

ACADEMY OF LEARNING AND LEADERSHIP

MILWAUKEE, WISCONSIN

ACTIVE COMMUNITY
LEARNER COMPETENCE
LEADERSHIP CONFIDENCE

BUSINESS PLAN

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ACADEMY OF LEARNING AND LEADERSHIP

THE CHALLENGE

Throughout America, and in Milwaukee in particular, there is a desperate need for schools capable of developing children's competence as learners and character as individuals and citizens. Both for the quality and stability of our society and for the capability of our workforce, we are compelled to find solutions to the devastating waste of human potential that is rampant in our cities and schools.

Among the tribes of Africa, none was considered to have warriors more powerful or more intelligent than the mighty Masai. Perhaps it is surprising then to learn that the traditional greeting passed between Masai warriors is "Kassesianingera." It means,

"And how are the children?"

This is still the traditional greeting among Masai today, acknowledging the high value that the Masai place on their children's well-being. Even warriors with no children of their own give the traditional answer, "All the children are well." That is, peace and safety prevail; the priorities of protecting the young, the powerless, are in place; society has not forgotten its reason for being, its proper functions and responsibilities (O'Neill)

The State of Wisconsin claims a proud history of educating children well. Eighty-seven percent (87%) of its students graduate from high school (92% of its white students) - second only to Iowa - with test scores that are among the highest in the nation.

- However, in the City of Milwaukee, only forty-three percent (43%) of students graduate from high school - seventy-four percent (74%) of whites, forty-two percent (42%) of Hispanics, thirty-four percent (34%) of blacks - third from the last of the nation's fifty largest cities. (Milwaukee Journal Sentinel)
- One in thirty-three Americans are in prison or jail, on probation or parole, a statistic that includes one in four black men. Eighty to ninety percent (80-90%) of all convicted felons are high school dropouts. Seventy percent (70%) of boys in juvenile institutions have been diagnosed as learning disabled. (Kipnis. 40-41,55)
- Nearly four in ten young women will become pregnant at least once before reaching age twenty. Only thirty-three percent (33%) of these girls complete high school and nearly eighty percent (80%) will end up on welfare. Children of teen mothers are more likely to do poorly in school, their sons are thirteen percent (13%) more likely to go to prison, while their teen daughters are twenty-two percent (22%) more likely to become teen mothers themselves.

It is the dedicated and focused purpose of the Academy of Learning and Leadership to impact this devastating waste of human potential - child by child - until we can answer with a resounding "Yes!"

"All the children are well."

THE VISION

The Academy of Learning and Leadership is a caring community of child and adult learners actively engaged in generating leadership. In an environment of safety, exploration, creativity, dialogue, reflection, and choice, the Academy develops competent learners and confident leaders. These focused, action-oriented children and adults use their empowered selves for the common good: healthy living, life-long learning, caring families, stable communities, a just society, and a peaceful world.

THE ACADEMY - EXECUTIVE SUMMARY

The Academy of Learning and Leadership (A.L.L.) is a developing charter school strategically focused on active community, learning competence, and leadership confidence. Care for the person, team relationships, creative experiential learning, reflective practice, and community service are at the heart of the A.L.L. **model educational community**.

GENERATING LEADERSHIP - The A.L.L. education model is highly generative in nature. Teachers, students, parents, administrators, business and healthcare partners are expected, encouraged, and supported in using and developing leadership skills. The Academy insists on hiring educators desiring challenging opportunities to grow and lead, consistently mentors adults and children for leadership growth, immerses adults in extraordinary professional development, and provides daily opportunities to use talents and leadership skills. The combination of these strategies creates an environment in which leading is part of the "marrow of the bone" of the culture of the organization and its people. **The A.L.L. Internship Challenge** is a summer and school year professional growth opportunity for other city, state, and national educators that provides college credit and allows A.L.L. to disseminate the success of its learning and leadership programs through active hands-on team learning for adults. Through these programs the Academy makes a valuable contribution to generating leadership for the future of urban schools and improving the quality of teaching and learning in a wide variety of schools; the need for these leadership gifts is deeply felt in the Milwaukee community at this time.

BUILDING PARTNERSHIPS - Family, school, and community partnerships that support the developmental growth of students at the Academy are essential for the well being of children. These partnerships include the Boys and Girls Clubs of Milwaukee, A.L.L. Children's Health Center for school day health concerns as well as preventive and referral services, and the A.L.L. Family Services Center that provides social services, health referral, adult education and job placement. Healthy children and well-functioning families are key to extraordinary learning success.

EDUCATING FOR EXCELLENCE - The **Ideal Graduate** of the Academy of Learning and Leadership will be distinguished as an active community participant who is a highly competent learner and a confident leader. Specifically, the Ideal Graduate of A.L.L. will embody the reflective and active qualities of Caring Self, Effective Communicator, Conscious Learner, Committed Person, Powerful Problem Solver, and Confident Leader. **Expeditionary Learning Outward Bound** - a high challenge, team learning methodology - frames Academy learning for both children and adults. Every adult within the A.L.L. community is called to a deep and active commitment to the formation of the children of the Academy in the values, ideas, and skills of the Ideal Graduate and Expeditionary Learning. It is the mission of A.L.L. teachers, administrators, staff, parents, and partners to assure that "All the children are well."

FOUNDER - M. Camille Mortimore, Ph.D. is the Founder, Executive Director and Head Learner of the Academy of Learning and Leadership, a State of Wisconsin 501c3 not-for-profit corporation. Dr. Mortimore earned a doctoral degree from Marquette University in Educational Policy and Leadership, a master's degree in Administrative Leadership, and Wisconsin certificates in teaching and administration. She has a broad background in school organizational development, administrative leadership, professional development, and highly accountable student-centered learning. Leadership in education includes five years as Associate Director for Schools for the Archdiocese of Milwaukee, ten years as an elementary school administrator, and many years as an elementary, middle school, and high school teacher and parent educator. As an elementary private

school administrator, Dr. Mortimore increased student enrollment by 38% (from 360 to 500 children), teacher salaries 62% in six years, and expanded the school by 9 classrooms and specialty rooms. She was recognized as Principal of the Year by the National Catholic Education Association and was the first recipient of the Archdiocese of Milwaukee Vatican II Award in Education. This demonstrated leadership and nine years of consulting with parochial, choice, and public charter schools, has uniquely prepared her to lead a team of highly experienced and committed leaders in the creation of a research-based, accountability-focused model urban educational community. Dr. Mortimore's doctoral research in the area of effective, inclusive school communities is applied in the design of the A.L.L.

POPULATION SERVED - The Academy is in the process of finalizing partnership with the Boys and Girls Clubs of Milwaukee in order to open its doors at 15th and Center Street, the LaVarnway Boys and Girls Club, in the fall of 2003; both organizations will jointly provide comprehensive services for children and families at the renovated and expanded site.

In September, 2003, the Academy will enroll 210 children: 60 children, birth to five years, and 150 first through eighth graders. At full capacity, in 2007, it will enroll 180 children from birth to five years in its early childhood centers and 450 first through eighth grades, that is, 150 first through eighth graders in each of three small elementary schools on a common campus. This smallness fosters the relationships, connectedness, and guidance that are so essential for the development and success of urban youth. Being mindful of the economies of scale, the Academy of Learning and Leadership total enrollment will be 630 children, allowing for the sharing of specialty educators, costly facilities, administration, strong board leadership, and fund development.

FINANCIAL SUMMARY - The Academy will be funded with a combination of state, federal, City, and private individual revenue, augmented by foundation grants and contributions. Its development plan over five years maximizes efficiencies of scale while allowing the Academy to maintain smallness while developing continuity and strength as a new community.

The financial plan of the Academy will focus on minimizing the amount of working capital required for startup and operation until charter school funding begins to flow from the State of Wisconsin in September of 2003. A line of credit of \$500,000 is in place to provide the operating working capital required. More working capital may be required for equity depending upon the method chosen for facilities acquisition. A combination of loans, grants and contributions will be sought to provide this working capital.

During the first 5 years of operation, it is estimated that a surplus of approximately \$750,000 will be generated. This includes an estimated \$2.3 million in grants and contributions. Once in operation, a full time Director of Development and Community Partnerships will focus on the continuing availability of these grants and contributions.

The Academy will be operated with disciplined financial policies and procedures and careful oversight from the Board of Directors to assure the on going availability of the Academy's innovative programs

FACILITIES DEVELOPMENT - The new Academy facilities of 8 classrooms, early childhood center, family services center, and administrative offices are being designed in partnership with John Miceli, AIA of Eppstein Uhen Architects. A 20,000 sq. ft. addition is planned for the existing 33,000 sq. ft. LaVarnway Boys and Girls Club. While honoring the history and tradition of the LaVarnway site in the African American community, it is essential to bring the 1957 facility up to 2003 standards of safety and functionality. The new construction and renovation are expected to cost 2.8 million to 3 million dollars.

Of particular importance to the project is the development of the Center Street neighborhood. The facility will direct its face and access toward Center Street, bringing new life and stability to the area. Discussions are underway with the City of Milwaukee and business community members regarding housing and business development in the area as well. Partners in this development are being sought.

EDUCATION PLAN

THE MISSION

The Academy of Learning and Leadership, serving urban education needs from birth through eighth grade, is a community of central city Milwaukee families and educators uncompromisingly committed to the learning and development of its children as whole persons.

Through creative, experiential, problem-based, interdisciplinary teaching and learning opportunities, we develop – in children, families, and educators - deep competence as learners.

Through action, reflection, dialogue, choice, mentoring and service, we develop – in children, families, and educators – deep confidence as leaders.

We are dedicated to consciously creating generative community in order to develop this learner competence and leadership confidence.

We hold sacred the uniqueness of each individual, the need for caring relationships in learning, the risk-taking and challenge essential to deep learning, and the human calling to make a contribution to the world.

INSTRUCTIONAL FOCUS - The instructional focus of A.L.L. is rooted in the belief that all learning is an act of making meaning. Humans are continuously seeking meaning in the experiences of their daily lives. Capturing this energy and applying it to the tasks of learning in the school day, that is, creating learning experiences that encourage and support meaning-making leads to a highly energized and effective methodology for learning by both students and teachers. Experiential, hands-on learning provides rich “ah-ha” moments that, when coupled with reflection and dialogue, leads to expanded understanding and deeply embedded learning in the academic disciplines, the arts, values education and character development.

Because of a deep coherence of principles and an excellent framework for professional development, **Expeditionary Learning Outward Bound (ELOB)** has been adopted by the Academy as the framework for curriculum design and instructional delivery; it is a proven model of comprehensive school reform for elementary, middle, and high schools. ELOB emphasizes learning by doing, with a particular focus on character growth, teamwork, reflection, and literacy. Teachers connect high quality academic learning to adventure, service, and character development through a variety of interdisciplinary, project-based learning expeditions. ELOB is an approved New American Schools design and, therefore, makes the Academy eligible for Comprehensive School Reform funding of \$150,000 per year for each of three years.

The success of the A.L.L. philosophy, policies, and programs is measured by increases in student learning and growth. The methods used for measuring A.L.L. pupil progress in attaining educational outcomes are integrally connected to the **results-oriented environment** of the Academy. (Schmoker, 1999) Planning, implementation, and evaluation need to continuously focus on increasing multiple measures of student success: attendance, participation, learning, personal and social development, as well as family involvement, faculty collegiality, development of child-centered curriculum, and instructional know-how. Expeditionary Learning evaluation processes provide benchmarks for assessing school progress. The instructional focus of A.L.L. is supported by the **small-school communal organization** of the Academy. The Children’s Health Center and the Family Services Center provide health care, social services, and adult support components that are focused on allowing children to come to school ready to learn. The Goals and **Ideal Graduate** of A.L.L. address our central beliefs and instructional focus.

Communal Person

- Exhibits healthy relationships with adults
- Maintains positive friendships
- Knows and lives positive values
- Is spiritually reflective
- Actively cares about social concerns
- Knows and loves the environment
- Knows cultural tradition and history
- Celebrates diversity
- Values life and issues of justice, peace

Conscious Learner

- Reads and computes effectively
- Studies and organizes effectively
- Uses integrated thinking skills
- Applies skills and ideas to life
- Seeks connections to arts and humanities
- Chooses learning: intellectually, physically, spiritually, emotionally
- Is prepared for high school challenge

Powerful Problem Solver

- Analyzes and understands complex situations
- Thinks, questions, and communicates
- Works on his/her own and with others
- Exhibits leadership, responsibility
- Uses technology responsibly
- Works with compassion
- Works with integrity
- Commits to service, responsibility
- Owns and fulfills obligations

Exploration Focus

Effective Communicator

- Writes effectively for many purposes
- Works effectively as group member
- Speaks with confidence and independence
- Creatively shares ideas, beliefs, feelings
- Interacts positively and respectfully
- Listens accurately and with care
- Reads for understanding and pleasure
- Speaks second language with confidence

Campus Self

- Values diversity and works to create a safe, healthy, and equitable environment
- Knows and lives positive values
- Actively cares about social concerns
- Knows and loves the environment
- Knows cultural tradition and history
- Celebrates diversity
- Values life and issues of justice, peace

Relationship Focus

Creativity Focus

Ideal Graduate of The Academy of Learning and Leadership

Family

School

Community

GOALS AND STRATEGIES

To generate, on a beautiful and nature-oriented common campus, multiple school communities of 150 students within the Academy of Learning and Leadership.

- Small school (150) and small class size (15 in lower grades up to 20 in upper grades)
- First school (150), generates second (150), generates third (150); 3 small schools per campus
- One Early Childhood Center serving children and families, birth through age five
- Rich environment: nature, beauty, music/art/dance, language, history, science/technology, diversity

To build a birth through eighth grade, family-oriented learning community focused on reducing family mobility and maximizing family involvement.

- Birth through three year and four/five year Reggio Emilia/High Scope inspired program
- Kindergarten through eighth grade Expeditionary Learning Outward Bound design
- Family connections: classroom volunteering, visiting, learning, parent-teacher collaborative work
- Collegial professional community designed for adult learning and leadership goals
- Professional and Student Learning Plans and Portfolios
- Student-led conferences with parents/guardians, four times per year
- Leadership Associations, Councils, and Learning Teams: students, parents, faculty, board, partners
- Hospitable environment: gathering areas, family-style dining, reflection space, looping
- Morning Meeting: daily morning ritual, celebration, culture-building, student leadership
- Advisory program, e.g. Tribes, STAR
- Discipline with Love and Logic, Fay and Cline

To partner with healthcare providers, community-based organizations, and business resources to provide a full-service, on campus, family center focused on the well-being of the child.

- Family-to-family and school connections through regular social and learning activities
- Business, higher education, and family partnerships for mentoring adults and students
- Business sponsorship of each classroom annually(e.g. corporations, banks/credit unions, retail)
- Adult education and employment connections with business and education partners
- Expeditionary Learning/colleges for school year/summer professional development
- Counseling and Therapy services
- Extended day, before/after care and summer school
- Healthcare partnership with local healthcare provider for student services and referral

To develop adult and student leadership skills.

- Broad-based adult and child learning teams focused on experiential problem-based learning service
- Learning Expeditions that engage, challenge, and succeed while leaving no one behind
- Multiple Intelligences for developing/affirming the person; benefiting from the talents of all
- Regular, horizon-expanding out-of-classroom learning expeditions with leadership challenge for all
- Immersion in the natural world for reflection and rejuvenation need to act with integrity, confidence
- Faculty professional growth directed by Expeditionary Learning and Frameworks for Teaching
- A.L.L. Internship Challenge: for-credit, hands-on professional development for visiting educators

To facilitate individual learner development toward the Ideal Graduate of the Academy of Learning and Leadership.

- Standards-based, interdisciplinary, problem and place-based curriculum
- McREL Standards and Wisconsin State Standards
- Expeditionary Learning Outward Bound design focused on teacher-designed essential questions
- Guided Reading, Fountas and Pinnell and Sing, Spell, Read, Write, Pearson Learning
- Everyday Math, University of Chicago
- Full Options Science System, Delta Education
- Authentic Assessment: portfolios, projects, demonstrations
- Standardized Assessment: Stanford Diagnostic, WI Third Grade Reading Terra Nova, WKCE

VALUES AND BELIEFS - First and foremost, we believe that the measure of the quality or “rightness” of any decision – policy, program, practice – lies in the affirmative answer to the question “Is it good for children?” Additionally, the following context, process, and content beliefs serve as guiding principles for all of our work, both decision making and implementation.

Beliefs related to Context - *Context beliefs shape the culture of the Academy.*

- Leadership is widely distributed throughout the school community.
- Relationship is at the heart of learning and leadership.
- Small community – unity – is key to human growth and learning.
- Belonging is the path through which self-esteem and self-actualization become real.
- The personal quest for connectedness engages and enlivens the human spirit.
- Learning and valuing heritage are essential to developing positive racial and social identity.
- Experiencing beauty and goodness is the seedbed of self-knowledge and hope.
- Positive role models are prerequisites for healthy individual and organizational development.
- Family, school, and community are essential partners in child development.
- Safety, stability, order, and discipline are essential foundations for effective learning.
- Peace - internally and communally - is the result of learning justice and living justly.

A.L.L. school culture is built by: hiring for character and leadership, strong relationship networks, collegiality, designing for belonging, evaluating for child- and family-centered actions, student/adult leadership portfolios, daily morning meeting, family and adult education, health and social services programs/connections, counseling/social work/special needs staffing, clean/safe/beautiful surroundings.

Beliefs related to Process - *Process beliefs guide interactions at the Academy.*

- All learning is an act of making meaning.
- Reflection on experience is required to expand and embed learning.
- Dialogue is at the center of understanding. Understanding is at the heart of learning, harmony, justice.
- Experiential learning leads to rich “ah-ha” moments, deep understanding, and retained learning.
- Interdisciplinary learning develops understanding of interdependence and connectedness.
- Teaching and learning are roles of all members of the school community.
- Choice is essential to character and leadership development.
- Discipline is an internal mechanism that can be developed.
- Mentoring is the process through which expertise is born.

Hallmarks of A.L.L. relationships and learning are: action-reflection-dialogue, choices and consequences, Discipline with Love and Logic, group and individual professional development planning and learning, student learning plans, student-led conferences, adult and student mentoring, mediation program.

Beliefs related to Content – *Content beliefs direct curriculum at the Academy.*

- The full breadth of disciplines is necessary to develop full human potential.
- Literacy development begins at birth and is key to all other school learning.
- Learning occurs best through active experience, focused reflection, cooperative learning and feedback.
- Building skills is essential to increasing competence: academic, social, emotional, physical.
- Intra-personal development maximizes academic learning.
- Who am I? and Who are we? are central questions to personal and communal development.
- Creative expression is at the heart of humanness and self-knowledge.
- Service to others creates the opportunity for new perspective taking.

Curriculum, instruction, assessment frameworks include: Expeditionary Learning (problem-based, interdisciplinary), hands-on experiential learning, standards-based, multiple intelligences, cooperative learning, authentic assessment, social justice teaching, service learning, immersion in the natural world, advisory program, fine arts and humanities.

GOVERNANCE PLAN

HISTORY OF THE ORGANIZATION - The Academy of Learning and Leadership came into being initially as the dream or vision of the "Ideal School" by Dr. Camille Mortimore. Through her years as a principal in Milwaukee, as Associate Director for Schools for the Archdiocese of Milwaukee, and then as a consultant to choice and charter schools in Milwaukee, it became evident that significant new models of urban education were needed to address the staggering failure of urban schools to educate our children. Additionally, the leadership required to address this failure seemed unlikely to be in place due to the lack of opportunities for witnessing and experiencing highly successful urban school models, the inadequacy of teacher and administrator mentoring by expert educators in urban settings, and the limited number of holistic school models in Milwaukee addressing family and social problems impacting children's lives and urban schools.

Dr. Mortimore's doctoral research on effective, inclusive school communities and their relationship to teacher development and student learning shaped the philosophy and practices of the Academy; it led to the design of the vision, mission, and goals of the Academy in late 2000. In the 2000-2001 school year, Dr. Mortimore was privileged to have the opportunity to experience a large charter school start-up, working full-time as consultant and Instructional Leader for the Central City Cyberschool. Subsequently, in 2001-2002, Dr. Mortimore consulted two days per week at Saint Rose Catholic Urban Academy working with the administrator, teachers, students, and parents on teaching and learning problems, curriculum, and accreditation. These experiences provided rich opportunities to observe and to imagine and to play the "ideal" against day-to-day reality. This experience and expertise will be focused on building the success of the Academy of Learning and Leadership in educating its children and supporting its families. The refined vision of the Academy is the on-going work of an expanding circle of A.L.L. planners and advisors.

FOUNDING COUNCIL AND BOARD*- The Founding Council of the Academy of Learning and Leadership is made up of visionary and dedicated educators and successful business and community partners. Each has contributed to the design of the Academy model through committing extensive amounts of time, knowledge, and passion. Their resumes are included in the appendices.

Camille Mortimore, Ph.D*. Consultant and Educator, Milwaukee, WI

Sherry Y. Grace, BA, Business Manager, Central City Cyberschool, Milwaukee, WI

Andrea Greer*, Parent Coordinator, Central City Cyberschool, Milwaukee, WI

Terry Hueneke*, board member, Manpower Inc; former Executive V. P. of Manpower Inc.

Ellen Jennings*, MA, Teacher, Brown Deer Middle School, Brown Deer, WI

Barbara Lee*, MA, Administrator, St. Mary Catholic School, Hales Corners, WI

Daiwan Lowe, BA, Counselor, Central City Cyberschool, Milwaukee, WI

William C. Mortimore, MS., Founder and Chairman, Merge Technologies, Milwaukee, WI

Carol Noddings-Eichinger, Director - SEDA - School for Early Development and Design

Stacy Yerk, BA, Primary Teacher, St. Rose Catholic Urban Academy, Milwaukee, WI

ADVISORS to the Founder/Executive Director include:

Charles Oppferman, Executive Vice President, Central City Construction

Christine Hebbing, early childhood consultant and teacher, West Bend Public Schools

Ray Laub, principal of SchoolServ; former owner of Laub and Horton Insurance

Richard Weiss, consultant; founder and former principal of Computer People Unlimited.

Richard Zalewski, V.P. Finance, Milwaukee Center for Independence

The Institute for the Transformation of Learning at Marquette University provides design support to school planners through consultation, critique, and the availability of extensive learning resources. The Academy of Learning and Leadership is being "incubated" at the Institute in order to assist it in its healthy development toward a fully operational model school. Dr. Robert Pavlik, Director of the School Design and Development Center and Cindy Zautcke, Charter School Specialist, both at the, have been consistently and extraordinarily helpful in sharing their knowledge and understanding of new school and school planner needs.

BOARD OF DIRECTORS - The governance and advisory structure of the Academy is the Board of Directors, its committees, and the A.L.L. Leadership Committees, Associations, and Councils. These organizational structures function under the direction of bylaws in compliance with the requirements of law for 501c3 corporations. (The Articles of Incorporation and the Bylaws are in the Appendix.)

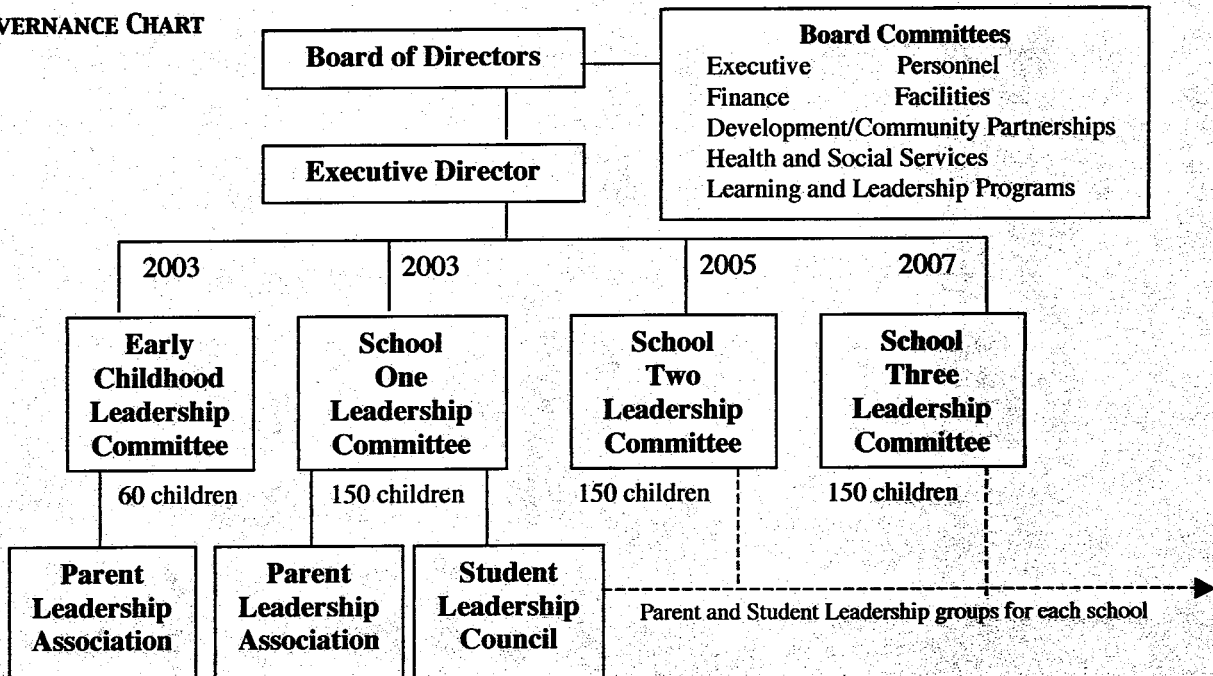
The A.L.L. board and advisory structure includes the voices of the stakeholders in the A.L.L. community, building on their strengths and diversity:

- Parents
- Students
- Neighborhood
- Community
- Business
- Healthcare
- Social services
- Finance
- Law
- Higher Education
- Faculty and staff
- Administration

The Board of Directors when fully constituted, consists of 13 members. They include the A.L.L. Executive Director; six business and community representatives with expertise in finance, healthcare, business, community-based organizations, and education; one teacher representative; a representative from the Early Childhood Center and each of the Academy School communities; and two parents. The work of the board is visioning, direction and goal setting, policy formation, organizational development, and evaluation of the Academy's effectiveness in achieving its mission. The board hires and evaluates the Executive Director. All of the Academy administrative employees serve as resources to the board and are integral to its effective work; this is particularly true of the Director of Business Services.

Much of the board's work is accomplished through its committee structure. The committees are: Executive, Personnel, Finance, Facilities, Development and Community Partnerships, and Health and Social Services, and Learning and Leadership Programs. The long-term and annual goals of the committees are determined by the board's goals for the Academy as they relate to the focus and expertise of each committee. The committees strategically design their work to fulfill their goals, bring their recommendations to the board for final approval, and implement their work plans to assist the Academy in fulfilling its mission.

GOVERNANCE CHART



COMMITTEES OF THE BOARD – When fully developed, each of the committees of the Board of Directors will have three to five members consisting of school leadership, board members, parents, and community partners. They include the Executive Committee, Personnel Committee, Finance Committee, Facilities Committee, Development and Community Partnerships Committee, Health and Social Services Committee, and the Learning and Leadership Programs Committee.

BOARD MEMBERSHIP, TERMS, AND MEETINGS - New board members are nominated by the Executive Committee and approved by the board. The term of board members is for two years, renewable for two terms for a total of no more than six years. A former member may return to the board, after one year of not serving on the board, for a new term and no more than three consecutive terms. Initially, in order to provide continuity, one half of the board will have one-year terms and the other half will have two year terms; the number of years of membership will be decided initially by lottery. One-year term members are eligible for second and third two year terms.

The board will meet five times a year in August, October, January, March, and May. The May board meeting will be in conjunction with the Annual Meeting; the board will report the “State of the Academy.”

SCHOOL COMMITTEES, ASSOCIATIONS, AND COUNCILS - The Early Childhood Leadership Committee and each School Leadership Committee consist of the Executive Director (ex officio), the Director of Early Childhood, the School Leader, one teacher, two parents, two students, and not less than two and no more than four community partners as are appropriate to the specific school. These committees function as an on-going school improvement team. Their purpose is to enable this component of the Academy to fulfill its mission within the Academy. Focus on their school community within the Academy will impact their specific school’s culture, programming, and student and family commitment and success. They function in an advisory capacity and each one has a representative on the Academy Board of Directors. These Leadership Committees will create ad hoc committees as needed to accomplish their purposes. They will report to the Board their achievements and goals for the next year at the annual meeting.

Additionally, the A.L.L. Parent Leadership Associations and the A.L.L. Student Leadership Councils will serve the mission of the school, receiving their authorization and purpose from the Board of Directors and working with the Executive Director. Annually, they will each report their strategic alignment to the board goals, their achievements for the year, and goals for the next year to the Board of Directors at the annual meeting. The Constitution and Bylaws of the A.L.L. Board of Directors describe the roles and relationships of these groups. The Parent Leadership Associations and the Student Leadership Councils each have bylaws and guidelines directing their work.

THE A.L.L. INTERNSHIP CHALLENGE is a summer and school year professional growth opportunity for other city, state, and national educators that provides college credit and allows A.L.L. to disseminate the success of its learning and leadership programs through active hands-on team learning for adults. Through these programs the Academy makes a valuable contribution to generating leadership for the future of urban schools and improving the quality of teaching and learning in a wide variety of schools.

MARKETING PLAN

MARKET ANALYSIS - Throughout Milwaukee there is a desperate need for schools capable of developing children's competence as learners and character as individuals and citizens. Both for the quality and stability of our society and for the capability of our workforce, we are compelled to find solutions to the devastating waste of human potential that is rampant in our city. It is the dedicated and focused purpose of the Academy of Learning and Leadership to impact this waste of human potential, child by child, by being strategically focused on active community, learning competence, and leadership confidence.

The State of Wisconsin claims a proud history of educating children well. Eighty-seven percent (87%) of its students graduate from high school (92% of its white students) - second only to Iowa - with test scores that are among the highest in the nation. However, in the City of Milwaukee, only forty-three percent (43%) of students graduate from high school - seventy-four percent (74%) of whites, forty-two percent (42%) of Hispanics, thirty-four percent (34%) of blacks - third from the last of the nation's fifty largest cities. (Milwaukee Journal Sentinel)

Mobility of children and families in Milwaukee has major impact on the quality of education for Milwaukee children. While mobile students come from diverse backgrounds, research suggests that many tend to be poor and tend to come from single parent families. Data from W-2 sources indicate that the highest rates of mobility are from W-2 service regions in the central city (north and near-south side) and northwest Milwaukee, averaging around 25% moving out and 25% moving in. The 1999 MPS Census indicates that 32% of families with school age children changed address between 1998 and 1999. The movement of these families included 16,189 out of 49,125 children, or 33% of the school children ages five through ten. Mobility rates are as high as 50% in some MPS schools. (School Mobility Report, 6, 23)

MPS solutions to the mobility problem proposed in the *School Mobility Report, November, 2001* include: establishing mobility and attendance goals for schools to achieve; educating families regarding the negative impact of student mobility; maintaining expectations for high quality teachers and education in all schools; and creating school environments that are places where students and parents want to be. The report also proposes solutions in the areas of safe, affordable housing; resolution of tenant-landlord disputes; safer, healthier, better neighborhoods; improved family economics; and systemic solutions toward stability for homeless and foster children. The Academy's vision, mission, values, and programs are designed to address these concerns; in particular, the Children's Health Center and the Family Services Center are a significant development in comprehensive, holistic service delivery that focuses on the most vulnerable members of the population that are underserved in the urban core.

MPS has undertaken the Neighborhood Schools Initiative (NSI) in order to create "desirable schools in every neighborhood, increase the number of neighborhood seats, improve parent's choices of neighborhood schools, and improve our children's education." NSI is an attempt "to focus on what students and parents say they want and need from their neighborhood schools." It is based upon over 300 meetings, 940 door-to-door visits, 1903 telephone conversations and 1600 surveys, plus meetings and data gathering from principals and teacher. The results of this intensive study, according to the *Neighborhood Schools Plan Final Report, 2000* is:

The MPS community wants change now. MPS parents emphatically want more K-8 schools, coordinated before- and after-school care in the community, increased safety in schools and their surrounding neighborhoods, opportunities for business apprenticeships, and school-to-work opportunities...full-day kindergarten programs for four and five year olds...reducing student-teacher ratios in the early grades...[and] efforts to address student mobility issues. (NSI, 2)

The following primary objectives listed in the *Neighborhood Schools Plan* give further credence to the Academy's plan for meeting the needs of Milwaukee families with "community-rich schools":

- Parents are afforded the greatest possible opportunity to become actively involved in every aspect of a child's education;
- Parents and children have increased opportunities to make choices and influence curricula offered at their neighborhood school;
- Communities and families work together to help children succeed;
- Children make academic gains;
- Children take pride in their communities;
- Communities value the education of their children;
- Parents know their children are safe;
- Children learn in a nurturing environment;
- Schools collaborate with the community for additional resources and partnerships; and
- Communities regain a true sense and "culture" of neighborhoods. (NSI,5)

The Academy of Learning and Leadership is prepared to meet the crying need expressed by Milwaukee parents, students, educators, and Milwaukee Public Schools.

MARKETING AREAS OF FOCUS - It is anticipated that there will be high interest on the part of Milwaukee families for this charter school opening in Milwaukee's central city in the fall of 2003. In order to inform, recruit, enroll, and orient families to fill the openings at the Academy, the staff will rely on the following four areas of focus:

- Strategic focus on the enrollment of 60 children at full capacity from **birth to five years** in its early childhood center(s) and 150 **first through eighth graders** in each of three elementary schools on a common campus by 2007, providing a consistent continuum of educating for excellence and literacy **from birth** and beyond.
- Partnership with **Expeditionary Learning Outward Bound** that fosters change in the culture, structures, and teaching practices of its partner schools in a three to five year transformational process. Intensive professional development provides teachers with powerful instructional practices to teach reading, writing, science, math, and other subjects through a challenging set of connected, real-world projects called Learning Expeditions.
- Family, school, and community partnerships that support the developmental growth of students at the Academy including the **A.L.L. Children's Health Center** for school day health concerns as well as preventive and referral services and the **A.L.L. Family Services Center** which provides social services, health referral, adult education, and job placement.
- Learning and Leadership Teams including teachers, students, parents, administrators, business and healthcare partners, creating small learning families within the learning communities of the Academy, maximizing caring relationships, mentoring, reflection and critique, enhanced learning and confidence for leading.

In recruiting families, additional consideration will be given to the following factors:

- Families residing in the City of Milwaukee who lack access to quality educational options may choose a family-oriented learning community from birth through eighth grade focused on **reducing family mobility and maximizing family involvement**. Children aged 0-15 years can be part of the same school community.
- The Academy of Learning and Leadership is committed to **smallness and generativity**. A.L.L. school communities are ideally no larger than 150 persons—educators and children. It is within

this community size that people can know one another personally and connect with the expertise and needs of each person.

RECRUITING STUDENTS AND FAMILIES - The message of the unique educational model offered through the Academy of Learning and Leadership will be communicated through a variety of organizations: community and local businesses, social services and health care providers, churches and neighborhood associations, real estate offices and recreation centers, post offices and agencies providing support services to W-2 families within the target area of the Academy.

The means for promoting the message will be varied and personal, global and familiar. These include the following strategies:

- Door-to-Door visits by faculty and staff, volunteers, and supporters
- Journal Sentinel and community newspaper ads and news releases
- Billboards and bus advertisements
- Academy web-site
- Radio announcements
- Recruitment "lunch" visits to workers in large local businesses
- Personal, invitational telephone calls
- Open Houses at the new school site
- Neighborhood lemonade and information stand
- Neighborhood Corn Roast and Family Services Fair
- Brochure drops in language and graphic design inviting the residents in target areas
- Personal networking and brochure drops with church groups, local businesses, social services agencies serving the W-2 population, health clinics, real estate offices, neighborhood associations, family recreation centers, providers of adult education.

RECRUITMENT OF STUDENTS - Enrollment will be open to all children residing in the City of Milwaukee ages birth through eighth grade whose parents/guardians choose to enroll them in the Academy. Every family will be welcomed to the school at the beginning of the enrollment process with an interview with A.L.L. personnel in order to help them "catch the spirit" of the A.L.L. community and understand its expeditionary learning and family/community focus. Enrollment will be on a first-come, first-serve basis. When grade level and school capacities have been reached, students will be placed on a waiting list. As space becomes available, enrollment will be offered in the order of date and time of their original application to the school. Grade and school limits are described in the chart below. The board has the authority to exceed the limit by no more than two students in a grade, first through eighth.

Families will be encouraged to consider whether A.L.L. is the most appropriate educational setting for their child, considering the Academy's focus on family involvement in child and adult experiential learning. Involvement in Class and School Learning Teams, Learning Expeditions, and Adult Learning Opportunities will be an integral part of the Academy experience. Student Needs Assessment and alternative placements available in the community will be discussed with parents for recommending optimal educational programming for the individual student and family.

Alternatives for students who decide not to attend or are not admitted to A.L.L. will be suggested in relation to the student's learning, development, and interest needs. Enrollment processes will provide adequate information and relationship with the parent or guardian to enable A.L.L. personnel to provide valuable recommendation service that is appropriate to their family needs and geography

**ACADEMY OF LEARNING AND LEADERSHIP
ENROLLMENT PLAN
2003-2007**

Enrollment Plan 2003-2007		
Level	Spaces	Year
Early Childhood Center *		
Birth-three years	30	2003
Grade K-4	15	2003
Grade K-5	15	2003
Total	60	2003
Elementary School One		
Grade 1	15	2003
Grade 2	17	2003
Grade 3	18	2003
Grade 4	20	2003
Grade 5	20	2003
Grade 6	20	2003
Grade 7	20	2003
Grade 8	20	2003
Total	150	2003
Early Childhood Center	60	2005
Elementary School Two	150	2005
Early Childhood Center	60	2007
Elementary School Three	150	2007
Total	630	2007

* The Early Childhood Center (ECC) will serve the needs of birth through three year olds as well as four-year old kindergarten and five-year old kindergarten children. Enrollment will build to 180 over the period 2003-2007. Facility space will influence the location of the ECC rooms as to whether they will be located in each of the school buildings or in a single ECC location.

FACILITY PLAN

The Academy of Learning and Leadership is committed to smallness and generativity. A.L.L. school communities are ideally no larger than 150 persons – educators and children. (Gladwell, 2000) It is within this community size that people can know one another personally and connect with the gifts and expertise of each person. Sharing a common relationship – a community of mind, memory, and spirit – provides a unity that allows the organization to focus intently on individual and group learning. (Sergiovanni, 1994) Through this learning competence, leadership flourishes.

As the first Academy reaches 150 persons, and no sooner than its third year, it will generate the second A.L.L. community. This community will begin in close physical proximity and with some adult and child members from the original Academy. Three A.L.L. school communities will share a common campus, sharing a common purpose and mission, yet each with distinctive leadership, governance, and individual culture. At full development and capacity, A.L.L. will serve 630 children from birth to eighth grade. This generative model, emphasizing controlled growth, will spawn other Academy of Learning and Leadership campuses with multiple small schools communities. The Academy will grow to its full physical size by the year 2007. The campus will include three elementary buildings each for 150 children in eight classrooms, an Early Childhood Center for 180 children (or a smaller center in each elementary school), a Children's Health Center and a Family Services Center, and a gymnasium, library, and specialty classrooms. A total of approximately 40 classrooms will be needed totaling about 75,000 square feet of space.

The Academy's search for an appropriate facility was begun in early 2002. The philosophy, values, and programs of A.L.L. created the need for an unusual school site including the following characteristics:

- Within the boundaries of the City of Milwaukee
- Within a region of high family and student mobility
- Proximity to significant numbers of children and families who are educationally and socially underserved (e.g. inadequate number of seats, poor attendance, low academic achievement)
- Multiple buildings to be acquired, renovated, built over five year expansion period
- Access to multiple public transportation routes
- Affordability within the A.L.L. financial plan

Preferences, though not requirements, include:

- In partnership with a not-for-profit service provider serving children and family
- Former use site: commercial, service, historical site needing renovation and likely to enhance neighborhood stability and seed new growth in the area
- Close proximity to downtown for easy inexpensive access to museums, culture, government, rivers and Lake Michigan
- Proximity to green space
- Within an area that has some stabilizing initiatives in process but is still in significant need of the services A.L.L. will provide

The search for a neighborhood and home for the Academy of Learning and Leadership has been satisfied. And the majority of the characteristics and preferences have been well met. Only the preferences for proximity to downtown and to green space have not been satisfied.

It is the intention of the **Boys and Girls Clubs of Greater Milwaukee (BGC)** and the Academy of Learning and Leadership to implement a partnership to jointly provide services to children and families at the **LaVarnway Boys and Girls Club** site at 15th and Center Street. Negotiations for partnership, ownership, renovation, and expansion are currently underway.

The LaVarnway Facility – LaVarnway is a very solidly built 1960 block and brick two-story structure in need of extensive renovation to update it to 2002 standards and requirements. It is approximately 33,000 sq. ft. including a gymnasium of approximately 5,600 sq. ft.- a much loved and valued asset of the facility. Excluding the gymnasium, the remaining square footage of the building is 27,400. This just exceeds the estimated 25,000 sq. ft. needed for the initial phase of the Academy. Though both organizations will share space, some functions do not overlap, requiring the addition of space for some school needs.

The Early Childhood Center (ECC) requires 6 classrooms, office and bathroom space. The elementary school (School One) requires eight classrooms, office and bathroom space, computer lab, meeting and eating space. The Boys and Girls Club requires a game room and locker rooms; the gymnasium and computer labs will be shared space.

It is anticipated that the ECC and some primary classrooms will be developed in the area of the current LaVarnway swimming pool with an expansion outward to 15th St. to provide some space as well as light and ventilation needs for the ECC. The swimming pool is an expensive and hard-to-maintain asset in need of repairs. It is not cost effective to upgrade this nearly forty-plus year old pool for on-going use.

It is likely that a small expansion to the south of the current building will accommodate the Academy main entrance, administrative offices, and space for the Health Center and Family Services Center. Boys and Girls Club programming would use the existing entrance on the northeast corner of the building. Current oversized locker rooms will be reconfigured into some classrooms for the primary grades that connect to the ECC, as well as smaller locker rooms and a connecting hallway to the addition on the south. The remaining classrooms will be configured out of the second floor rooms, maintaining computer labs and preserving space for the creative arts.

A master plan for the site will include pursuing expansion of the property so as to have visibility on Center Street for the other A.L.L. school sites. This will enhance traffic flow and allow for safe drop-off of children, particularly infants and toddlers. It is believed that the development on Center Street will also have positive impact on the development of a more stable commercial strip along Center St, and the development of more desirable housing in the area.

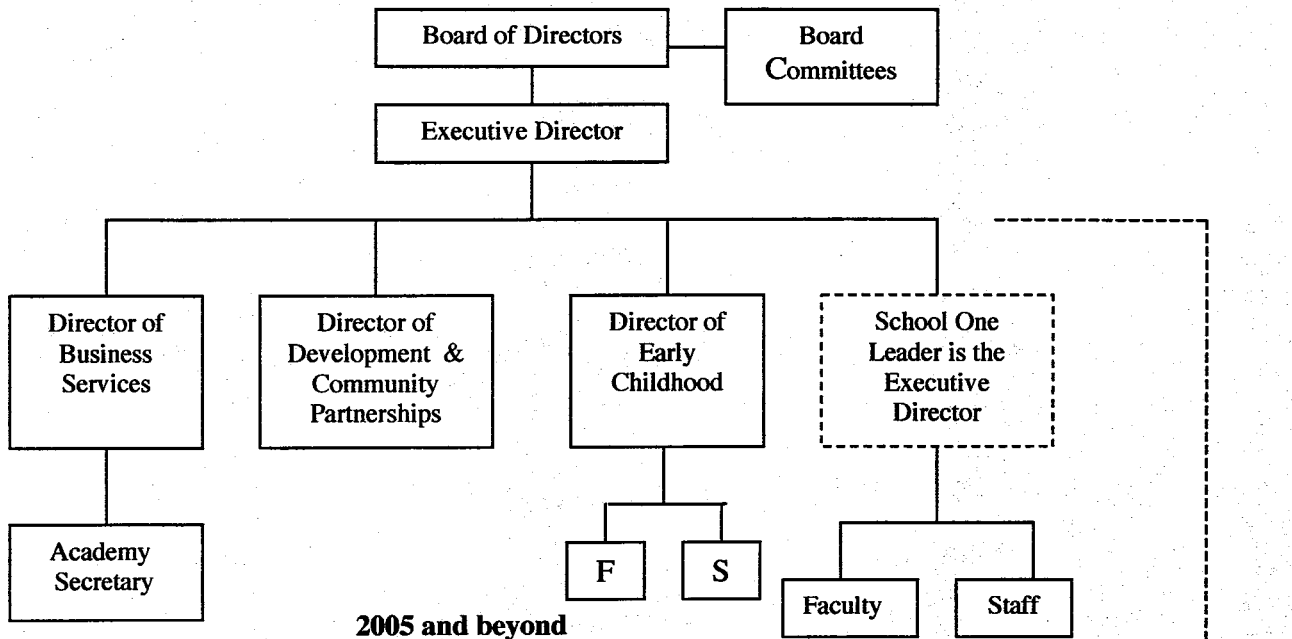
The City of Milwaukee owns significant property on the north side of Center Street between 15th and 16th Streets. Conversations have already begun in regard to expansion uses of the property from LaVarnway toward Center Street. Both this issue and the City's interest in new single family housing in the neighborhood are critical to the Academy's successful development in the LaVarnway neighborhood. The City has already funded some development of new homes on 15th Street across from LaVarnway as well as some improvement of existing homes in that same block.

The master plan to be developed in cooperation with a project developer and/or architect will describe the expansion of the Academy in 2005 and 2007 to its full campus function. The project developer and/or architect will be selected in October, 2002.

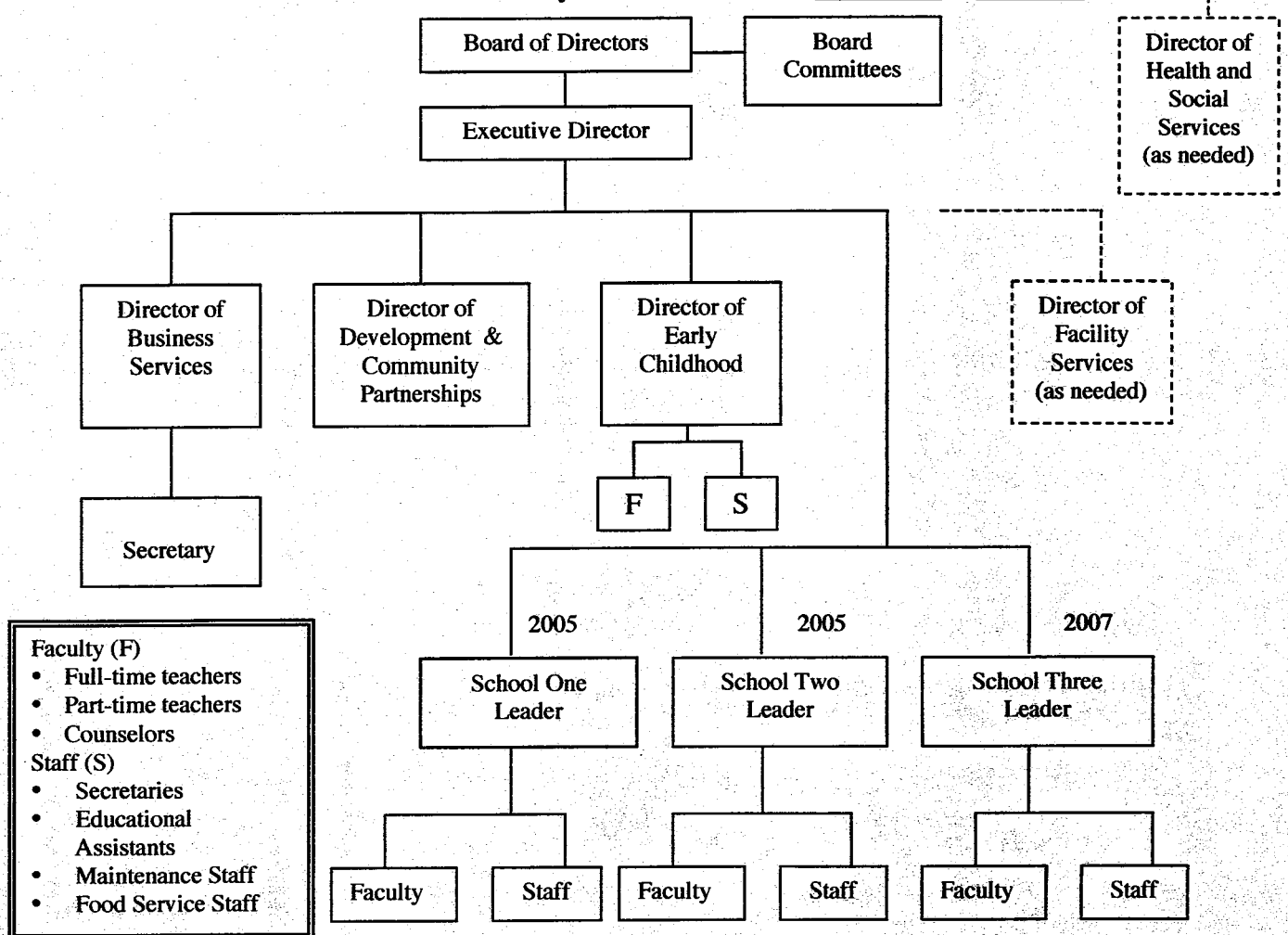
MANAGEMENT PLAN

ORGANIZATIONAL CHART

2003-2004 and 2004-2005



2005 and beyond



- | |
|---|
| <p>Faculty (F)</p> <ul style="list-style-type: none"> • Full-time teachers • Part-time teachers • Counselors <p>Staff (S)</p> <ul style="list-style-type: none"> • Secretaries • Educational Assistants • Maintenance Staff • Food Service Staff |
|---|

CONTRACTED SERVICES

Expeditionary Learning Outward Bound - Because of a deep coherence of principles and an excellent framework for professional development, Expeditionary Learning Outward Bound (ELOB) has been adopted by the Academy as the framework for curriculum design and instructional delivery, as well as organizational development support and evaluation. Expeditionary Learning is a proven model for comprehensive school reform for elementary, middle, and high schools. It emphasizes learning by doing, with a particular focus on character growth, teamwork, reflection, and literacy. Teachers connect high quality academic learning to adventure, service, and character development through a variety of student experiences including interdisciplinary, project-based learning expeditions.

Expeditionary Learning is an approved New American Schools design and, therefore, makes the Academy of Learning and Leadership eligible for Comprehensive School Reform funding of \$150,000 per year for each of three years. As a subcontractor to the Academy it will provide professional development and organizational development as described below. The cost is \$54,000 each year for three years, plus travel costs to the activities described below and the additional instructional costs for learning expeditions for students as an integral part of their learning opportunities

In a 1999 National Staff Development Council (NSDC) study on staff development programs that demonstrate an impact on student achievement in the middle grades, Expeditionary Learning was the only model out of twenty-six programs included in the study that was found to meet all 27 NSDC standards for high quality staff development.

The ten **Expeditionary Learning Design Principles** describe the philosophy of education and core values of Outward Bound and Expeditionary Learning. They are drawn from the work of Outward Bound's founder Kurt Hahn and other educational leaders and are extraordinarily compatible with the mission, philosophy, and strategic goals and objectives of A.L.L. The ten design principles are

The Primacy of Self-Discovery
The Responsibility for Learning
Success and Failure
Diversity and Inclusivity
Solitude and Reflection

The Having of Wonderful Ideas
Intimacy and Caring
Collaboration and Competition
The Natural World
Service and Compassion

The five **Core Practices of Expeditionary Learning** provide detail on creating a center of powerful teaching, rigorous academic achievement, and character development for all students. The core practices build on one another to support high expectations and high achievement in every domain. They enable schools to place learning expeditions, student work, and teacher practice at the center of teaching and learning. The core practices are: Learning Expeditions, Reflection and Critique, School Culture, School Structures, and School Review.

Boys and Girls Clubs of Greater Milwaukee - The Academy of Learning and Leadership will partner with the Boys and Girls Clubs of Greater Milwaukee for after-school programming. Boys & Girls Clubs Six Core Service Areas include:

- Health and Life Skills Programs
- Sports, Fitness & Social Recreation Programs
- Arts & Cultural Education
- Outdoor & Environmental Education
- Education & Career Development
- Character & Leadership Development

The mission of the Boys & Girls Clubs of Greater Milwaukee - "To inspire and empower all young people, especially those from disadvantaged circumstances to realize their full potential as productive, responsible and caring citizens" - is a supportive fit to the vision of the Academy of Learning and Leadership which seeks to develop competent learners and confident leaders.