportunities available in Madison are not reaching African-Americans and Latinos in the same way they reach the white population of our city. According to a survey conducted several years ago by the City of Madison, African Americans were four times less likely to give a favorable rating of their quality of life here. Moreover, Madison and Dane County have been increasingly showing up on "worst of" lists, such as a 2007 Justice Policy Institute report which found Dane County had the third highest racial disparity in the nation in drug offense incarceration rates, with 97 black people incarcerated for every white person for the same category of crime. And according to the Center on Wisconsin Strategy's research for The State of Black Madison 2008 report, Dane County shows greater racial disparities than the nation in poverty, unemployment, and labor force participation.

Because Madison Prep will be located in Madison, Madison Prep will also be situated within the bounds of the Madison Metropolitan School District (MMSD). MMSD serves approximately 24,628 children in grades kindergarten through twelfth grade (based on 2009-2010 data). While the vast majority of Madison residents as a whole are white, the district has seen a significant increase in diversity over the last fifteen years. Data from the Wisconsin Information Network for Successful Schools indicates that in the 1995-1996 school year, MMSD served mostly white students (71.6%), with African American and Latino students making up only 20.3% of the student population. However, by the 2009-2010 school year, 38.5% of the students the school district served were Black and Latino, while the percentage of white students dropped to 50.3%. Not only has the number of students of color that the district serves increased dramatically over the last decade, but so has the number of impoverished students. In the 2000-2001 school year, 26.8% of the MMSD students were economically disadvantaged. However, by the 2009-2010 school year, that number jumped to 46.6% of all MMSD students.

While achievement gaps have long existed in MMSD - as they have in most school districts in the country - the dramatic shift in the school district's demographics have led to some staggering data about the current gaps that exist in the district. Data show these gaps are occurring between boys and girls, white students and students of color, as well as who qualify for free/reduced lunch and those who do not.

- 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 10<sup>th</sup> 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 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders, September 2010*]
- Sixty-one point eight percent of Black male 9<sup>th</sup> 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, 9<sup>th</sup> graders earning C or better in Algebra, September 2010]

- 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]

**b. Describe how the concept of a “charter school” was introduced? Who initiated the concept and why?**

The Urban League of Greater Madison (ULGM) seeks to establish Madison Prep. ULGM is one of the oldest and largest community and economic development organizations in Dane County. Its 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.

The leadership of the Urban League is uniquely positioned to oversee the establishment of a high quality charter school. The Board of Directors includes esteemed members of the greater Madison community and the President and CEO, Kaleem Caire, has extensive experience in the realm of public education and reform efforts. While the ULGM Board of Directors approved the Urban Leagues establishment of Madison Prep as part of its strategic plan, Madison Prep will be governed by its own board (see Section II, 4, a).

The achievement data from MMSD (noted above) as well as the following statistics underscore why the Urban League has chosen to develop a charter school in order to meet its mission.

- 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]
- 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]
- 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 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*]

**c. Include a vision or mission statement.**

**Mission Statement**

*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 Statement**

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.

**d. Describe why a charter is needed to achieve the vision. How is the school innovative and how will it differ from schools now currently available to students in the district? Why can't the vision be accomplished by merely adding to existing offerings?**



The Urban League of Greater Madison has had a long-standing partnership with the Madison Metropolitan School District to implement programs within existing schools. While these programs have been successful, the Urban League leadership understands that bolder initiatives are needed to address the alarming racial, socioeconomic, and gender achievement gaps that exist within MMSD. And while 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 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. 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.

**2. Provide a description of:**

**a. Grade Levels to be served:**

At full capacity, Madison Prep will serve approximately 315 students in grades six through twelve. During the first implementation year, Madison Prep will have seats for 45 sixth graders and 45 seventh graders. In subsequent years, Madison Prep will offer 45 seats to upcoming sixth graders.

**b. The primary educational model to be used:**

Madison Prep will follow the application process to become a fully authorized International Baccalaureate school. The school will offer both of the secondary curricula offered by the International Baccalaureate Organizations: the Middle Years Programme for grades six through ten and the Diploma Programme offered in grades eleven and twelve.

**c. The measurable goals of the charter school for each of the first three years, and**

**d. The means of measuring the charter school goals in each of the first three years**

CATEGORY	GOAL	MEASURE
Operations & Leadership	<b>ALL YEARS (SY 12-13 to SY 14-15)</b>	
	Convene monthly Board meetings according to Board procedures	Board calendar
	Achieve 75% staff retention	HR records and reports
	Achieve a 90% student retention rate	Enrollment records and reports
	Achieve an enrollment that is within 2% of full enrollment as defined by charter contract (except 2012-2013 – see below)	Enrollment reports
	Achieve an average daily attendance rate of 95%	Attendance records
	Fill any open administrative positions by March 31, teaching positions by May 15, and support positions by June 15	Personnel reports
	Review/revise faculty handbook (end of SY)	Admin team meeting minutes
	Review/revise student handbook (end of SY)	Admin team meetings minutes
	Review/revise parent/family handbook (end of SY)	Admin team meetings minutes
	Review/revise Board policies/procedures	Independent audit report / Board meeting minutes
	Review/revise personnel policy guidelines and staff contract guidelines	Board meeting minutes / Board policies &

		procedures
	<b>2012-2013 Only</b>	
	Provide quality training in charter school governance to the Board of Directors	Sensing interviews and Board surveys
	Achieve an enrollment that is within 5% of full enrollment as defined by charter contract	Enrollment records
	<b>2013-2014 Only</b>	
	Provide quality training in charter school governance to the Board of Directors	Sensing interviews and Board surveys
<b>Budget/Finance</b>	<b>ALL YEARS (SY 12-13 to SY 14-15)</b>	
	Meet fundraising goal as defined in SY budget	Annual report
	Maintain a balanced budget, maintain positive cash flow, and interest bearing savings for future capital expenses	Independent audit report
	Initiate independent financial audit and review findings	Independent audit report / meeting minutes
	Convene monthly meetings with MMSD business staff for reporting purposes	Meeting minutes
	Convene monthly finance committee meetings of Madison Prep's board	Meeting minutes
	<b>2012-2013 Only</b>	
	Secure DPI implementation sub grant	Grant application records
	<b>2013-2014 Only</b>	
	Secure DPI implementation sub grant	Grant application records
<b>Family/ Community Engagement &amp; Partnerships</b>	<b>ALL YEARS (SY 12-13 to SY 14-15)</b>	
	Formulate family satisfaction/engagement (beginning of SY)	Admin team meeting minutes
	Collect/analyze family satisfaction data (end of SY)	Admin team meeting minutes
	Evaluate each community partnership and establish goals for improvement/enhancement	Admin Team meeting minutes
	Implement Destination Planning for Madison Prep parents	Dir. of Family & Community Partnerships
	<b>2012-2013 Only</b>	
	Collect/analyze family satisfaction data for baseline measures	Admin team meeting minutes
	Achieve 75% average rate of attendance for conferences/student work exhibitions/family workshops	Monthly reports from Dir. of Family & Community Partnerships
	Formalize five community partnerships	Annual Report
	75% of parents earn "satisfactory" on parent report card	Parent report card analysis
	<b>2013-2014 Only</b>	
	Formalize three additional community partnerships	Annual Report
	Achieve 85% average rate of attendance for conferences/student work exhibitions/family workshops	Monthly reports from Dir. of Family & Community Partnerships
	85% of parents earn "satisfactory" on parent report card	Parent report card analysis
<b>Curriculum &amp; Instruction</b>	<b>ALL YEARS (SY 12-13 to SY 14-15)</b>	
	On-going formalization of IB MYP curriculum	Teacher curriculum

		documents
	Continue steps (begun in planning year) towards IBO World School status	IBO documentation
	Administer ACT Explore and PSAT tests (except SY 12-13)	Testing agency reports
	Conduct baseline assessments in reading, math, language, writing, science, and fitness for all in-coming students	Assessment reports (Dir. of Teaching & Learning)
	<b>2013-2014 Only</b>	
	Align IB MYP curriculum with Common Core Standards	Curriculum documents

*e. The measurable student achievement goals for each of the first three years, and*

*f. The means of measuring the student achievement goals for each of the first three years*

**Madison Prep's Student Achievement Goals for School Years 2012-13 through 2014-2015**

CATEGORY	GOAL	MEASURE
<b>Reading</b>	90% of students will gain at least 1.5 grade levels in reading each year	MAP*
	90% of students will meet their target RIT** each year	MAP
	90% of students will read on grade level after three years of enrollment	MAP
	85% of students will score proficient or advanced on state reading test after three years of enrollment	State-wide assessment
<b>Math</b>	90% of students will gain at least 1.5 grade levels in math each year	MAP
	90% of students will meet their target RIT each year	MAP
	90% of students will complete Algebra with a C or better by the end of 9 <sup>th</sup> grade (end of summer semester)	Student report cards
	85% of students will score proficient or advanced on the state math test after three years of enrollment	State-wide assessment
<b>Language</b>	80% of students will gain at least 1.5 grade levels in language each year	MAP
	90% of students will meet their target RIT each year	MAP
	85% of students will score proficient or advanced on the state math test after three years of enrollment	State-wide assessment
<b>Writing</b>	85% of students will score at least "3" on all writing traits after two years of enrollment	Internal and/or District writing assessment***

	75% of students will score at least “4” on at least two writing traits after three years enrollment (at least “3” on all other traits)	Internal and/or District writing assessment
<b>Other</b>	Attain a “Satisfactory” AYP status each year after year one	AYP Report
	Meet all AYP objectives each year after year one	AYP Report

\*Refers to Measure of Academic Progress computer adaptive assessment produced by the Northwest Evaluation Association.

\*\*Rasch Unit.

\*\*\*MMSD administers a district-wide secondary writing assessment in grades 7 and 9. Madison Prep students will participate in those writing assessments, but will also participate in similar writing assessments in grades 6, 8, and 10. To the extent possible, Madison Prep would look to have those assessments scored externally.

### ***3. Describe the charter school’s five-year professional development plan***

#### ***a. What specific competencies, skills, knowledge do teachers and administrators need to successfully implement the proposed primary educational model (International Baccalaureate) at the charter school?***

First and foremost, teachers and administrators will need to understand the framework of the IB curriculum. Second, teachers and administrators will need to learn how to facilitate Harkness Teaching, a Socratic seminar-style of instruction that will be the cornerstone of teaching and learning at Madison Prep. Finally, teachers and administrators will need to understand how to implement literacy skills across the curriculum. This will be especially important for the large percentage of struggling readers and writers that Madison Prep anticipates serving.

#### ***b. Provide a five-year professional/curricular development plan on how you intend to develop the required competencies, skills, and knowledge for teachers and administrators to achieve the innovations envisioned for the charter school.***

	<b>Teachers</b>	<b>Administrators</b>
<b>Planning Year: 2012-2013</b>	<ul style="list-style-type: none"> <li>•All master, general education, and specialty teachers attend level one IB workshops in their content areas</li> <li>•All teachers utilize the IBO’s Online Curriculum Center (OCC)*</li> <li>•All teachers receive training in literacy across the curriculum</li> <li>•All teachers receive training in the Harkness method (via Head of School and Director of Teaching &amp; Learning)</li> </ul>	<ul style="list-style-type: none"> <li>•Head of School and Director of Teaching &amp; Learning attend level one IB workshop for administrators</li> <li>•Head of School and Director of Teaching &amp; Learning visit established three established IB schools in Wisconsin</li> <li>•Head of School and Director of Teaching &amp; Learning visit Exeter Academy for Harkness Teaching training</li> <li>•Head of School and Director of Teaching &amp; Learning utilize the IBO’s Online Curriculum Center (OCC)</li> </ul>
<b>Year One: 2013-2014</b>	<ul style="list-style-type: none"> <li>•All teachers attend one “roundtable” hosted by the Wisconsin Association of IB Schools (WAIBS)</li> <li>•Newly hired teachers attend level one IB workshops in their content areas</li> <li>•All teachers utilize the IBO’s OCC</li> <li>•Teachers participate in level two on-line</li> </ul>	<ul style="list-style-type: none"> <li>•Director of Teaching &amp; Learning attends level two IB coordinator workshop</li> <li>•Director of Teaching &amp; Learning attends WAIBS roundtables with teachers</li> <li>•Head of School and Director of Teaching &amp; Learning utilize the IBO’s OCC</li> </ul>

	workshops •New-teacher and follow-up training in literacy across the curriculum •New-teacher and follow-up training in the Harkness method	
<b>Year Two: 2014-2015</b>	•Newly hired teachers attend level one IB workshops in their content areas •Master teachers attend level two IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops •New-teacher and follow-up training in literacy across the curriculum •New-teacher and follow-up training in the Harkness method	•Director of Teaching & Learning attends level three IB coordinator workshop •Head of School and Director of Teaching & Learning utilize the IBO’s OCC
<b>Year Three: 2015-2016</b>	•Newly hired teachers attend level one IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •Master Teachers hired in Year One attend level three IB workshops in their content areas •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops •New-teacher and follow-up training in literacy across the curriculum •New-teacher and follow-up training in the Harkness method	•Director of Learning Support attends level one administrative workshop and visits Exeter Academy for Harkness training •Head of School, Director of Teaching & Learning, and Director of Learning Support utilize the IBO’s OCC
<b>Year Four: 2016-2017</b>	•Newly hired teachers attend level one IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS •Master Teachers hired in Year Three attend level two IB workshop in their content areas •All teachers utilize the IBO’s OCC •Teachers participate in level two and level three on-line workshops •New-teacher and follow-up training in literacy across the curriculum •New-teacher and follow-up training in the Harkness method	•Director of Learning Support attends level two administrative workshop •Head of School, Director of Teaching & Learning, and Director of Learning Support utilize the IBO’s OCC
<b>Year Five: 2017-2018</b>	•Newly hired teachers attend level one IB workshops in their content areas •All teachers attend one “roundtable” hosted by WAIBS	•Director of Learning Support attends level three administrative workshop •Head of School, Director of Teaching & Learning, and Director of Learning Support

	<ul style="list-style-type: none"> <li>•Master Teachers hired in Year Three attend level three IB workshops in their content areas</li> <li>•All teachers utilize the IBO's OCC</li> <li>•Teachers participate in level two and level three on-line workshops</li> <li>•New-teacher and follow-up training in literacy across the curriculum</li> <li>•New-teacher and follow-up training in the Harkness method</li> </ul>	utilize the IBO's OCC
--	---	-----------------------

\*The IBO's Online Curriculum Center (OCC) provides on-going professional development by bringing together IB educators world-wide. This resource will allow Madison Prep teachers to access subject guides, sample unit planners, teacher discussion forums, and feedback from head examiners. Teachers will also be able to use the OCC to participate in the IBO's seven year cycle of curriculum reviews.

***c. Describe how the necessary training will be provided each year for new employees or employee transfers.***

All new teachers will receive IB training at IBO workshops (administrators directly involved in teaching and learning will also receive IB training) and will be paired with a Master Teacher to ensure that the knowledge and skills new teachers gained at IB workshops are properly implemented in the classroom. Furthermore, new teachers will receive one full day of training in the Harkness method (prior to the start of the new school year), provided by colleagues at the school site. On-going monitoring of new teachers' applications of the Harkness methodology will also be provided by Master Teachers, the Director of Teaching & Learning, and the Head of School. Additionally, the Director of Teaching & Learning, along with the humanities Master Teacher, will be responsible for ensuring that all teachers have the ability to integrate literacy into all content areas. And finally, common planning time for teachers will allow for teacher-to-teacher professional development and review of students achievement data to guide further instruction.

## **II. GOVERNANCE AND AUTONOMY**

***1. Charter schools are exempt from state requirements regarding public education unless specifically referred to in the state statute. Identify which state exemptions the school will take advantage of in order to maximize the flexibility afforded to charter schools by state law.***

Madison Prep will voluntarily comply with many of the statutes outlined in chapter 118, but the following list outlines the statutes from which it will be most important for Madison Prep to be exempt.

Wis. Stat.118.045 Commencement of school term.

Wis. Stat.118.21 Teacher contracts.

Wis. Stat.118.22 Renewal of teacher contracts.

Wis. Stat.118.23 Populous counties; teacher tenure.

Wis. Stat.118.33 High school graduation standards; criteria for promotion.

***2. If applicable, submit a request and justification for waivers of any federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school.***

None.

***3. Charter schools should be provided with maximum autonomy and flexibility. Please identify all school board policies that will be waived for this charter school. Such waivers must be included in the charter contract.***

The Urban League will seek waivers for all MMSD Board of Education policies except those relating to student health and safety. This is not to say that Madison Prep will not have policies around



many of the same topics as the MMSD Board of Education. However, in order for Madison Prep to maintain maximum autonomy and flexibility, the school's Board of Directors will develop its own policies, some of which will likely mirror those of MMSD.

***4. Charter schools have a separate governance board that is legally able to contract with the authorizer. This board has autonomy and control over charter school policies, procedures, personnel, instructional programs, and the budget.***

***a. Describe the plans to establish an independent charter school governing board if you have not done so.***

Upon the MMSD Board of Education's approval of this application, the Urban League of Greater Madison will begin to prepare and submit Form 1023 to the IRS in order to establish a 501(c)(3) non-stock corporation. This 501(c)(3) will be the organization which enters into the contract with MMSD to establish and operate Madison Prep. The Urban League will begin formally recruiting board members for this 501(c)(3) during the spring of 2011, in preparation for the submission of the Form 1023. It is the intention of the school planners to recruit parents, business & philanthropic leaders, and community members for board positions. Although separate from the Urban League of Greater Madison, the 501(c)(3) under which Madison Prep is developed will retain a relationship with the Urban League of Greater Madison for operational support and will share several Board members. Prior to receiving 501(c)(3) status from the IRS, the school's fiscal agent will be ULGM.

***b. Describe the authority this governing board will have to make decisions regarding budget, personnel, curriculum, charter school policies, and the overall operation of the school.***

Because Madison Prep will be a non-instrumentality charter school, its governing board will have total authority – via the ULGM President/CEO and Head of School – to make decisions related to budget, personnel, curriculum, school policy, and overall operations.

***c. Include a description of the administrative relationship between the charter school and the authorizer, and describe how the charter school will be managed.***

Madison Prep will be managed by a school leadership team as well as an operations team. The School Leadership Team will be comprised of the Head of School, Director of Teaching & Learning, Director of Family & Community Partnerships, Director of Learning Support, Dean of Students, and Director of Athletics & Activities. The Operations Team will be comprised of the Head of School, and ULGM's President & CEO, Vice President Investor Relations, Director of Marketing & Communications, Director of Finance, and Madison Prep's Business Manager.

Because Madison Prep will be a non-instrumentality charter school, the relationship between the school and the school district will be significantly more limited than the relationship between MMSD and its three instrumentality charter schools. However, members of the Madison Prep operations team administrators will meet monthly with MMSD administration.

***d. Describe the specific training that will be provided to the charter board and when it will be delivered.***

The Wisconsin Charter Schools Association will provide training to the Madison Prep Board of Directors during the planning year (SY 2011-2012) with follow-up sessions the following year. The training will include two work sessions and follow up evaluations over a period of two years. Through this training, the Board will learn best practices in school governance and receive guidance in writing its governance and school policies.

### **III. THE PLANNING PROCESS**

***1. Provide a chronological description of all charter planning activities completed prior to the submission of this application.***

Oct. 2006-Apr. 2010	<ul style="list-style-type: none"> <li>•Next Generation Foundation founded in Washington, D.C. by Kaleem Caire and Lisa Peyton-Caire under which Next Generation Academy model was developed</li> <li>•Model piloted at Friendship Public Charter Schools</li> <li>•Mr. Caire hired by Urban League of Greater Madison with the intent of adapting the Next Generation Academy model to Madison</li> <li>•ULGM Board of Directors approves the development of Madison Preparatory Academy</li> </ul>
Oct. 5, 2010	ULGM President/CEO convenes a meeting of approximately 30 community members, parents, and educators to outline the vision for Madison Prep
Oct. 21, 2010	First meetings of the Community Support and Curriculum/Instruction Design Teams
Oct. 25, 2010	First meeting of Budget/Fundraising Design Team
Oct. 27, 2010	First meeting of Operations/Leadership Design Team
Nov. 15, 2010	Charter School Development Consultant hired to work full-time on planning
Nov. 29, 2010	Design Team meeting (combined)
Dec. 1, 2010	Design Team meeting (combined)
Dec. 6, 2010	ULGM presents Initial Proposal for Madison Prep to Planning and Development Committee of MMSD Board of Education
Mid-Late Dec. 2010	ULGM and MMSD administration draft timeline for the establishment of Madison Prep
Jan. 4, 2011	Operations/Leadership and Budget/Fundraising Design Team meetings
Jan. 5, 2011	Community Support and Curriculum/Instruction Design Team meetings
Jan. 10, 2011	<ul style="list-style-type: none"> <li>•Draft timeline presented to MMSD Board of Education's Planning and Development Committee</li> <li>•ULGM answers Board's follow-up questions to Initial Proposal</li> <li>•Planning and Development Committee votes to put two motions to the Full Board on Jan. 31: 1) The ULGM's DPI planning grant application and any supplemental materials shall satisfy the requirements for a detailed proposal, per the Board's policy, and 2) The ULGM's submission of the planning grant application on Feb. 28 shall be deemed in compliance with the Board's policy to submit the application two months prior to the DPI deadline</li> </ul>
Jan. 26/27, 2011	Design Team Meetings
Jan. 31, 2011	Board of Education passes two procedural motions (7-0) noted above
Feb. 14, 2011	DPI Planning Grant application/detailed proposal presented to the Planning and Development Committee of the MMSD Board of Education

\*Activities subsequent to Feb. 14, 2011 have not been added because this document was finalized for presentation to the MMSD Board of Education on February 10, 2011.

***2. Provide a description of how parents and other members of the community have been involved in the planning and design of the charter school.***

The following members of the Madison community have given their support to the development of Madison Prep in a number of ways.

Milele Chikasa Anana  
Betty Banks  
Ingrid Beamsley  
Michelle Behnke  
Charles Brown  
JoAnne Brown

Mary Burke  
David Cagigal  
Laurel Cavalluzzo  
Karin Clark  
Jennifer Conant  
Charlie Ellis

Langston Evans  
Krista Friedrich  
Rev. Alex Gee  
Steven Goldberg  
Molly Garner  
Dennis Haefer

Jim Hollar  
Ed Holmes  
Tami Holmquist  
Donna Hurd  
Tania Ibarra  
Jerlando Jackson  
Torrey Jaeckle  
Carl Jefferson  
Michael Johnson  
Rev. Richard Jones  
Gloria Ladson- Billings  
Jennifer Lord  
Dennis McClain

Megan Miller  
Bob Morris  
Nichelle Nichols  
Madeleine Niebauer  
Darren Noak  
Paul Norman  
Fran Petonic  
Lisa Peyton-Caire  
Stephen Perez  
John W. Raihala  
Jeff Rayford  
John Roach  
Dr. Floyd Rose

Amy Rountree  
Brian Russell  
Gary Sater  
Ellie Schatz  
Judd Schemmel  
Keith Schwarting  
Joan Sweeney  
Donna Vukelich  
Carrie Wall  
Damon Williams  
Jim Zellmer

On October 5, 2010, approximately 30 community members gathered at ULGM to hear a presentation by Kaleem Caire on the Urban League's vision for Madison Prep. Subsequently, five teams were established to assist in design issues related to curriculum and instruction, community support, budget and fundraising, and operations. Many of the aforementioned 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 that have typically met one to two times per month since October 2010. All teams have been led by Laura DeRoche-Perez, Charter School Development Consultant at the Urban League. The following are descriptions of the Design Teams' overarching purpose.

Budget/Fundraising Design Team: This team considers issues related to the financing of Madison Prep. Members of this team are assisting the Urban League in the revision of the Madison Prep budget as well as providing guidance in the realm of private, corporate, and foundation fundraising.

Community Engagement/Support Design Team: This team considers issues related to community understanding of and support for Madison Prep. They are assisting in the development of a Master Communications Plan and its implementation.

Curriculum & Instruction Design Team: This team considers issues related to the curriculum that Madison Prep will offer as well as the instructional methods staff will use. Team members have given input related to student achievement goals as well as the assessments used to measure those student achievement goals.

Operations/Leadership Design Team: This team considers issues related to the governance of Madison Prep. Team members have advised the Urban League on issues related to organizational structure and will assist in the search for a Head of School.

Facilities Design Team: This team will convene for the first time in early February and will be co-led by Dennis Haefer (Vice President Commercial Banking, Johnson Bank) and Darren Noak (President Commercial Construction, Tri-North Builders). The team will ultimately develop and implement a short term and long term facilities plan.

### ***3. Describe how the school district board or chartering authority and the local teachers union have been involved in the planning process.***

The MMSD Board of Education, as well as district administration, has been vital to the planning process. In December 2010, a committee of the Board of Education agreed to hear the Urban League's initial proposal for Madison Prep, after which they generated follow-up questions (responses were given by the ULGM at a subsequent committee meeting in January 2011). The Board of Education also directed the Urban League and district administration to formulate a timeline indicating key points of cooperation and action between the Urban League, the Board of Education, and district administration. This timeline has been instrumental in establishing a positive and productive working relationship between the ULGM and district administration. Board members have also continually forwarded community member questions to the Urban League so that the Urban League

may respond to community needs/concerns. MMSD board members receive all public and design team communications as the Urban League is committed to transparency.

Because Madison Prep will be a non-instrumentality charter school, Madison Teachers, Inc has not been involved in the planning process.

**4. Outline the remaining planning work that needs to be accomplished to open your school and to begin serving children by fall 2012. Please address facility and staffing issues to the degree possible. Include a timeline for activity and planning processes.\***

Design Team meetings, Board meetings, and fundraising efforts will be on-going and are therefore not noted specifically on the table below. All other major planning year activities are noted.

February 2011	<ul style="list-style-type: none"> <li>•Commence Head of School search</li> <li>•Board member recruitment</li> <li>•Complete 501(c)(3) application – Form 1023</li> <li>•Launch fundraising efforts</li> </ul>
March 2011	<ul style="list-style-type: none"> <li>•Submit Form 1023 to IRS</li> <li>•Continue Head of School search</li> <li>•Board member recruitment</li> <li>•Website created</li> </ul>
April 2011	<ul style="list-style-type: none"> <li>•Finalize and submit DPI Planning Grant Application</li> <li>•Head of School hired</li> <li>•Short-term facility options explored</li> <li>•Board member recruitment</li> </ul>
May 2011	<ul style="list-style-type: none"> <li>•Short-term facility options explored</li> <li>•Board member recruitment</li> </ul>
June 2011	<ul style="list-style-type: none"> <li>•Short-term facility options explored</li> <li>•Board finalized</li> </ul>
July 2011	<ul style="list-style-type: none"> <li>•Madison Prep website launched</li> <li>•Short-term facility options explored</li> </ul>
August 2011	<ul style="list-style-type: none"> <li>•Contract negotiations with MMSD commence</li> <li>•Head of School begins</li> <li>•Short-term facility options narrowed</li> </ul>
September 2011	<ul style="list-style-type: none"> <li>•Contract negotiations continue</li> <li>•MMSD Board of Education holds public hearing for Madison Prep</li> </ul>
October 2011	<ul style="list-style-type: none"> <li>•MMSD Administrative Analysis submitted to ULGM and MMSD Board of Education</li> <li>•Contract negotiations continue</li> <li>•Short-term facility finalized/Building preparation begins</li> </ul>
November 2011	<ul style="list-style-type: none"> <li>•Contract finalized with MMSD Board of Education</li> <li>•Building preparation continues</li> </ul>
December 2011	<ul style="list-style-type: none"> <li>•Family/student info sessions planned/Marketing materials completed</li> <li>•Prepare DPI Implementation Grant application</li> <li>•Building preparation continues</li> </ul>
January 2012	<ul style="list-style-type: none"> <li>•Family/student info sessions commence</li> <li>•Prepare DPI Implementation Grant application</li> <li>•Director of Teaching and Learning hired</li> <li>•Building preparation continues</li> </ul>
February 2012	<ul style="list-style-type: none"> <li>•School Registration window opens</li> <li>•Prepare DPI Implementation Grant application</li> <li>•Building preparation continues</li> </ul>
March 2012	<ul style="list-style-type: none"> <li>•Notification to DPI by MMSD of intent to establish a charter school</li> </ul>

	<ul style="list-style-type: none"> <li>•Prepare DPI Implementation Grant application</li> <li>•Building preparation continues</li> </ul>
April 2012	<ul style="list-style-type: none"> <li>•School registration window closes</li> <li>•DPI Implementation Grant application due</li> <li>•Building preparation continues</li> </ul>
May 2012	<ul style="list-style-type: none"> <li>•Lottery held, if necessary</li> <li>•Teacher hiring completed</li> <li>•Building preparation finalized</li> </ul>
June 2012	<ul style="list-style-type: none"> <li>•Non-teaching staff positions filled</li> <li>•Family orientations</li> </ul>
July 2012	<ul style="list-style-type: none"> <li>•Summer Semester/orientation for founding classes</li> <li>•Teacher preparation for fall semester</li> </ul>
August 2012	<ul style="list-style-type: none"> <li>•Fall semester commences</li> <li>•Continue fundraising efforts</li> </ul>

*\*All dates/tasks above are tentative and subject to change. Teacher/staff training are not reflected here; this information can be found in Section I under the five year professional development plan.*

**5. When school districts authorize charter schools and receive federal funding, significant resources are invested in professional development during the initial three years. Please describe the efforts that will be undertaken to retain these teachers in the charter school.**

Madison Prep recognizes that there is a life cycle for retaining high quality employees. The school will focus on recruiting, on-boarding, developing, retaining, and recognizing its employees' contributions in order to keep retention high. The first step towards this goal will be recruiting faculty and staff that have a commitment to Madison Prep's model and students, and who agree with the school's values and expectations. In the recruiting process, successful candidates will demonstrate the ability to make meaningful connections with the community that Madison Prep will serve, the ability to raise student achievement to high levels, the ability to work collaboratively towards a common goal.

Furthermore, every Madison Prep teacher will have a development plan within the first six months so that they may be given specific support for areas of difficulty and recognition for area of expertise. Madison Prep teachers will also be given additional opportunities to grow in their areas of expertise through further challenges.

Other elements of the school design, such as the bonus structure, signing bonuses, administrative support, continued IB training, parental support and accountability, and a positive school culture, will lead to high retention of staff. Faculty and staff who are hired and retained will have a strong commitment to personal accountability for modeling success and effort and will hold each other to high expectations for producing student achievement results.

**6. Attach up to three letters of support for the proposed charter school from parents and community members.**  
See attached letters at end of narrative section.

#### **IV. EQUAL ACCESS**

**1. Provide a description of how your plan will assure equal access for all students regardless of gender, race, national origin, color, disability, or age factors.**

Madison Prep's marketing efforts will ensure equal access for all students regardless of race, national origin, color, or disability (see item three in this section). Madison Prep will comply with all federal and state regulations relating to charter school admissions. In its inaugural school year (2012-2013), Madison Prep will be open to any 6th and 7th grade male student who wishes to attend regardless of past academic performance. An additional 45 sixth grade students will be admitted each year, until the school reaches its capacity of 315 students in grades 6-12.

Madison Preparatory Academy for Young Men will admit only male students. Wis. Stat. 118.40(4)(2)(c) gives school boards the authority to enter into contracts for the establishment of single sex charter schools:

*118.40(4)(2)(c) Single-sex schools and courses. 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.*

In order to gain clarification on Wis. Stat. 118.40(4)(2)(c) as it relates to the development of Madison Prep, the Wisconsin Charter Schools Association posed the following question to the Legislative Council of the Wisconsin State Legislature through the Office of Wisconsin State Senator Luther Olsen:

“Do both [the boys’ and girls’] schools need to be in operation at the same time to comply with this section? Can the school board approve the all-boys school first and the all-girls school at a later date? Also, can one begin in 2011, for example, and the other starts in 2013 or a later date?”

Ms. Anne Sappenfield, attorney with the Wisconsin Legislative Reference Bureau, wrote the following response to the question above:

“Current federal regulations, and state law, do not require schools or courses that are comparable to the single-sex school or course to also be single sex. Therefore, a district is not obligated to establish one school for boys and one for girls in order to comply with federal or state law.”

***2. Provide a description of how students with disabilities will be served.***

Madison Prep is determined to comply with both the letter and the spirit of IDEA. To that end, Madison Prep will provide the necessary services so that students with disabilities will be able to attend the school and achieve academic success. Madison Prep will employ teachers with special education certification and ESL/bilingual certification. Any additional services that need to be provided to Madison Prep students will be done so through contracts with MMSD or CESA 2. In year three of Madison Prep’s implementation, the school will also hire a Director of Learning Support. This person will be responsible for managing IEPs, as well as overseeing the Skills Mastery Center. Madison Prep’s service delivery model will be determined by the Head of School, Director of Teaching and Learning, and other Madison Prep staff, who will be in the best position to determine how students with specialized learning needs should be served. When necessary, staff from Madison Prep will be available to consult with IEP teams at MMSD schools to offer information about the school in order to determine if Madison Prep is an appropriate placement for the student at hand.

***3. Provide a description of how students and parents in the community will be informed about the charter school and given an equal opportunity to attend.***

The following strategies will be implemented in order to inform students and parents about the option of enrolling in Madison Prep.

A. Image Management: Madison Prep’s logo and images of young men projecting the Madison Prep brand will be featured on the school’s website, in informational and print materials, and on inexpensive paraphernalia. Students will be required to wear uniforms that include a red or black blazer featuring the Madison Prep emblem. Additionally, Madison Prep will ensure that its facilities are clean, orderly and well-maintained at all times, and that these physical spaces reflect positive images of Madison Prep students, positive adult males, community leaders, families, and supporters.

B. Grassroots Engagement: Madison Prep’s founders, Board members, volunteers, and its key staff (once hired) will go door-to-door in target neighborhoods and other areas within MMSD boundaries where prospective students can be found, to build relationships with young men, families, and local community resource persons and advocates to recruit young men to attend Madison Prep.

C. Online Presence & Partnerships: Madison Prep will launch a website and update its current Facebook page prior to the school opening to expand its public presence. The Facebook page is used to raise awareness, expand support, communicate progress, announce activities and events, and promote small-donor fundraising campaigns. The website will be used to recruit students, staff, and eventually serve as an entry-point to a member only section on the Internet for faculty, students, and parents. Madison Prep will also seek to establish strategic alliance



partnerships with service associations, enlisting their participation in the school's annual events. In addition, Madison Prep will establish partnerships with other public and private schools in the Madison area to recruit students, particularly elementary schools.

**D. Buzz Marketing:** Madison Prep will use subtle forms of marketing to recruit students and faculty, increase its donor and support base, and develop a positive public image. The school will maintain an influential board of directors and advisors, will engage notable people and organizations in the school, and will publicize these assets to the general public. The school will also prepare key messages and strategically involve its students, staff, and parents in key events and activities to market its brand – high achieving, thoughtful, forward thinking, confident and empowered young men who are being groomed for leadership and success by equally talented, passionate and committed adults. The messages, images, and quality of interactions that the broader community has with members of the greater Madison community will create a positive buzz about the school, its impact, and the success of its students.

**E. School Visits & Activity Participation:** Madison Prep will be open to prospective students and parents, funders, and members of the community. Visits will be arranged through administrators. Madison Prep will also establish an open visit policy for parents, and will create opportunities for them to leverage their ongoing involvement with the school and their young men. Through nurturing positive relationships with parents, and establishing an environment where they are wanted and respected, Madison Prep will create spokespersons in the community who help grow its student body and community support. Finally, Madison Prep will host an annual community event that engages its school community with the greater Madison community in a day of fun, competitive events for families, and will serve as a resource to parents whose children do not attend Madison Prep by inviting them to participate in its Destination Planning workshops.

**F. Popular Media:** Madison Prep will allocate resources to market itself on local music and news radio during the peak student recruitment times. To defray costs, Madison Prep will enlist the support of local and national celebrities for feature interviews, spotlights, and PSAs with Madison Prep's leadership to promote the school.

**4. Describe the admission policy and any qualifications for admissions that will be established.**

Madison Prep will not draw students from any particular attendance area in MMSD. However, the school will make every effort through its recruitment strategies (described above) to ensure that any student who wishes to attend Madison Prep - no matter where he lives in the district - will be able to do so provided there is a seat available to him. The Madison Prep Board of Directors will establish the formal admissions policy later in the planning year, with the assistance of attorneys, DPI staff, and Wisconsin charter school experts.

**5. Provide a description of a random lottery process to be implemented if more students apply for admission than can be accommodated in the charter school.**

All interested families will complete an Enrollment Form at the Urban League's offices, online, during community meetings and outreach activities, through local partners, or during a visit to the school (after it opens). If Madison Prep receives *less than* 45 enrollment forms for either grade (6 and 7) in the first year, all students who applied will be admitted. If the school receives *more than* 45 enrollment forms for either grade level in the first year or when enrollment forms exceed the seats available in subsequent years, Madison Prep will hold a public random lottery at a location that provides enough space for applicant students and families to be present during the lottery. This lottery will be held in accordance with DPI guidelines for random lotteries. If Madison Prep does not fill all available seats, it will continue its grassroots recruitment efforts until it reaches its enrollment goal. During the planning year, the Madison Prep Board of Directors will establish a formal policy related to the lottery process that is carefully vetted by Wisconsin charter school experts, attorneys, and DPI staff.

**V. ASSURANCES**

**1. As required by section 427 of the General Education Provisions Act (GEPA), describe proposed steps the grantee will take to ensure equitable access to, and participation in, the charter school.**

Madison Prep administration, staff, and Board of Directors will make every effort to ensure equitable access to and participation in Madison Prep. The founding team is committed to ensuring diversity at Madison Prep, among both staff and students, and will utilize its marketing and communication strategies to ensure equal access and participation to every extent possible. See Section IV ("Equal Access"), Item 1.

**2. *Provide an assurance that the charter school will not charge tuition.***

Madison Prep will not charge tuition.

**3. *Provide an assurance that the charter school will be nonsectarian.***

Madison Prep will be nonsectarian.

**VI. THE BUDGET\***

**1. *Describe the methods by which controls over expenditures and records of expenditures will be maintained.***

The Board of Directors of Madison Prep will adopt financial policies and procedures that establish control over expenditures and records of expenditures. These policies will include, but are not limited to:

- positions authorized to sign checks
- number of signatures required for checks exceeding an established amount
- the personnel responsible for maintaining the accounts payable system
- the personnel responsible for determining payroll based on authorized amounts and preparing payroll checks
- the number of bids required for the purchase of budgeted capital assets in excess of an established amount
- the requirements for Board approval of soliciting bids for capital assets
- the position responsible for selecting the bidder
- the process for Board approval if the lowest bidder is not selected or if bidding was not deemed practical by the position responsible for selecting the bidder
- the process for submitting and approving expenditure requests
- the process for handling of invoices, including personnel authorized to open school mail
- the process for payment of invoices, including personnel authorized to pay invoices
- the process for handling of bank statements
- the process for review and reconciliation of bank statements
- the process by which the Board Treasurer or designee will review bank reconciliations
- positions authorized to access on-line banking information
- personnel responsible for establishing internal controls of accounting records
- the process for review of internal controls of accounting records
- the process by which the Board will choose the public accounting firm to conduct financial audits
- personnel responsible for determining if the internal control system continues to meet the needs of the school and the process by which changes are made to the accounting procedures manual
- the process by which the result of the audit will be conveyed to the Board and school management
- the personnel responsible for scheduling the audit, preparing the information needed by the auditors, and answering questions during the audit
- procedures to ensure grant compliance
- procedures to ensure compliance with the use of public funds

**2. *Provide a list of itemized expenditures in a Local Plan for Use of Discretionary Funds including specific items and the cost of the items that will be purchased.***

See attached Local Plan for Use of Discretionary Funds.

**3. *Provide a plan on how the school's innovative offerings including professional development will be sustained and continued after the charter school grant expires.***

The attached six-year budget gives insight into how Madison Prep will function financially beyond the federal grant period. Professional development costs related to IB training as well as IBO fees are itemized in this budget beyond the federal grant period. Subsequent to the 2013-2014 school year, Madison Prep - through the Urban League of Greater Madison - will continue to seek grant monies and private contributions. However, grants, private investments, and in-kind donations will augment the basic educational program at Madison Prep, which has been designed to be sustainable through per pupil charter school payments from MMSD.

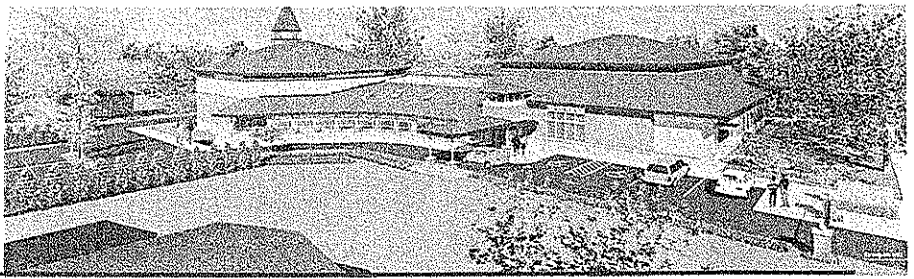
***4. Complete the Budget Summary forms VI-B-Phase I and VI-B-Phase II.***

See Budget Summary forms VI-B-Phase I and VI-B-Phase II.

\*The six-year budget has been completed in a format typical for MMSD rather than on the budget worksheets provided in the application (approved by Barry Golden, DPI Charter School Development Consultant).

# Mt. Zion Baptist Church

Rev. Richard L. Jones, Pastor  
2019 Fisher Street  
Madison, WI 53713  
(608) 255-5270



February 9, 2011



Madison Board of Education  
545 W. Dayton Street – Room 110  
Madison, WI 53703

Re: Letter in Support of the Madison Preparatory Academy

To the Members of the Board of Education of the Madison School District:

I am writing in support of the Madison Preparatory Academy. We at Mt. Zion support the concept and believe that the Madison Preparatory Academy will indeed “serve as a catalyst for change and opportunity among young men of color” in our community. We understand the challenges and concerns that you might have, but national research supports the success of such a model. Madison is a unique community that I believe in and as many within your administration can attest, I am a very strong supporter of the Madison School District. I have always made myself available for assistance in a variety of capacities. From planning African American history celebrations at Wright, to career days at Hamilton, to my faithful reading to students at various schools, to my current mentoring program at Falk Elementary School, I believe in our School District. And I support its administrators, teachers, programs, and students. But I also believe, and your research supports this statement, that for variety of reason, our current structure does not meet the needs of all of our children and we need to develop creative approaches to meet those needs. Madison Prep is such an approach.

The Executive Summary of Madison Prep’s informational material provides that “based on current education and social conditions, the fate of boys of color is uncertain.” It goes on to say that “black 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.” “Research indicates that although black boys 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.”

Contrary to what many believe, the doors to academic excellence and career opportunity are not equally open to everyone nor are the skills to function once those doors and opportunity have been accessed. I grew up very poor. My single mother raised my sister and I with the assistance of welfare benefits. We rarely ever had a telephone, car, television, or acceptable clothing. What we had more than anything else was a mother who believed that education was the only way out of poverty and who for that reason pushed us to levels that we thought unachievable. I now push my children to those levels, but it is easier when I hold up my wife’s B.A. in Business and Marketing, and my B.A. in Economics, my Juris Doctorate degree, my seminary training and my current work towards a doctorate in ministry. They have role models and guidance that other children of color lack in our community.

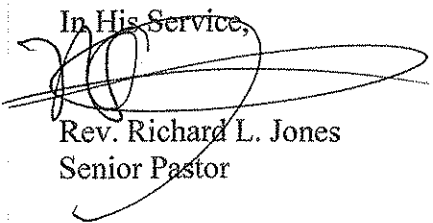
Mt. Zion has begun an education campaign that I have labeled “Educate to Elevate”. Within that campaign, we offer successful after school programming for our elementary, middle and high school students whose success and improvement is documented in their report cards. We have begun to push those without high school

diplomas to obtain HSED and GED certifications. We have also begun to push those without 2 and 4 year degrees to begin the process of enrolling at the many wonderful institutions in our community. We believe in education and it is for that reason that we support Madison Prep.

Dreamers are the acknowledged legislators of the world and success in our world begins with a dream. Madison Prep will help to give our children dreams that are "bigger than their windows." We, the Mt. Zion Family, believe in Madison Prep and we support our friend and brother Kaleem Caire in his valiant effort to make this dream a reality and we look forward to one day walking the halls of what will be a crown jewel in the Madison School District. We simply believe that Madison Prep will make a difference and we strongly urge you to vote in favor of this proposal. We also request that you become a positive partner who believes in creating ways to make a difference for all of our children.

Thank you for considering my recommendation. If you have questions or need additional information, please do not hesitate to contact me. I can be reached at the Church at (608) 255-5270 or by email at [revrljones@sbcglobal.net](mailto:revrljones@sbcglobal.net).

In His Service,



Rev. Richard L. Jones  
Senior Pastor

DATE: February 8, 2011

TO: Board of Education  
Madison Metropolitan School District

COPY: Dan Nerad, Superintendent

FROM: Steve Goldberg, Executive Director  
CUNA Mutual Foundation

SUBJECT: **Support for Proposed Madison Prep Charter School**

CUNA Mutual Group and the CUNA Mutual Foundation are pleased to support the establishment of the Madison Prep Charter School. We have been following closely the development of this new school and have decided to adopt it. This means we will provide financial and in-kind support for the school, and we will engage CUNA Mutual employees as volunteers to assist the school in various capacities.

We are drawn to Madison Prep because it:

- Emphasizes meaningful, measurable goals, with students at the center of the agenda.
- Holds itself accountable for achievement of those goals.
- Uses educational strategies geared to specific needs and circumstances of at-risk students.
- Employs successful models and best practices to reach and develop these students.
- Has a proactive strategy for parental and community engagement in support of student success, designed to build a sustainable sense of shared responsibility.
- Offers an innovative approach which could have constructive implications beyond the school itself.
- Makes a bold statement about our local community's commitment to the long-term success of all students.

We look forward to our partnership with Madison Prep and also to the impact it will have on our community.





Rhonda Nicoele Johnson  
4526 Commercial Avenue  
Madison, Wisconsin 53714

February 7, 2011

I am writing this letter in support of Kaleem Caire, President and CEO of the Urban League of Greater Madison, and the Madison Preparatory Academy for Young Men.

First, I would like to establish that the young men in the Madison community, especially those of African American descent, deserve this given opportunity to learn based on the newly proposed curriculums and teaching methods that a charter school would provide. As a concerned and dedicated parent of children who are currently enrolled in the Madison Metropolitan School District and one who has successfully graduated from high school, I am thoroughly convinced that a charter school indeed provides families with more options for how their children are educated. In my opinion, this is long overdue. In my household, I have two children who have been considered to have a "normal" learning style and one who is more of a kinesthetic learner, with an established Individualized Education Program. Due to the fact that I visit the classrooms and attend school with my daughter every Tuesday, I believe that giving our children new curriculums and methods to learning will improve student achievement by great numbers.

Second, the facts: 1) That Madison Preparatory Academy will enroll a racially diverse body and 2) Young men of color will achieve as much academic success as their white male peers are both equally critical in a community where African American males are not graduating high school or going on to higher education and in many cases, not encouraged to do so. Take for instance my son, Hamp Eugene Harris Johnson II, a bright African American Male, a freshman at the University of Wisconsin-Madison and a recipient of one of the most prestigious scholarships – Powers Knapp. While in the 9<sup>th</sup> grade, he was encouraged by one of the counselors to attend Madison Area Technical College. This suggestion raised a big red flag with several questions that followed – in the Johnson household. Why should a 4.0 student with high achievements and goals in life be encouraged to attend a community college versus a prestigious university? What has happened within the school system? Are counselors not able to see the potential in our young African American males? Surely, the fact that my son excelled in the areas of math and science could not go unnoticed.

Ultimately, I am glad that my son had a parent who supported and encouraged him to think outside the box by setting his goals higher. But what about the young men who don't have that same support? What will happen to them? I believe that the questions and concerns that I have along with the many other parents, teachers, counselors, principals and community leaders can and will be addressed through the efforts and establishment of the Madison Preparatory Academy for Young Men. This charter school will offer Liberal Arts and a college-preparatory curriculum that emphasizes science, technology and communications. Truly, this will prepare our young men for careers in the medical, financial and technological fields – how exciting!

February 10, 2011

Page 2

In closing, every student deserves to experience a vibrant education that pushes them to greater heights in this community and abroad. I could only hope that we as a community care enough about this generation of students to invest in their future. I am confident that we will. Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rhonda N. Johnson". The signature is fluid and stylized, with a large loop at the end of the last name.

Rhonda N. Johnson

## **ADDENDUM TO MADISON PREP PLANNING GRANT APPLICATION**

### **Requirements of a Detailed Proposal for Charter School**

*The following contains a list of the content required for an externally developed detailed proposal for a charter school, as outlined in Board Policy 10,000, III, B. Following each content requirement, the Urban League of Greater Madison – the developers of Madison Prep – have noted where that information can be found in the planning grant application. In cases where that information is also found in the Initial Proposal presented to the Board of Education’s Planning and Development Committee on December 6, 2010, this fact is noted. For content requirements that are not present in the Initial Proposal or the DPI Planning Grant Application, the relevant information is given under each requirement.*

**0. Vision and Philosophy:** See Initial Proposal and Section I of DPI planning grant application narrative (“The Charter School Vision for Innovation”)

**1. Purpose:** See Initial Proposal and Section I of DPI planning grant application narrative (“The Charter School Vision for Innovation”)

**2. Leadership and Governance:** See Section II of DPI planning grant application narrative (“Governance and Autonomy”).

***Name and professional qualifications of the person who will be in charge of the charter school:*** The Head of School will serve as the instructional leader of the school. This person has not yet been hired, but the executive search will focus on identifying an experienced educational leader who has demonstrated significant student achievement results with his/her staff. This person will hold, or be eligible to hold, an administrative license. Additionally, Kaleem Caire, President and CEO of the Urban League, will serve as the operational leader of the school. See the Initial Proposal for Mr. Caire’s professional experience.

***The governance structure of the school:*** See Item 4 of Section II (“Governance and Autonomy”) in the DPI planning grant narrative.

***The method to be followed by the school to ensure parental involvement:*** Parents/guardians of Madison Prep students will be asked to sign a non-binding agreement outlining the school’s expectation for their participation in the school and their students’ education. Parents/guardians will be given assessments of their participation in order to facilitate further involvement and/or high quality involvement. Examples of the ways in which parents/guardians will participate in their students’ education include:

- attendance at grade level promotion conferences
- attendance at parent/teacher conferences
- attendance at exhibitions of student work
- attendance at workshops
- volunteering for special events
- service on teams/committees, including the Board of Directors

Madison Prep staff will also be expected to take significant steps to ensure parent/family involvement. Teaching staff in particular will have specific requirements around contacting parents/guardians. For example, teachers will have to contact parents/guardians after a student has missed two homework assignments in the quarter. These expectations for teachers will be supported by a full-time Director of Family and Community Partnerships, as well as other administrators.

### 3. Curriculum, Instruction, and Assessment

***A description of the educational program of the charter school and examples that illustrate the instructional methods and professional practices that will be used:*** See Section I (“The Charter School Vision for Innovation”) of DPI planning grant narrative and “Educational Strategies” section of Initial Proposal for information in the IB curriculum and Harkness teaching.

***The methods the school will use to enable students to attain the educational goals under Wis. Stats. Section 118.01. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured:*** For student achievement goals, see Section I, Items 2.e & 2.f in DPI planning grant application narrative. See further information below.

Subsection of 118.01	Method of Attainment	Method of Assessment
(a) Academic Skills and Knowledge	International Baccalaureate Curriculum (Middle Years Programme and Diploma Programme)	Formative and summative classroom assessments  Measures of Academic Progress (Northwest Evaluation Association)  Statewide assessment tests
(b) Vocational Skills	N/A	N/A
(c) Citizenship	International Baccalaureate Curriculum (Middle Years Programme and Diploma Programme)	Formative and summative classroom assessments  Measures of Academic Progress (Northwest Evaluation Association)  Statewide assessment tests
(d) Personal Development	International Baccalaureate Curriculum (Middle Years Programme and Diploma Programme)	Classroom assessments  Core Values assessment

	Mentoring program	
	Co-curricular requirements	

***The manner in which the annual audits of the programmatic operations of the school will be performed:*** The Head of School will be responsible for all program audits. He/she will report the findings to the ULGM President & CEO and school Board of Directors as well as plans to enhance the program based on weaknesses identified in the audit. All school staff will be responsible for implementing improvement plans based on the programmatic audit.

#### 4. Personnel

***The approximate staffing level that is planned for the charter school:*** See six-year budget.

***The process for recruitment and assignment of charter school staff:*** The Head of School will be responsible for recruiting staff. As positions become available, the Head of School will post those positions in appropriate venues. Candidates will be vetted through a process that includes all the school's stakeholders.

***The process for supervision and evaluation of charter school staff:*** The Head of School will determine the manner in which all school staff are evaluated and will set up processes and procedures accordingly during the planning year. The Head of School will be responsible for supervision and evaluating all directors and managers. The Director of Teaching & Learning and the Director of Learning Support, under the guidance of the Head of School, will be responsible for supervising and evaluating all teaching staff. Additionally, the Director of Family & Community Partnerships, Dean of Students, and Director of Athletics will be responsible for supervising and evaluating the pupil support staff, also under the guidance of the Head of School. The Business Manager will be responsible for supervising and evaluating administrative support staff, custodian, security personnel, and food service workers.

***The qualifications that must be met by the individuals to be employed in the charter school:*** All Madison Prep teachers will hold a DPI license or professional teaching permit in their subject area(s).

***A recommendation as to whether the charter school should be an instrumentality of the District:*** See DPI planning grant application Section V ("Charter School Information"), Item 4.

#### 5. Students

***The minimum and maximum number of students that will be enrolled in the charter school for the first year and for future years:*** See six-year budget.

***The grade levels to be served during the first year and during future years:*** Grades 6 and 7 during the first year (2012-2013); grades 6-12 at full enrollment (2017-2018).

***The procedures that the charter school will follow to ensure the health and safety of the pupils:*** Madison Prep intends to follow all federal, state, and local health and safety regulations/procedures/policies.

***The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the district student population:*** See Section IV ("Equal Access") of DPI planning grant application narrative.

***The process for selection if interest exceeds projected/authorized enrollment:*** See Section IV ("Equal Access") Item 5 of DPI planning grant application narrative.

***The requirements for admission to the charter school:*** See Section IV ("Equal Access") Item 4 of the DPI planning grant application narrative.

***The procedures for disciplining pupils:*** Madison Prep's Core Values will be the foundation of the code of conduct and all school personnel will be responsible for holding students to behavior expectations. Madison Prep students will be expected to adhere to a strict code of conduct, which will be outlined in detail in a student handbook written by the school leadership team and approved by the Madison Prep Board of Directors. Consequences for behavior infractions will also be outlined in this handbook. The school's Board of Directors will also establish a grievance process for students and parents who want to express concerns related to school's discipline policy and/or application of the policy.

***Information, if necessary, that identifies an alternative district school for pupils who reside in the charter school's attendance area and do not wish to attend or are not admitted to the charter school:*** N/A

## **6. Business, Facilities, and Operations**

***The proposed financial relationship of the charter school to the overall district budget:*** See six-year budget.

***A budget for the first year of operation based upon stated enrollment assumptions:*** See six-year budget.

***The business and support services to be provided by the district:*** The Urban League will be the fiscal agent for Madison Prep. No business or support services will be provided by the district.

***The manner in which annual audits of the financial operations of the charter school will be performed:*** See Section VI ("Budget") Item 1 of the DPI planning grant application narrative.

***A description of the school facilities:*** See Section III (“The Planning Process”), Item 2, “Facilities Design Team” of the DPI planning grant application narrative.

***The types and limits of the liability insurance that the charter school will carry and the effect of the establishment of the charter school on the liability of the district:*** Madison Prep will carry the types and limits of liability insurance as recommended by the MMSD Assistant Superintendent Business Services. The six-year budget reflects these recommendations.

## **7. Exemptions from Statutes, Policies, or Contracts**

***The specific statutes or district policies from which it will be particularly important for the charter school to be exempt:*** See Section II (“Governance and Autonomy”) Items 1 and 3 of the DPI planning grant application narrative.

***The anticipated variations or waivers in collective bargaining agreements:*** Not applicable, as Madison Prep will be a non-instrumentality charter school.

## **8. Involvement and Input**

***A description of individuals, groups, and processes used in the development of the proposal:*** See Section III (“The Planning Process”) of the DPI planning grant application narrative.