

Institute for the Preservation of African American music & Arts
The Charter School Review Committee
Executive Summary of Revisions for Resubmission

The Institute for the Preservation of African American Music & Arts (IPAMA) is resubmitting its application for further consideration from the City of Milwaukee - Charter School Review Committee (CSRC). In summary, this document contains the key points of revision from the previous charter application submission. Below summarizes the changes of the application:

1. Changed grade levels/student population being served from K-12th grade to K-5th grade initially, but growing a grade level each year until we reach the 8th grade.
2. Revised and restructured school staffing levels to reflect the new student population, K-5th grade initially, then adding grades 6-8th grade.
3. Revised and restructured enrollment growth/projections plan over the 5 years to reflect K-8th grade.
4. Expanded and detailed identification and servicing students with special needs as well as revised the special education component of IPAMA.
5. Eliminated multicampus approach and bussing to each campus. IPAMA will be solely located at 4834 W. Mother Daniels Way. This also addressed the concern of students losing instructional time while being transported to different campuses. There will be no busing of students between campuses.
6. Updated references and research to reflect current research and best practices.
7. Revised and updated the "*Community Need*" section of the application to include the latest and more comprehensive community need indicators.
8. Added a component on virtual learning related to the current COVID-19 pandemic and other pandemics. In addition, strategies for dealing with students "*loss time and catching students up*" with virtual in the pandemic.
9. Clarified how faculty will be recruited, developed, and enhanced to meet the needs of IPAMA while meeting city and state teacher requirements.
10. Clarified how "art" will be integrated into a STEAM Curriculum designed to enable students to meet Common Core Curriculum Standards.
11. Provided a "day in the life" scenarios of staff and students.
12. Updated professional development section as well as activities for faculty.
13. Provided details of art integration for both teachers and professionals.
14. Provided an updated section on interdisciplinary teaching, its strengths and weaknesses.
15. Updated our budget to reflect the new grade levels.

16. Modify personnel positions and associated budget costs based on the changing grade levels and the needs of the schools.
17. Changed our timeline for starting the new charter school to reflect the one year planning period.



**An Educational Component of Mother Kathryn Daniels
Conference Center (MKDCC)**

**City of Milwaukee
Charter School Application**
Charter Application
January 7, 2022

Respectfully Submitted by:

Dr. Floyd E. Williams, Jr. Ed.D., Chief Education Officer
Bekithemba Muzondo MBA, CPA., Chief Financial Officer

Letter of Intent to Apply- City of Milwaukee Charter School
Deliver to: City Clerk's Office
City Hall, Room 205
200 E. Wells St. Milwaukee, WI 53202

Dear Charter School Review Committee:

The undersigned individuals/organization is considering submitting an application to establish a charter public school with the City of Milwaukee.

Dr. Floyd Williams, Jr., Ed.D.

Bekithemba Muzondo MBA, CPA

Is this a new school or an existing school? New

Are you applying for a charter with any other authorizer(s)? No

Legal name of organization applying: Mother Kathryn Daniels Conference Center (MKDCC)

Name of proposed charter school: The Institute for Preservation of African-American Music and Arts (IPAMA)

Applicant's authorized representative: Dr. Floyd Williams Jr., Ed.D.

Leadership Team and Board Members:

Dr. Floyd Williams Jr., Ed.D, Chief Education Officer

Bekithemba Munzondo MBA, CPA, Chief Financial Officer

Board Members:

Sedgwick Daniels, Board President

Charlotte Ghazarian

Paula Dione Ingram

Lillian Lawrence

Annette Lenox

Robert Marovich

Dr. Cheryl Parchia

Eric Peterson

Dr. William Rodgers

Calvin Scott

Full mailing address: 4834 North Mother Daniels Way

City State ZIP: Milwaukee, Wisconsin 53209

Phone: 414-463-6000

Email address: fwilliams@hrmke.org

Anticipated year to open: 2023-2024

Grade levels to be served in year 1: K4-5th

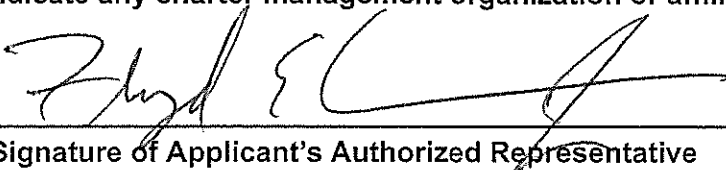
Grade level to be served at full capacity: K4-8th

Anticipated Enrollment in year 1: 320

Anticipated Enrollment at full capacity: 482

Specific type of student population to be served: IPAMA will provide educational services in the City of Milwaukee to kindergarten through 8th grade population. The target population will include all social-economic levels, ethnic and diverse populations as well as intellectual capabilities.

Indicate any charter management organization or affiliated model (if any): N/A


Signature of Applicant's Authorized Representative

12/20/2021
Date

Table of Content

Letter of Intent 1-2

Section I:

Mission and Vision 5-18

School Governance and Operations19-29

Fiscal Management 30-37

Education Program 38-80

Staffing Structure and Professional Development81-85

Other Accountability Measures 86-97

Section II:

Certification 98-99

Appendix A

Copy of Monitoring Practices and Policies 100-102

Attachments

Attachment A: Resumes

Attachment B: Board Resolution Adoption of Manuals

Attachment C: Organizational Chart

Attachment D: Long-range Business Plan

Attachment E: Financial Policies and Procedures Manual

Attachment F: Detailed Budget

Attachment G: Annual Cash Budget

Attachment H: Position Listing
Attachment I: Sources of Revenue
Attachment J: Existing Schools- Current Budget
Attachment K: Certified Lead Testing Results
Attachment L: Occupancy Certificate
Attachment M: Code Compliance Letter
Attachment N: Certificate of Insurance
Attachment O: Letter from Insurance Agent
Attachment P: Independent Auditor’s Engagement Letter
Attachment Q: Auditor’s Report on Business Plan
Attachment R: Auditor’s Report on Internal Controls
Attachment S: Assessment Plan
Attachment T: Sample of Teacher Work Week
Attachment U: Professional Development Calendar
Attachment V: Agreement with Agencies Serving Children with Disabilities

Additional Attachments

Attachment 1: Articles of Incorporation, Bylaws and Conflicts
Attachment 2: 501(c)(3) Status
Attachment 3: Personnel Manual.....
Attachment 4: Parent/Student Handbook
Attachment 5: School Calendar
Attachment 6: Operations Manual
Attachment 7: IDEA Policies and Procedures Manual
Attachment 8: Letters of Support

Section 1

Mission and Vision

Mission Statement

The mission of the Institute for the Preservation of African American Music and Arts (IPAMA), as an innovative fine arts institute, is to ensure that each student develops to his or her academic, artistic and personal potential by integrating Science, Technology, Engineering, Arts, and Mathematics (STEAM) within a safe, nurturing environment, which embraces diversity in partnership with families and the community.

Vision Statement

The vision of IPAMA is to provide a rich elementary and secondary educational program to advance academic excellence, self-efficacy and global awareness in a nurturing environment.

IPAMA will operate as a legal entity under the State of Wisconsin Articles of Incorporation of Mother Kathryn Daniels Conference Center, Incorporation. Please see Attachment W. IPAMA will provide educational services in the City of Milwaukee to kindergarten through grade 8th population. The target population will include all social-economic levels, ethnic and diverse populations as well as intellectual capabilities. IPAMA will serve 320 students during its first year. When the school is fully enrolled, in the 2027-2028 school year, the total capacity will be 482 students in kindergarten through grade 8. The growth plan of IPAMA is shown on the table below.

Enrollment and grade levels.

Grade Levels	2023-2024 Year 1 Enrollment	2024-2025 Year 2 Enrollment	2025-2026 Year 3 Enrollment	2026-2027 Year 4 Enrollment	2027-2028 Year 5 Enrollment
K4	40	40	40	40	40
K5	40	40	40	40	40
1	40	40	40	40	40
2	50	50	50	50	50
3	50	50	50	50	50
4	50	50	50	50	50
5	50	50	50	50	50
6		54	54	54	54

7			54	54	54
8				54	54
Total	320	374	428	482	482

The **core beliefs and values of IPAMA** are represented by the acronym STEAM:

Safety. Provide a safe and supportive environment that is conducive to learning and essential for students' success.

Teamwork. Work with integrity and collaboratively using individual skills.

Educational Excellence. Facilitate the social, emotional, and academic needs of each student.

Attitude. Creating a positive mind set towards learning.

Maturing. Preparing students with knowledge, skills and dispositions needed for college or career readiness.

The school's vision, mission, and goals are important parts of curriculum development. These serve as the guiding post around which all educational efforts are aligned. IPAMA's Educational Design Model characterizes changes in teaching and learning that are based on cutting-edge research on high-performing schools. The conceptual approach offered by the Institute is one of individual student-centered accountability. It is structured around the research-based perspectives about how students learn and achieve at the highest levels and the support systems that are needed for student success. Moreover, success for all students is success for each student; therefore, IPAMA holds itself accountable for ensuring that each student acquires the knowledge and skills that represent the common core state standards. IPAMA focuses on the needs and interests of learners through research-based support systems.

IPAMA utilizes the following four research-based support systems:

1. Standards-based Curriculum Instruction
2. Data-driven Assessments of Student Performance
3. Instructional Coaching and Professional Learning
4. Family and Community Engagement

Standards-based Curriculum Instruction Teachers will align their instruction to the common core state standards using an interdisciplinary learning model. Whereas, this model combines traditional teaching instruction, online instruction and virtual instruction/learning. In addition, each student will be equipped with a one-to-one digital

device that will assist them with web-based/online instruction and virtual instruction/learning. To support the interdisciplinary learning model, teachers and students will have the ability to utilize printed text as well as online textbook resources. In addition, we know that COVID-19 has interrupted and changed how we deliver instruction to students. IPAMA has researched and reviewed best practices outlined in plans from other states, school districts, and other educational institutions. IPAMA will continue to identify issues and concerns, as well as find best practices to make sure that the needs of all students are met. The programming options are designed to fit the spectrum of potential impact scenarios as illustrated below if COVID-19 continues:

- *Full Remote Learning*
 - IPAMA will seek to maximize synchronous distance learning opportunities for students in the remote learning curriculum. Teachers and other school-based staff may return to school buildings to ensure efficiency and equity in virtual instruction, particularly synchronous virtual instruction.
- *One Day Rotation*
 - Students report to school one full day a week over a four-day-a-week rotation at all levels (Elementary and Middle). Students will be provided assignments to support their learning on the days in which they do not report to school that could include printed instructional materials, virtual learning, or a combination. The fifth day of the week will offer remote learning options for all students, but it also allows for planned days off, professional development, and record days.
- *Two-Day Rotation*
 - All students will report to school two full days a week over a four-day-a-week rotation (e.g, Group A reports Monday/Wednesday and Group B reports Tuesday/Thursday) at all grade levels. Students would be provided assignments to support their learning on the days in which they do not report to school that include printed instructional materials, virtual learning, or a combination. The fifth day of the week will offer remote learning options for all students, but it also allows for planned days off, professional development, and record days.
- *A/B Week*
 - Half of the student population will report to school for five full days each week, while the remaining half of the school population participates in remote learning at home. The student population will alternate between each week. All grade bands will be included. Students will be provided assignments to support their learning on the days in which they do not report to school that could include printed materials, remote learning, or a

combination. IPAMA's calendar will be followed for planned days off, professional development, records days, though some deviations may be necessary to ensure all students receive instructional opportunities.

- *Elementary Face to Face/Middle School Distance Learning*
 - Elementary students would start school first and attend five full days a week, spread out across multiple classrooms to support social distancing and to reduce the student-teacher ratio. Middle School students would engage in remote learning. This would continue until it is deemed appropriate by the public health officials that it is safe to relax the social distancing. Once it is deemed safe, middle school students would transition back to face-to-face instruction. This option reduces the student population within the school, but with a more focused, research-based approach to decision-making regarding virtual versus face-to-face instruction. Research shows that elementary-grade students struggle the most with remote learning. Because of this, utilizing the limited classroom capacity that social distancing protocols create to offer face-to-face instruction to elementary-grade students may help to lessen the negative impact on our young children and smooth the educational opportunity and growth across all grade bands.
- *Grade Band Phase-In*
 - While research suggests that elementary students benefit the most from face-to-face instruction – and therefore best practice dictates that elementary students be returned to face-to-face instruction as quickly as possible, IPAMA will have a grade band phase-in to begin with the elementary grades. Under the grade band phase-in, the expectation is that IPAMA may return to full student capacity for face-to-face instruction within a matter of weeks from the start of the school year. The students that are not in school will receive remote learning until their grade level is phased back into IPAMA.

Data-driven Assessment of Student Performance The second research-based support system is a continuous data-driven system of formative and summative assessment to monitor student academic progress. Researchers (Kaufman, et al 2013; and Zhang, et. Al, 2021) have discussed the importance of data-driven assessments of students using both face-to-face and on-line assessments to monitor students' academic performance. IPAMA will use a data-driven system to monitor students' academic progress and provide the appropriate support systems for them. Students will receive diagnostic tests (STAR Assessment) three times per year that will assess student growth in the areas of reading and mathematics. Teachers will utilize these

diagnostic tests to recalibrate their instruction to meet the needs of all students. In addition, all teachers and students at IPAMA will participate in progress monitoring conferences to help them identify and establish goal setting in the areas of academics, behavior, attendance, and career exploration. Furthermore, below are the assessments that will be used at IPAMA:

- Formative Assessments - Classroom-Based Assessments i.e. quizzes, chapter tests, unit tests, art-based performance assessment, project assessments
- Summative Assessments - Forward, STAR, PALS, and ACCESS
- Additionally, at IPAMA, students with special needs will be assessed based on their IEP goals and accommodations will be made accordingly.

Instructional Coaching and Professional Learning Instructional coaching is invaluable in today's educational profession. Instructional coaching is rooted in relationships, trust, and effective communication. At IPAMA, instructional coaches will focus on supporting the learning, growth, and achievement of students through individual teacher needs and readiness. Through consistent structures, systems, and internal capacity, Instructional coaches will provide support, best research-based practices, and resources in the areas of reading and mathematics. The triangulation of the Administration, Dean of Instruction, and instructional coaches will provide embedded instructional support and professional learning opportunities for our staff. The professional learning will enable educators to develop the knowledge and skills they need to address students' learning challenges. In addition, IPAMA will utilize the services of local and national professional consultants to provide professional learning opportunities for our staff.

Family and Community Engagement According to a recent brief from the National Education Association (NEA), "When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher-level programs" (2016). At IPAMA, the Dean of Students and Family Engagement (DSFE) will be the connection between family, community, and school. Additionally, the guidance counselor, school psychologist, and social worker will work with parents on the social, emotional, and academic needs of students as well as the college and/or career readiness of their children. Moreover, at IPAMA, we will provide parental programs that support and nurture the parental role in the academic success of their child.

Transcending traditional education mode, STEAM education narrows the gap between the existing knowledge and skills and vocational knowledge and skills of the students; therefore, enhancing the students' employment competitiveness. Furthermore, Science,

Technology, Engineering, Art, and Mathematics (STEAM) education helps students from different perspectives to understand the link between different disciplines to improve their comprehensive use of knowledge to solve practical problems.

Innovation in education can look like many things, such as incorporating new technology, teaching methods, and the integration of STEAM as well as the rejection of social norms. The IPAMA program incorporates an interdisciplinary approach to the fields of STEAM, moving students from the industrial age of learning to the age of technology and information.

There are many approaches to developing learning initiatives. With so many tools at educators' and students' disposal, the innovative educational approach to producing the best results for students attending IPAMA will lead to enriched learning in Science, Technology, Engineering, Arts, and Mathematics (STEAM). The science, technology, engineering, and mathematics fields are all traditionally left-brained, logic-oriented endeavors. They develop critical thinking skills and are lauded for their importance in building a strong economy. The arts are right-brained and contribute to creativity and invention and develop not only critical thinking skills but also critical making skills—all-important to success in technical fields as well as the fine arts. The "A" in STEAM is a term that represents liberal arts, language arts, social studies, physical arts, fine arts, and music. STEAM education is about applying creative thinking to Science, Technology, Engineering, and Math (STEM) projects igniting students' imagination and creativity through the arts. It is also exploring where art naturally fits into the STEM subjects. Studying art subjects contributes to the development of essential skills like collaboration, communication, problem-solving, and critical thinking. It also enhances a student's flexibility, adaptability, productivity, responsibility, and innovation. All of these skills are required for a successful career in any field of study. The tenants of the innovative educational approach at IPAMA encourages the following:

Independent Thinking After the classroom teacher explains the lesson, students operate independently or in collaborative groups to complete the project. The students examine their skills as well as their peers' skills to determine the best way to complete a project. The learning environment will offer minimal risk yet reinforce the idea that making mistakes and failures can be productive. Additionally, students work at their own pace and skill level. There is time provided to work with beginning foundational concepts or challenge themselves to work with complex concepts. There is a free and flowing exchange of ideas that are not bound by intellectual constraints.

Interdisciplinary Approach A STEAM-centered education is driven by a cross-disciplinary emphasis. It exposes learners to multiple and lateral ways of thinking, all subjects included in STEAM are presented in relationship with one another. In this approach, students are able to view the unique advantages of each discipline. Students realize they are not limited to one particular subject or must pick between a technical or artistic topic. The equal representation of subjects promoted by STEAM makes it a well-rounded program that appeals to students' evolving curiosity and range of interests.

Goal-Oriented and Project-Based Learning Hands-on project-based learning is a central feature of this STEAM program. Students are working on projects that specifically appeal to them. The student decides on a goal and chooses which skills to achieve it. This allows for exploration and experimentation with various methods. The artistic component makes complex topics such as math and programming more approachable and less mentally intimidating. Projects are evaluated against a subjective criterion that values creativity, rather than whether the student has concluded a right or wrong answer. This method supports the individual's education journey and promotes creative expression.

Development of Problem-Solving Skills While technical knowledge is a requirement in many industries, creative problem-solving remains one of the most sought-after skills within the job market. Creativity might seem like a skill that comes instinctually to certain individuals, but it's actually one that can be fostered by a STEAM education. Inspiring open-ended, creative exploration serves as a form of productive play and inquiry. The lack of rigidly defined rules to follow encourages learners to demonstrate adaptive critical thinking, think around a given problem, and consider the effects produced by changing different variables. Students ask themselves "How do I customize a solution to best fit the problem?" Without having to rely on a fixed procedure, learners hone their ability to assess a large set of details and understand that problem-solving models can be flexible.

Engagement Real-World Applications Though STEAM is becoming increasingly common in elementary and secondary education, the program exposes students to "big picture" concepts seen in the real, physical environment. Projects like building a website or constructing a basic robot enable students to better interact with real-world problems on a smaller scale. This helps them identify and relate to their immediate physical and social environment, such as building software that analyzes statistics or designing architecture that can exist within a major city. This ongoing relationship with learning is what makes STEAM stand out as an empowering initiative and promotes the idea that a concrete education benefits from all academic areas.

While integrated education can be part of a normal curriculum, in STEAM education, the hands-on, creative aspect is stressed and becomes a means of creating a broader, deeper understanding of all the other parts. Each activity explicitly relates to a specific subject area or topic that is the focus of exploration. For example, if the topic is botany, the students may explore a plant's biology through sketching its anatomy, discover physics or math through learning about the amount of water needed to maintain turgor pressure, and learn technical skills when they document changes in the plant through a time-lapse video. All these experiences offer different perspectives on what is happening with the plant and how it is growing. Our program does not subscribe to one teaching-learning method but has many successful teaching methods to maximize classroom learning.

Direct teaching Direct teaching is a systematic way of planning, communicating and delivering a mastery of information in the classroom.

Project-based learning Project based learning is an educational approach that organizes curriculum and instruction around crafted problematic situations adapted from real-world issues. Project based learning is a model for a classroom activity that shifts away from the classroom practices of short isolated teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered and integrated with real world issues and practices.

Performance-based learning Performance-based learning is collaborative learning occurs when two or more students work together to solve problems and complete tasks. The following is an example of how STEAM would occur.

Grade	STEAM	Traditional
K4-5	<p>The program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. And as students engage in hands-on activities in computer science, engineering, and biomedical science, they become creative, collaborative problem solvers ready to take on any challenge.</p> <p>ARTS</p>	<p>English Language Arts Social Studies Science Mathematics World Studies (Spanish) Physical Education General Art and Music Intervention Program (Reading and Mathematics)</p>

	<p>Study how art was used historically in the African world and how it is used in the world today.</p> <p>Create works of art that express feelings and ideas that connect to everyday life.</p> <p>Follow a sequence of steps to create art and describe the steps used in the creation of works of art</p> <p>Create and depict works of art that express personal ideas, images, and themes.</p>	
6-8	<p>PLTW Gateway unit engages students in activities that not only build knowledge and skills in areas including computer science, engineering, and biomedical science, but also empower students to develop essential skills such as problem-solving, critical and creative thinking, communication, collaboration, and perseverance.</p> <p>ARTS Study the history and impact of media in the African world and globally</p> <p>Increase skill and control in the use of media and techniques.</p> <p>Communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.</p>	<p>English Language Arts Social Studies Science Mathematics World Studies (Spanish) Physical Education Health General Art and Music Intervention Program (Reading and Mathematics)</p>

Community Need

Milwaukee Zip Code 53209 has the fourth most dense student population as well as a transition corridor of more than 3,000 low-income families. IPAMA is part of the Milwaukee community where numerous schools have closed leaving a void in the 53209-zip code. Out of approximately 22 schools, there are no schools offering a rigorous STEAM curriculum. IPAMA will be located in Milwaukee’s Zip Code 53209, one of the poorest in Milwaukee. As of 2021, the population in Zip Code 53209 was 70% African Americans, 22% Whites, and 8% others. Zip Code’ 53209 had a younger population. 27% of its residents are under the age of 17, compared to 24% in

Milwaukee County and 21.6% in Wisconsin. In Zip Code 53209, 19.5% of the families lived in poverty compared to 13.9% for Milwaukee County and 7.09% for Wisconsin. In Zip Code 53209, the poverty rate for families with children was 15.7%, compared to 11.1% for Milwaukee County and Wisconsin (5%). Only 13% of residents in Zip Code 53209 had a college bachelor's degree compared to 19% for Milwaukee County and Wisconsin (Health Compass, 2021) and Census Tract #24, an Opportunity Zone. There are 2,500 people in Census Tract 24. It fares poorly economically. Its median family income is \$28,000 compared to \$44,000 for Milwaukee and \$64,000 for Wisconsin. Its poverty rate is 27% compared to 22% for Milwaukee and 10% for Wisconsin. Its median home value is \$53,000 compared to \$130,000 for Milwaukee and \$200,000 for Wisconsin (Opportunity Zones Database, 2018-2021).

For the aforementioned reasons, IPAMA will fill the void of educational services within the community. The program focuses on developing the intellectual and artistic creativity of students. Our program will also address the significant cuts in arts education (arts, music, etc.) in Milwaukee. These cuts in art and music teachers, programs, and supplies have deprived young people of the opportunity to get an arts education. Low-income and minority youths are disproportionately impacted by such cuts. One report noted that there are 30,000 students in Milwaukee that have no music instruction. These students are located in mostly African American and low-income communities (Conde, 2018; Johnson & Litke, 2019; Tanzilo, 2011). We will foster the concept of developing and strengthening all aspects of the child. As a strong signature of African American culture, the core curriculum infused with STEAM gives purpose to learning, providing a distinctive way of understanding and purpose.

According to the National Assessment of Education Progress (The Nation's Report Card), the State of Wisconsin has the highest percentage of black students exhibiting skills below the basic level of academic proficiency. The assessment of fourth and eighth-grade black students taken earlier this year performed below all other cities

except the District of Columbia in reading (Milwaukee Journal-Sentinel, October 30, 2019). Educational research states repeatedly children living in poverty significantly underperform their wealthier peers academically.

A nurturing environment conducive to learning fosters respect for self and others as well as an appreciation for educational opportunities. IPAMA fosters the idea that all children can learn when there is a collaboration between the home, school, and community. Therefore, the environment IPAMA wishes to achieve is one of nurturing the emotional, physical, social, and academic needs of each child by:

1. Providing a positive classroom climate and culture
2. Building instruction that will motivate students internally as well as externally
3. Providing safety nets for students with special needs (emotional, cognitive, etc.)
4. Providing a rigorous STEAM, and traditional, and culturally sensitive curriculum.

Social and Emotional Needs (SAEN) Program

The overall programs and resources to support the social and emotional needs of the students will provide needed tools to students to thrive in a learning environment as well as to live a successful life. Furthermore, the programs and resources listed below will assist students in developing their career goals.

- Guidance Counseling Services
- Anger Management Services
- Psychological Services
- Students in abusive home environment support groups
- Social Worker Services
- Peer Mediation
- Restorative Justice Practice
- Morning Meetings

After-School Programs

Through teachers, STEAM, and community-based organizations, students will have the opportunity to participate in scholastic, athletic, and arts activities. Staff and community organizations will partner with IPAMA to provide students with an enriched experience in the following activities:

- Forensics

- Debate Club
- Chess Club
- Junior National Honor Society
- National Honor Society
- Athletics
- STEAM Clubs and Activities (i.e. Robotics, Legos, Coding, Future City, etc.)
- African Dance and Drumming
- Mentoring Program (curriculum based)
- Peer Mentoring (curriculum based)
- Rites of Passage Program (evidenced based)
- Entrepreneurial Support Group
- Computer Training Support Groups

Boys and Girls Club

The Greater Milwaukee Boys and Girls Club is an active campus partner that provides after-school tutoring, technological support, and various youth services that promote good citizenship, community stabilization, and educational support to our students. The Daniels-Mardak Boys and Girls Club offers a safe haven and latchkey environment that supports families in our communities and provides parental assurance of needed safety and educational support for working parents who may not be available to receive their children at the traditional school release time.

- Mentoring Program
- Academic Support Programs
- Recreational Activities

Partnership Resources

MKDCC Social Services Programs

MKDCC Social Services offers the following services:

- Parenting Workshops
- Shelter Referrals
- Temporary Domestic Housing Referrals
- Anger management classes
- Health and Nutritional Workshops
- Walk-up food pantry
- Mental health assessment

Wisconsin Conservatory of Music has indicated its willingness to provide programming in the area of the arts at the IPAMA location.

The African American Children's Theater awaits the opening of the IPAMA to expand performing arts opportunities.

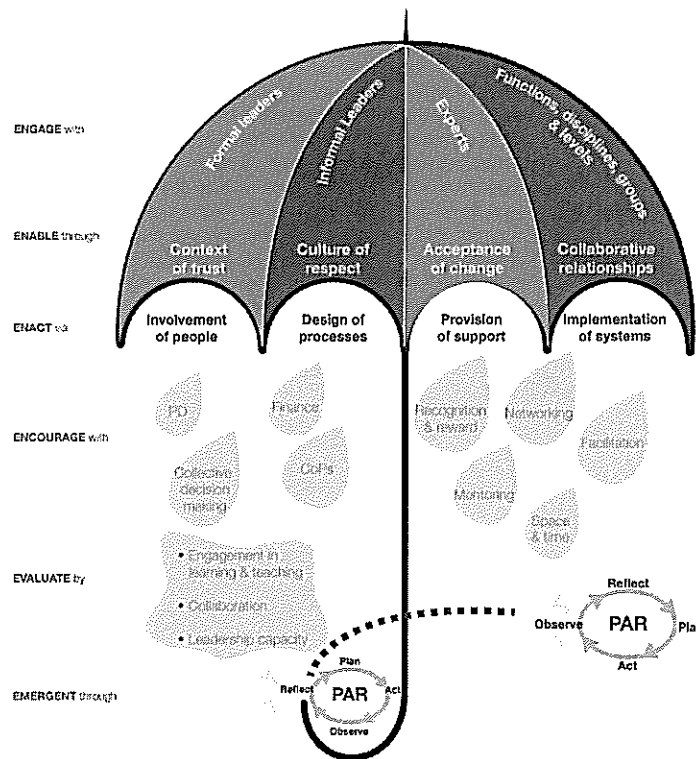
T-Mobile/Sprint has offered innovative educational technological programs for IPAMA upon approval of a charter.

Marian University has offered educational training, coaching, and various educational services for staff and members of the community.

Milwaukee Teacher Education Center (MTEC) offers a teacher certification pathway that focuses on licensure in critical need areas as identified by the Wisconsin Department of Public Instruction (DPI). The earn-as-you-learn model benefits those who require an income while they learn a new set of skills. At their core, MTEC's certification programs are proficiency-based and aligned to the Wisconsin Teaching Standards.

Distributed Leadership Model

Shared leadership will be promoted through a Distributed Leadership Model which will generate more opportunities to build the capacity for improvement. The model will connect teachers, support staff, and students with the goals and values of the school and release the principal of the many responsibilities of administration. Below is an example of a Distributed Leadership Model.



We will recruit throughout the City of Milwaukee a diverse student population. The dimensions of diversity will include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class and immigration status. Our recruiting procedures will include community meetings, door-to-door touch base, social media, flyers, pamphlets, enrollment fairs, television advertisements, radio public service announcements, billboard advertisements, theatrical performances in the community, and mass mailings.

IPAMA will vigorously disseminate announcements to the public through as many available routes as is practical, including but not limited to:

- Organizing open house meetings at the local public library
- Distribution of flyers in various communities
- Attending various community organization meetings
- Direct mailings
- Visiting neighborhood after-school programs, youth and community centers, and business and civic organizations
- Social Media Outlets
- Sending information home through students
- Phone calls to parents and guardians