

Greater Madison African American Educational Strategic Plan

MISSION

Equip Madison Area African-American youth with the knowledge and experiences that will allow achievement in all areas of human endeavor.

VISION

All African-American students of Greater Madison will meet or exceed all prescribed academic standards and they will be thoroughly prepared for success in their future endeavors.

WE BELIEVE

1. African-American parents are primarily responsible for the actions and outcomes of their children.
2. African-American parents are the first teachers of African-American students and must be advocates for them.
3. The African-American community of Greater Madison is ultimately responsible for the fate of African-American youth.
4. The African-American community must be active participants in the education of African-American children and be accountable for ensuring the success of African-American students in all settings where learning takes place.
5. The educational system must be held accountable for its role in African-American student achievement.
6. Student evaluation must be data driven.
7. African-American students, similar to all students, must be oriented and encouraged to achieve at high levels.
8. The school climate must be a caring and nurturing environment that meets the needs of the whole child.
9. Early childhood education is vitally important in preparation for the readiness to learn.
10. All educators must possess the will, knowledge and skills necessary to develop and empower African-American students to achieve at high levels; African-American educators must be fully represented throughout the educational system.
11. The current academic trend of low achievement among the vast majority of African-American students is not an indication of their true abilities to learn.
12. An education environment **free of** prejudice, racism, inequities, bigotry and stereotypes should exist for African-American students, parents/guardians, and staff to achieve success.
13. African-American students can achieve at high levels when teaching is aligned with learning styles and students can demonstrate brilliance through multiple intelligences.
14. African-American students can achieve when high expectations exist and effective instructional strategies are utilized as they are nurtured and respected in the educational setting.

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15. Educators must be culturally competent in the use of curriculum and effective teaching and learning strategies to ensure academic success of African-American children.
16. The higher education system must play a leading role in the training of professionals by addressing the unique needs of African Americans and mandating cultural competence for all staff.
17. The business community must be a participant in the alleviation of the inequities that exist among African-American students.
18. The current system of education must be comprehensively and systematically modified and to ensure that African-American students are fully prepared to meet the new demands and opportunities of the 21st century.

EXPECTED OUTCOMES

The outcomes for African-American students must include the following learning goals:

1. Belief in self and ability to achieve at high levels
2. Function as caring, responsible individuals and as contributing members of families, work groups and communities; enjoy a productive and satisfying life
3. Think analytically, logically and creatively to integrate experience and knowledge to form reasoned judgments and solve problems
4. Understand the importance of achievement and how performance, effort and decisions directly affect career and educational opportunities
5. Resiliency
6. Ability to network and maneuver the system
7. Become continual learners, resourceful and flexible in the face of known and unknown
8. Read with comprehension, write with skill and communicate effectively and responsibly in a variety of ways and settings
9. Know and apply core concepts of mathematics; social, physical, and life sciences; civics and history; geography; arts; financial literacy; and health and fitness
10. Apply strategies of conflict management and mediation of cross-racial concerns
11. Acquire and utilize computer and technology skills
12. Know and apply knowledge of self and the perspective of others
13. Students obtain a broad exposure to the world around them to facilitate learning through prior knowledge

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GOAL I

Collaborate with the education system to develop a performance-based system of accountability that is fair and free of bias

STRATEGIES

1. Secure resources to support highly impacted African-American students and hold the school accountable for utilizing these resources.
2. Establish employment goals for the employment of African-American teachers and Building Administrators.
3. Establish employment goals for the development and/or employment of African-American Assistant Superintendents.
4. Identify and utilize available resources of the Department of Public Instruction (DPI) and other agencies.
5. Identify and duplicate exemplary programs and successful practices for African-American students and incorporate them into teacher training and instructional methodology.
6. Develop a system of continuous monitoring and evaluation of student performance and provide intervention early in the process.
7. Infuse appropriate and accurate comprehensive African-American history and culture into K-12 academic curriculum and offer African-American history and culture courses in the curriculum.
8. Provide focus to the issue of language difficulties possessed by many African-American students.
9. Utilize effective curriculum reform designs to improve instruction for African-American learners.
10. Extend opportunities to learn by restructuring space and time for a more flexible education.
11. Ensure that occupational and technical education is an integral part of the curriculum.

GOAL II

Impact the various policymakers and the Legislature on changes needed to improve learning opportunities and academic achievement of African-American students.

STRATEGIES

1. Work with policymakers on the national, state and local levels to ensure positive treatment of African-American students.
2. Confront the issues of attitudes, racism, the state system, negotiated contracts, and other aspects of the problem that are rarely discussed.
3. Increase numbers of African-American educators in the schools at all levels.
4. Increase representation of African-American educators on committees and advisory boards of the DPI and other education agencies and entities.

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5. Provide additional resources to help students in need.
6. Partner with other groups to get what's needed for our kids.
7. Employ attorneys to advocate for students/parents in handling discipline problems.
8. Allow the system to enter contractual agreements with agencies to provide alternative education for students not succeeding in the conventional system.

GOAL III

Mobilize the African-American community to respond to student needs and be actively engaged in their education.

STRATEGIES

1. Develop a safe, caring, responsive environment where students exist without labels.
2. Build meaningful relationships to assist African-American students in the development of self-knowledge, motivation and overall responsibility.
3. Provide models to teach interpersonal communication, conflict resolution and social skills development.
4. Place teachers/staff in their areas of expertise and competence.
5. Expose African-American students to a variety of experiences that promote and expand their horizons.
6. Establish academic programs from birth to grave.
7. Adapt and implement a rites of passage program at the community level.
8. Establish efficient, effective ways to monitor student achievement.

GOAL IV

Provide assistance in the development of cultural competency for teachers, administrators, counselors and staff through continuous training and professional development.

STRATEGIES

1. Provide training for all educators in the unique culture, characteristics and learning styles of African-American students, including pre-service training.
2. Provide training on integration of African-American history and culture across the curriculum.
3. Provide teachers with resources and tools to assist with implementing multicultural education in the classroom.
4. Assist teachers in understanding the importance of incorporating students' voices, culture and world views in the classroom and school environment.

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5. Ensure that professional development training includes multicultural education as well as gender and ethnic bias awareness.
6. Strengthen the role of paraprofessionals.

GOAL V

Mobilize family and parental involvement in the education process of African-American children.

STRATEGIES

1. Help parents to access the educational system and understand how it operates.
2. Design and implement a model for community mobilization.
3. Provide training to successfully develop leadership within communities to carry out plans for educational improvement.
4. Develop community-based family involvement centers, including tutoring, mentoring, parent training, technology training, etc.
5. Ensure that African-American parents are broadly involved in decision-making processes in the schools.
6. Encourage volunteerism and other involvement of African-American community members in the schools.
7. Institute social service collaboration between schools and community entities on behalf of children.
8. Proactively engage parents and volunteers in early childhood education strategies and methods.

GOAL VI

Impact postsecondary education institutions, policies, programs and practices, making them more accessible and responsive to the needs of African-American students.

STRATEGIES

1. Maintain access to educational opportunities for African-American students through affirmative outreach, recruitment and other programs of inclusion.
2. Convene a postsecondary group of policymakers and administrators to discuss the needs of African-American students.
3. Influence future planning of higher education to include racially different approaches to professional preparation and development.
4. Encourage the establishment of strategic partnerships between post-secondary institutions, nonprofit organizations, K-12 institutions, corporations, and other stakeholder groups to align in their efforts to educate and prepare more African-American students for a world that is diverse, global and interconnected.

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5. Develop innovative mentoring and career development experiences for African-American undergraduate and graduate students.
6. Request a regular diversity and equity report from each post-secondary institution in the Madison community regarding their efforts to educate African-American students as an external technique for stimulating change and accountability.
7. Create pressure on institutions to close the 6-year graduation gap between African Americans and the majority student community on campus.
8. Create opportunities for college and university scholars to translate their research acumen into innovations and solutions to address problems plaguing the African-American community.
9. Create targeted efforts designed specifically to create awareness and action to address the African-American male crisis at all levels of education, stimulating their matriculation and success in higher education.
10. Establish bridges with African-American faculty, administrators and staff, welcoming them into the Madison community and helping them with recruitment, dual career challenges, overall adjustment issues, and other dynamics that may hinder them from making Madison their long-term home.