



MILWAUKEE
PUBLIC SCHOOLS

Equity Guidebook

A Living Document

2024–2028

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Note: This guidebook includes a variety of links with diverse resources. We will review all links on a quarterly basis to check to see if they are working. If links are no longer working, we will remove them on a quarterly basis from the guidebook. Any updates/additions to resources in the guidebook will be noted following Appendix C on a quarterly basis.

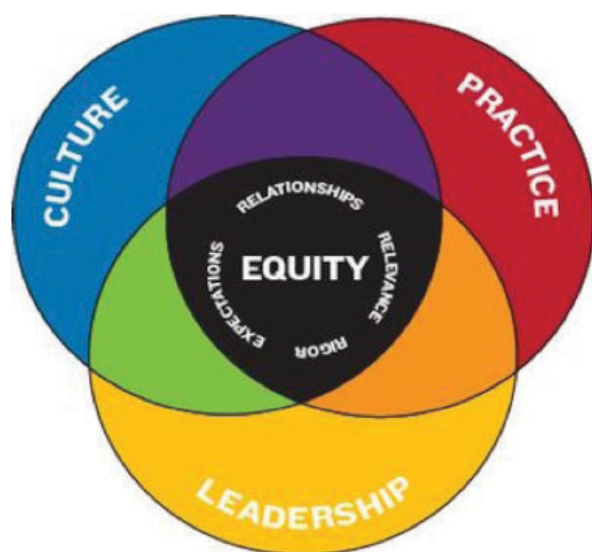
Milwaukee Public Schools Core Beliefs

Administrative Policy 1.01

Core Beliefs

- 1 Students come first.
- 2 Wherever students are learning is the most important place in the district.
- 3 Educators and school staffs have high expectations for all students and provide the foundation for their academic success.
- 4 Leadership, educator development, and child-driven, data-informed decision making are keys to student achievement.
- 5 Equity drives all district decision making.
- 6 Involved families are integral to increasing student achievement.
- 7 Student voice is encouraged and respected.
- 8 Quality community partnerships add value.
- 9 Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- 10 Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.
- 11 Public education provides the cornerstone of American democracy.

Equity At-a-Glance



Historical Background

Equity Policy and Procedure

In March 2016, a district Equity Commission was assembled to analyze equity-related initiatives in Milwaukee Public Schools. The Equity Commission developed an equity policy draft that was vetted by district stakeholders and the Milwaukee City Attorney. In August 2017, the Milwaukee Board of School Directors adopted Administrative Policy 1.06, Equity in MPS, and Administrative Procedure 1.06, Efforts to Achieve Equity, to acknowledge and address the inequities that exist within Milwaukee Public Schools and the Milwaukee community. These inequities have resulted in long-standing, negative impacts on the students and families served both within the district and in the surrounding community.

The Milwaukee Board of School Directors approved Administrative Policy 1.06 and Administrative Procedure 1.06 with the expectation that, following adoption, an equity guidebook would be established. In October 2018, an Equity Leadership Work Group was convened to develop this equity guidebook. The purpose of the guidebook is to provide direction, based upon best practices, while the tenets of the policy and procedure are implemented. This guidebook is designed to specifically call out actions that the district can take when engaging with students, families, and partners to improve the education outcomes of all MPS students.

MPS recognizes that an equity policy and associated guidebook are of particular importance given that its equity problem of practice states, “MPS neither consistently nor effectively engaged all of our students of color in an environment conducive to learning; thus, there are opportunity gaps that perpetuate low student achievement.” This problem of practice acknowledges that inequities have emerged from long-standing systems that have not always prioritized marginalized students, families, and community. The MPS equity policy, procedure, and guidebook provide an opportunity to improve outcomes for all.

As of the 2022–2023 school year, the district revised its strategic plan with input from staff, students, families, and the community. The revised five-year strategic plan will be implemented from July 2023 to July 2028.

The following graphic shows the four strategic initiative areas:



Additional information that includes the action steps and progress toward the action steps can be found on the MPS Home Page at mpsmke.com by clicking on the 2023–2028 Strategic Plan icon.

In addition, the following Five Priorities for Success also support equity throughout the district:



Brief History of Desegregation of Milwaukee Public Schools

In 1963, the Wisconsin National Association for the Advancement of Colored People (NAACP) president and attorney Lloyd Barbee demanded that the state officially acknowledge that Milwaukee schools were segregated. At that time, the majority of school board members refused to accept responsibility for their role in causing segregation and denied their obligation to correct it. The failure of government to act led Barbee to organize the Milwaukee United School Integration Committee (MUSIC). After a year of direct-action protests by MUSIC failed to sway the school board in its stance, Barbee filed a federal lawsuit, *Amos et al. v. Board of School Directors of the City of Milwaukee*, in 1965 charging the school board with unconstitutionally maintaining segregation in its schools. The plaintiffs were a group of parents of Black and white children.



The 1965 suit went to trial in 1973 and on January 19, 1976, Federal Judge John W. Reynolds ruled that segregation had been intentionally created and maintained by the Milwaukee Board of School Directors.

The school board had taken the position that it had never done anything to segregate the schools and had provided equal educational opportunities for all children.

The following day, *The New York Times* noted that Judge Reynolds's decision included this statement, "I was astonished at the trial to learn from the testimony of the Milwaukee school officials that they honestly believed that twenty years after *Brown v. Board of Education of Topeka* ... they could knowingly and intentionally operate a segregated school system because they believed it was educationally superior to an integrated system."

The New York Times

MPS data from October of 1976 indicate an enrollment of 114,180 students — 60 percent white, 34 percent Black, and 6 percent other minorities. Most Black students attended predominantly Black schools. Most Hispanic students attended predominantly Hispanic schools.

Judge Reynolds ordered that the board develop a desegregation plan, giving them three years to desegregate the schools: one-third of the schools each year.

The MPS school board appealed the decision to the U.S. Supreme Court, which in June of 1977 vacated Judge Reynolds's decision and sent the matter back to the appeals court, which in June 1978 confirmed Reynolds's original decision.

The MPS school board not only spent \$2 million (the equivalent of \$9.5 million in 2024, adjusted for inflation) on its failed attempt to overturn the case, but it also rejected a desegregation plan developed by the Committee of 100, a court-mandated group representing parents and staff from all MPS schools. The Committee of 100 planned to pair and cluster schools together so that the burden of busing would be fairly equitable for both races.

The school board instead based its plan on creating several new citywide specialty or "magnet" schools, the majority of which replaced predominantly Black schools in Black neighborhoods. While the specialty schools received praise from many people for their innovative techniques, they were available only to a small percentage of the students. Given the overcrowding in the segregated Black schools and the placement of specialty schools in the Black community, the burden of busing fell on Black students. Moreover, because the school board refused to pair and cluster schools, Black students were assigned in a scattershot manner; so, for example, the students in the Auer Avenue School attendance areas were bused to 95 different schools.

Around the same time, the prospect of another lawsuit against suburban school districts encouraged policy makers to create a voluntary metropolitan desegregation plan known as the Chapter 220 program. The program ultimately included MPS and 23 suburban school districts and allowed thousands of students of color to attend suburban schools and white students from the suburbs to attend MPS schools. Governor Walker and the state legislature ended that program as part of his 2015 budget citing a "lack of interest" even though there were hundreds of students on waiting lists for the program that year.

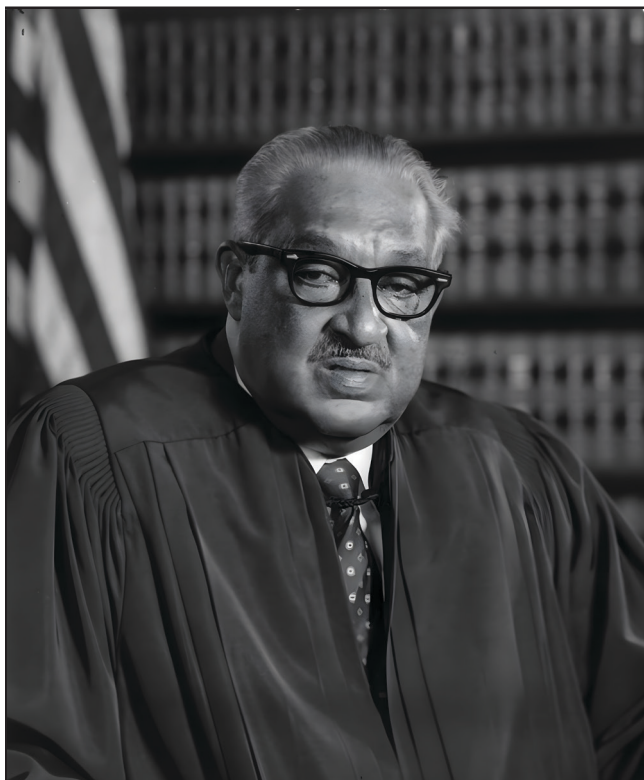
In 2019, Milwaukee Public Schools had a student enrollment of 74,633 students, with 89.9% being students of color, 82.6% identified as economically disadvantaged, and 20.1% requiring services for special needs.

According to a recent study by UWM researcher Marc Levin, metro Milwaukee's Black children are "as likely to attend an intensely segregated school—a school in which enrollment is over 90% minorities—as they were in 1965." Levin's research shows that 72.2% of Milwaukee Black schoolchildren attend intensely segregated schools, "the highest rate in the country."

The superintendent and the Milwaukee Board of School Directors are committed to ensuring that equity, access, and inclusion become a reality for current and future generations of Milwaukee's residents. Accomplishing the intent and purpose of this commitment will take an intergenerational collaborative effort of adults and children as the MPS family and community partners engage in the hard work of intentionally and deliberately moving from our current state to our desired state in order to institutionalize equity, access, and inclusion districtwide. With optimized commitment and maximized action, we can accomplish great things in Milwaukee Public Schools!

Although there is no "single" or one "right way" to do this critical work, what we do know is that, if we do not engage in collective, honest, meaningful, and relevant action toward changing institutionalized and systemic equity, access, and inclusion, we will never know what this opportunity could accomplish.

Moving forward, we are left to seriously consider two thoughts expressed by Thurgood Marshall who, in collaboration with a relatively small but committed and determined group of students, families, and community members, fellow attorneys, and others, successfully fought for an end to legal segregation and went on to become the first African American to serve as a Supreme Court Justice:



"What is the quality of your intent? Certain people have a way of saying things that shake us at the core. Even when the words do not seem harsh or offensive, the impact is shattering. What we could be experiencing is the intent behind the words. When we intend to do good, we do. When we intend to do harm, it happens. What each of us must come to realize is that our intent always comes through."

I wish I could say that racism and prejudice were only distant memories. We must dissent from the indifference. We must dissent from the apathy. We must dissent from the fear, the hatred and the mistrust... We must dissent because America can do better, because America has no choice but to do better."

Now we must ask ourselves individually and collectively: Will we courageously act to transform the present, or will future generations have the same conversations and experiences regarding racism, segregation, bias, social injustice, class-based oppression, etc., forty years from now?

Part I: Introduction

Educating the mind without educating the heart is no education at all.

– Aristotle

**WHAT'S
INSIDE**

Purpose of the Equity Guidebook

What Does Equity in Education Mean?

The Importance of Equity for Student Success

The Importance of Equitable Inputs and Outputs

**Alignment of the Equity Goals and Resources for Staff,
Students, and Families**

Courageous Conversation Protocol Overview

Purpose of the Equity Guidebook

And so, lifting as we climb, onward and upward we go, struggling and striving, and hoping that the buds and blossoms of our desires will burst into glorious fruition ere long. With courage, born of success achieved in the past, with a keen sense of the responsibility which we shall continue to assume, we look forward to a future large with promise and hope. Seeking no favors because of our color, nor patronage because of our needs, we knock at the bar of justice, asking an equal chance.

– Mary Church Terrell

"Many people say they want to advocate for equity, but interrupting inequitable practice and the systems that perpetuate them is hard work."

– The Equity Collaborative

First, this guidebook should motivate each of us to look inward at how our beliefs and practices impact academic achievement, building and sustaining relationships, trauma, race, ethnicity, biases, ethnicity, culture, language, gender, etc., impact how equity, access, and inclusion are acted upon in the various roles we play. Such action takes courage, engages us in the sometimes hard, sometimes uncomfortable but critically necessary work to change beliefs and practices that hinder rather than support continuous progress toward equity, access, and inclusion.

Second, this guidebook provides resources to supplement, enrich, and enhance equity efforts that relate to academic achievement, cultural and linguistic awareness and responsiveness, human resources, and fiscal responsibility. Resources in the guidebook can also help to foster individual and collective learning, reflection, growth, change, and transformation to benefit students, families, educators, staff, community partners, and other stakeholders.

The guidebook's resources may be used individually, in small groups, or in large groups to promote dialogue, build background knowledge, or actively engage in becoming agents of change to deter divisiveness and build bridges that will benefit humanity.

Hands-on/minds-on activities/strategies that support student and adult engagement are in Section 5 of the guidebook. These resources also include checklists and surveys that can be used by adults to foster and reflect upon intrapersonal and interpersonal equity, access, and inclusion growth.

Third, by intentionally and thoughtfully engaging in the hard, sometimes uncomfortable and sometimes challenging work that is a part of continuous improvement through an equity, access, and inclusion lens districtwide, we send a powerful message that we acknowledge, respect, and value all who work for, attend, and/or support Milwaukee Public Schools.

Before using any of the resources, please preview them to ensure that they are grade-level/audience appropriate, aligned to academic standards, and/or relevant to the topics you are diving deeper into for students' or adults' personal and/or professional growth.

"We are the ones we've been waiting for."– Hopi Elder

*"Recreating an educational landscape where all students have a fair shot at reaching their academic goals." Dr. Gary Walker
–Roberts*

What Does Equity in Education Mean?

The National Equity Project defines educational equity as “each child receives what they need to develop to their full academic and social potential which involves ensuring equally high outcomes for all students while removing the predictability of success or failure that... correlates with any social or cultural factor.”

Furthermore, the Learning Policy Institute states that critical elements of an equitable educational system include:

- ▶ The quality of teachers and teaching
- ▶ The development of curriculum and assessments that encourage ambitious learning by both students and teachers
- ▶ The design of schools as learning organizations that support continuous reflection and improvement

Strategies for fostering equity in education include but are not limited to:

- ▶ Interrupting and dismantling practices, structures, and policies that are barriers to access and success
- ▶ Addressing resource allocation by ensuring equal access to educational materials and programming, funding, technology, and staffing
- ▶ Providing strategic support, interventions, and assistance to students who are at risk of falling behind
- ▶ Emphasizing the importance of access, inclusion, and cultural awareness and responsiveness
- ▶ Engaging in data-driven decision-making to identify disparities in academic performance and social-emotional development and determine what types of interventions are most urgently needed
- ▶ Promoting inclusivity and acceptance not only concerning race, ethnicity, and culture but also linguistics, neurodiversity, gender, etc.

The Importance of Equity for Student Success

Striving for and fostering equity, access, inclusion, diversity, and belonging in the classroom serve multiple purposes that benefit learning, engagement, and social-emotional growth.

Benefits include:

- ▶ Addressing the diverse needs of students learning to speak, read, and write in English
- ▶ Identifying and addressing the diverse needs of students who may face food insecurity, healthcare challenges, abuse or neglect, homelessness, poverty, hearing or vision loss, disabilities, etc.
- ▶ Helping educators to create and students to become tomorrow's leaders
- ▶ Increasing learning outcomes through intentional equity efforts focused on student success and implemented with fidelity
- ▶ Students who interact with a more diverse peer group and learn in more inclusive environments that highlight the rich diversity of all students' abilities, strengths, gifts, and talents are less likely to have views or engage in behaviors rooted in biases and prejudices later in life. Such lived experiences contribute to a more fair and just society, and benefit all of humanity.

“Working towards equity means that outcomes can no longer be predicted by one's race, gender, or other sociocultural factor.” The Equity Collaborative

The Importance of Equitable Inputs and Outputs

As we engage in progress toward equity, we must be mindful of growth opportunities through inputs and outputs.

Inputs toward achieving equity include but are not limited to:

- ▶ Reviewing systems that we have in place
- ▶ Evaluating our curriculum and instruction
- ▶ Assessing opportunities for engagement
- ▶ Enriching and enhancing the overall learning environment

Current efforts that address these inputs include but are not limited to:

- ▶ District leadership team (Office of Administration and Office of Academics chiefs, regional superintendents, instructional leadership directors; Office of Academics directors, school performance coordinators; Wisconsin Department of Public Instruction; and Urban School Transformation)
- ▶ Continuous School Improvement Master Plan
- ▶ Ambitious Instruction: Accelerating Learning
- ▶ Academic and culture and climate walkthroughs
- ▶ Professional learning institutes

Critical questions for reflection include:

- ▶ Are resources provided based on needs?
- ▶ Are we providing culturally and linguistically responsive learning opportunities?
- ▶ Are families engaged as partners?

Outputs toward achieving equity include but are not limited to:

- ▶ Impacts of systems
- ▶ Fidelity of implementation of curriculum and instruction
- ▶ Participation of student and staff in learning and enrichment opportunities
- ▶ Reduction in ongoing disparities

Current efforts that address these outcomes include but are not limited to:

Strategic Plan and Long-Range Facilities Plan

Report card and state assessments

Engagement in school-based and district-based learning and enrichment opportunities

Climate and culture data

Critical Questions for Reflection include:

- ▶ Are we closing achievement and opportunity gaps?
- ▶ Are assessment and graduation rates improving across all disaggregated student populations?
- ▶ Are families engaged in student learning?

Alignment of the Equity Goals and Resources for Staff, Students, and Families

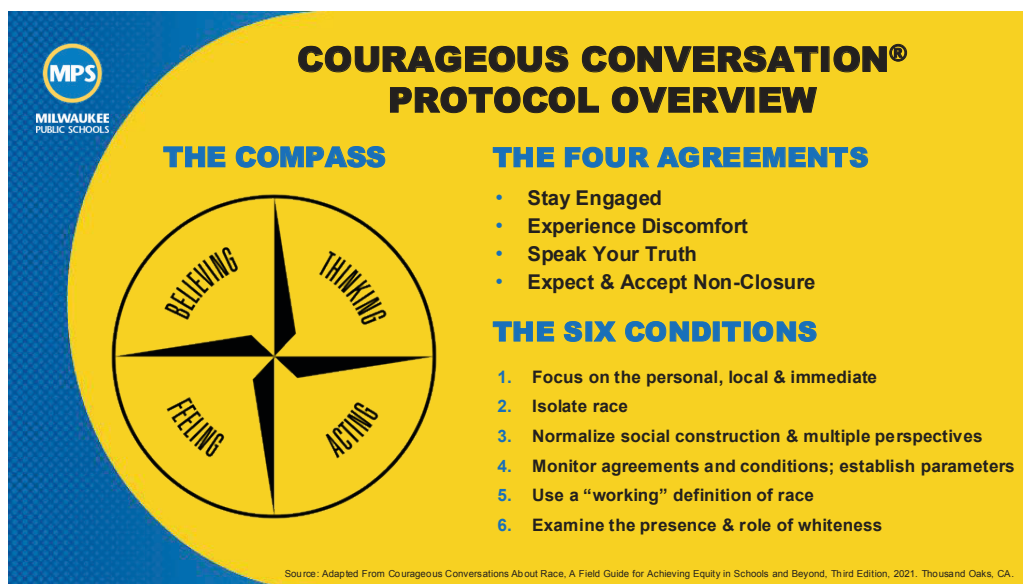
Each section of resources in the equity guidebook has been aligned to the five equity goals in bold print below. These resources may be used to support staff, students, families, and other stakeholders.

Equity, access, and inclusion hands-on/minds-on activities/strategies for students, staff, and families are in Section 5 of the guidebook.

The five sections listed below include the goal area and why it is important for equity in MPS:

- ▶ **Section 1:** Equity in Education—Addressing Academic, Social-Emotional, and Relationship Needs
- ▶ **Section 2:** Equity in Cultural and Linguistic Awareness and Responsiveness—Fostering a Positive Sense of Self and Others
- ▶ **Section 3:** Equity in Human Resources—Supporting Professional Growth
- ▶ **Section 4:** Equity in Finance—Providing Diverse Programs and Opportunities
- ▶ **Section 5:** Equity for Students, Families, Educators, and Community Stakeholders—Ownership and Real-World Relevance

The following **Courageous Conversation** protocol may be used to further promote dialogue and discourse:



Part II: Alignment of the Equity Goals and Guidebook Resources

WHAT'S INSIDE

- ▶ **Section 1:** Equity in Education—Addressing Academic, Social-Emotional Learning, and Relationship Needs
Ambitious Instruction Accelerating Learning, Universal Design, Gradual Release of Responsibility, Special Education, Growth Mindset, PBIS, Restorative Practices, Social and Emotional Learning, Mental Health, 21st Century Learning, and more
- ▶ **Section 2:** Equity in Cultural and Linguistic Awareness and Responsiveness—Fostering a Positive Sense of Self and Others
First Nations Studies, Bilingual Multicultural Education, Languages Spoken in MPS, LanguageLine, Black/African Americans, Hispanics/Latinos, Muslim Americans, Asian Americans, Jewish Culture and Heritage, Newcomers, Gender and Identity Inclusion, Black and Latino Male Achievement, and more
- ▶ **Section 3:** Equity in Human Resources—Supporting Professional Growth
Self-Checklists, Guiding Questions, Resilience, Reflective Teaching, and more
- ▶ **Section 4:** Equity in Finance—Providing Diverse Programs and Opportunities
Strategic Plan and Long-Range Facilities Master Plan
- ▶ **Section 5:** Equity for Students, Families, Educators, and Community Stakeholders—Ownership and Real-World Relevance
Organizational Structure Self-Assessment, Racial and Systemic Equity Checklists, Talking to Students and Adults about Bias, Race, Racism, Ethnicity, and Culture, Homelessness, Civil Rights and Social Justice, Equity, Access, and Inclusion Practices, Literacy Is a Civil Right, What's in a Name, and more

Section 1: Equity in Education—Addressing Academic, Social-Emotional, and Relationship Needs

Why This Is Important for Equity in MPS

After being designated as “Meets Few Expectations” with a score of 56.8 on the 2021–2022 state report card, the district received a designation of “Meets Expectations” with a score of 58.0 on the 2022–2023 state report card. Over the past two years, 69 schools have received ratings of meets, exceeds, or significantly exceeds expectations. Thirteen of the sixty-nine schools designated as Comprehensive School Improvement (CSI) schools and 38 non-CSI schools have a rating higher than the previous year.

[Additional information about the Wisconsin Department of Public Instruction school and district report cards can be found at https://apps2.dpi.wi.gov/reportcards/home](https://apps2.dpi.wi.gov/reportcards/home) and <https://dpi.wi.gov/accountability/report-cards>
[Additional information about schools identified as CSI schools can be found at https://dpi.wi.gov/title-i/identified-schools/csi](https://dpi.wi.gov/title-i/identified-schools/csi)

A deeper dive into disaggregated data reveals that the district must continue to intentionally and systemically address persistent racial, ethnic, special needs, and linguistic disparities/inequities districtwide using a variety of research-based instructional strategies and data-informed decision-making practices that are student-focused.

The initiatives and resources in this section support, enrich, and enhance and help to sustain equitable practices.

Ambitious Instruction: Accelerating Learning Overview

Milwaukee Public Schools is committed to providing all students with equitable access to high-quality, grade-appropriate instruction aligned to the Wisconsin Academic Standards.

Rigorous expectations of our students require ambitious instruction in our classrooms.

The following equity-oriented practices provide the framework for Ambitious Instruction: Accelerating Learning:

- ▶ Using high-quality, standards-aligned, district-adopted instructional materials
- ▶ Focusing on culturally and linguistically responsive teaching practices that promote learning
- ▶ Leveraging technology to empower students to create, collaborate, communicate, and think critically

Closing the opportunity gap in reading, writing, and mathematics remains priority work for the district; however, Ambitious Instruction: Accelerating Learning explicitly acknowledges the key role all content areas play in ensuring that students acquire essential knowledge, skills, and dispositions for school, college, and career success.

The Ambitious Instruction: Accelerating Learning plan brings the district back to the basics of quality learning and teaching. It unites all content areas around (1) formative practices, (2) explicit instruction, and (3) meaningful student engagement. Each grade level and content area will embrace specific instructional practices around these areas. Ambitious Instruction continues to focus on formative practices, explicit instruction, and student engagement. During the 2021–2022 school year, we took a close look at each lever and cross-curricular application. This work is evident in the ebook *Ambitious Instruction: Accelerating Learning*. During the 2022–2023 school year, we went deeper into the use of district materials, grade-level instruction, and scaffolding. This work is evident in the second volume of the ebook, *Ambitious Instruction: Accelerating Learning — A Deeper Dive*. We will continue this work by aligning our work to the strategic plan goal of 50% of all students meeting proficiency or higher by 2028. With a focus on collaborative practices, we will articulate the teaching, leadership, and organizational practices that will lead to high levels of academic achievement.



MILWAUKEE
PUBLIC SCHOOLS

OFFICE OF ACADEMICS

District Priority: MPS students graduate prepared for college, career, and community.

Why This Matters: Our community succeeds when MPS succeeds.



Formative Practices

Inclusion: Intentional actions taken by teachers to elicit and respond to student thinking and reasoning.

- Student work analysis
- Discourse
- Technology/assistive technology
- Multiple representations

Explicit Instruction

Rigor: Intentional actions by teachers to ensure challenging and grade-level instruction.

- Standards-based lessons
- District-adopted materials
- Equitable practices
- Attention to language development

Engagement

Safety: Intentional actions by teachers to create an environment where students feel emotionally and physically secure in order to participate.

- Student voice and choice
- Safe and joyful learning environments
- Cultural context in lessons
- Interactive activities

Student Achievement

Our vision is to educate and empower educators with innovative curriculum designs and instructional strategies that inspire positive student outcomes. Through collaboration, research-based practices, and ongoing professional development, we strive to create an engaging learning environment that develops individual presence and fosters student voice, academic excellence, equity, and joy.

- Real-world applications
- Enrichment opportunities
- Accessing student voices
- Exposure to world languages



GRADUATION

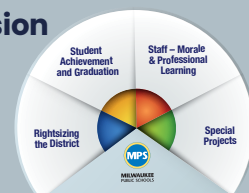
Professional Learning

Staff Development: Intentional actions taken by the district to offer both required and self-directed professional learning opportunities. These opportunities embrace the continuous improvement process and respond to the needs of staff and district programs.

- Early literacy training
- Mathematics curriculum
- Cross-curricular integration
- Professional learning communities
- Coaching

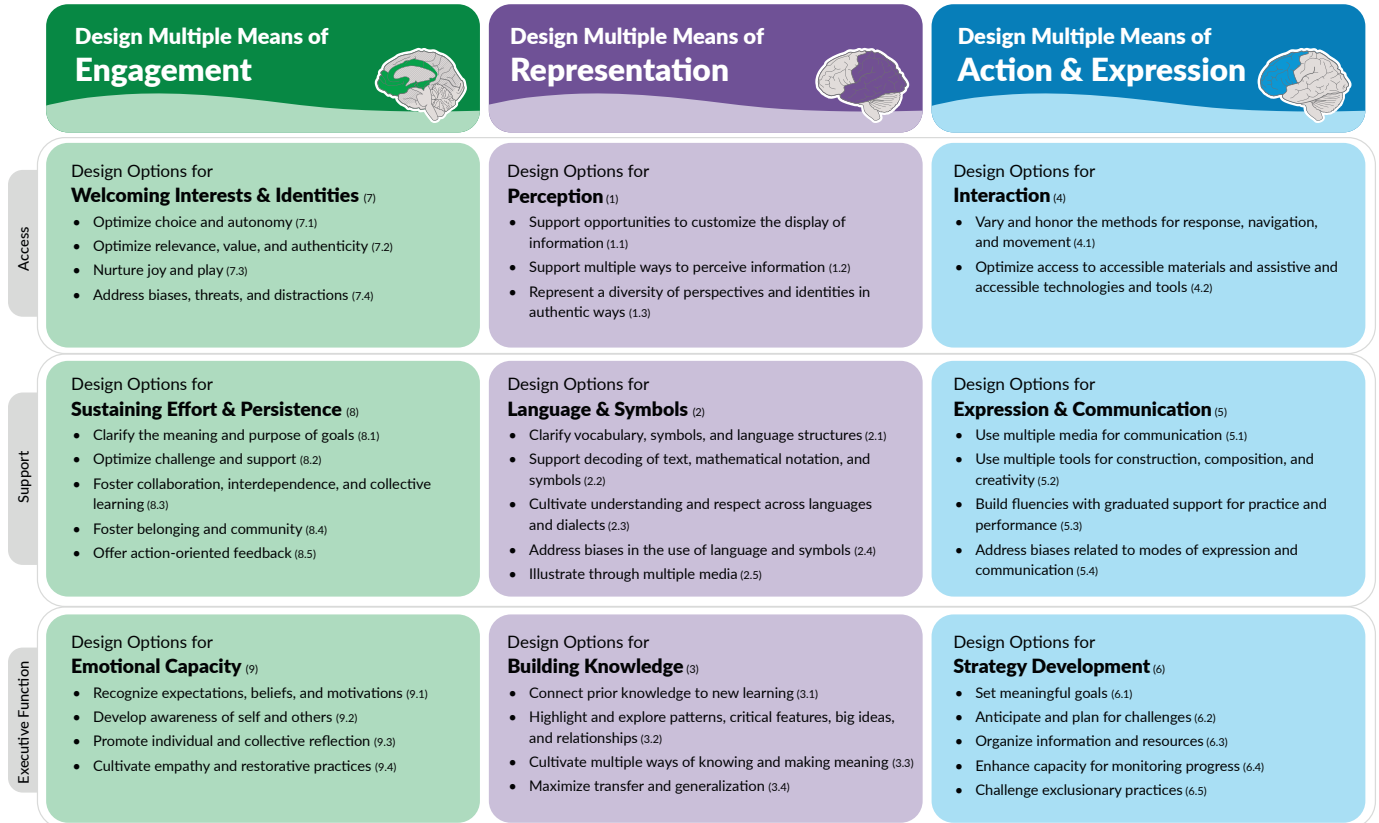
Strategic Plan Driving Our Mission

MPS is a diverse district that welcomes all students and prepares them for success in higher education, post-education opportunities, work, and citizenship.



The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



 CAST | Until learning has no limits®

udlguidelines.cast.org © CAST, Inc. 2024
Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

Gradual Release of Responsibility

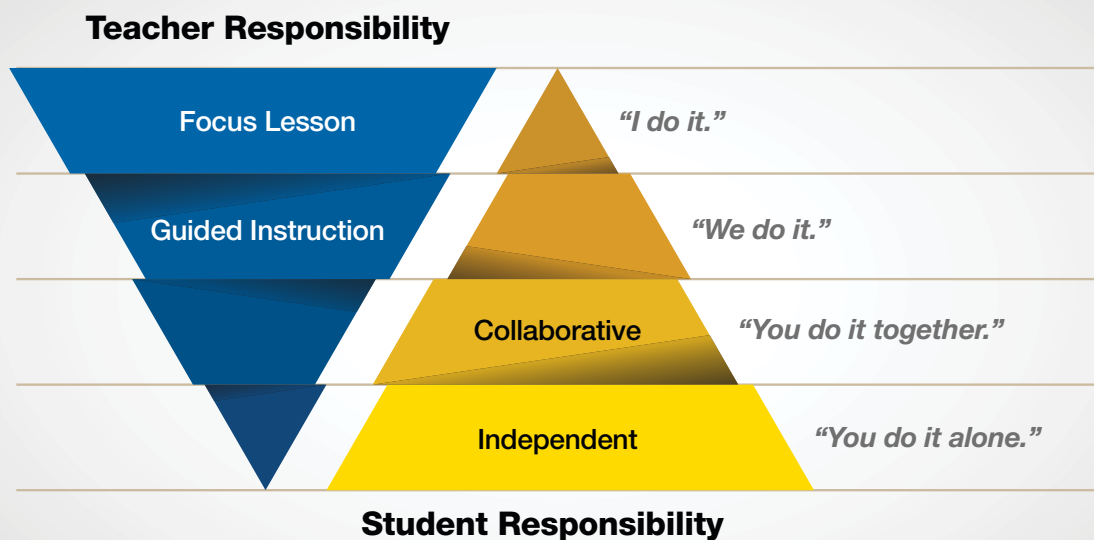
Gradual Release of Responsibility: I Do, We Do, You do

<https://familiesaspartners.org/wp-content/uploads/I-do-You-do-We-do.pdf>

Gradual Release of Responsibility Framework

<https://dpi.wi.gov/ela/instruction/framework>





Closing Achievement Gaps and Promoting Achievement

Promoting Excellence for All: Strategies that Close Achievement Gaps

<https://dpi.wi.gov/excforall>

Advancing Equity through Social-Emotional Learning

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/dpi_equity_report_web.pdf

Wisconsin Department of Public Instruction Culturally Responsive Problem-Solving Guide: An Evidence-Based Guide for Team Practice

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/culturally-responsive-problem-solving-guide.pdf>

U.S. Department of Education Office of Civil Rights

https://ocrcas.ed.gov/ocr-search?sort_order=ASC&sort_by=field_recipient_name&keywords=milwaukee+public+schools*

Creating Culturally Linguistic and Responsive Classrooms: A Place Where All Kids Belong

<https://www.gettingsmart.com/2020/02/creating-culturally-linguistic-and-responsive-classrooms-a-place-where-all-kids-belong/>

Your Toolkit for Working with Culturally and Linguistically Diverse Children

<https://agesandstages.com/wp-content/uploads/2021/04/cultural-diversity-toolkit.pdf>

Culturally and Linguistically Responsive Arts Teaching and Learning in Action

<http://ccsesaarts.org/wp-content/uploads/2017/02/Strategy18-Tableau.pdf>

Special Education

Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook

<https://drive.google.com/file/d/1YYLwfnmmwwd1RCSBk-rdnGYCHc3Fzl-p/view>

Special Education's Hidden Racial Gap

https://www.huffpost.com/entry/special-education_n_5a187948e4b0649480745066

College Resources for Students with Disability

<https://www.affordablecollegesonline.org/college-resource-center/resources-for-students-with-disabilities/>

Special Care Organizational Record for Adults with Special Needs

<https://www.militaryonesource.mil/family-relationships/special-needs/>

Council for Exceptional Children—Resources for Teaching Remotely

<https://www.cec.sped.org/Tools-and-Resources>

Advanced Academic Programs

Gifted and Talented

<https://mps.milwaukee.k12.wi.us/en/Programs/Gifted-Talented.htm>

Advanced Placement

<https://mps.milwaukee.k12.wi.us/en/Programs/Advanced-Placement.htm>

International Baccalaureate

<https://mps.milwaukee.k12.wi.us/en/Programs/International-Baccalaureate.htm>

College and Career Readiness

<https://mps.milwaukee.k12.wi.us/en/Programs/College-Career-Readiness.htm>



MILWAUKEE
PUBLIC SCHOOLS





HIGH SCHOOL GRADUATION REQUIREMENTS

Class of 2025 and Beyond



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Growth Mindset

The Power of Mindset

Researcher Carol Dweck has found that there are two mindsets, or systems of beliefs, that people hold about abilities and talents.

Fixed Mindset: This is the belief that ability is given at birth and remains fixed throughout life. A fixed mindset is demonstrated by people who say things like:

- ▶ I'm just not a math person.
- ▶ He is such a gifted athlete.
- ▶ I can't dance—I have no rhythm.
- ▶ She is so smart.

Growth Mindset: This is the belief that ability and talent can be developed through effort and practice. A growth mindset is demonstrated by people who say things like:

- ▶ Math is challenging, but I just keep at it.
- ▶ He puts forth such effort in basketball and has really upped his game.
- ▶ I've always wanted to learn to dance, so I signed up for a class.
- ▶ He is a really good student; he works hard and hands in all his assignments.

Our mindset makes a tremendous difference in how we manage failure and hear feedback. Individuals with a fixed mindset want to know how they did. Do people think they are smart? Did their team win? Did they get a good grade? Research demonstrates that their brains are most active when they receive results.

Individuals with a **fixed mindset** want to make safe choices and continue to do well in what they already know. They avoid challenges because they might not succeed, and if they don't succeed, that would challenge their opinion of themselves. An individual with a fixed mindset may think they are smart, but if they fail a test, that must mean they are stupid.

Individuals with a **growth mindset** are interested in how they can improve their performance. Their brains are most active when they hear information on how they can do better. They want to know what they did wrong and how they can avoid those errors in the future. This response to feedback produces individuals who are up for a challenge. They want to try difficult tasks because they believe it will help them become more skilled.

Our mindset also affects how we view effort. People with a fixed mindset view effort as something that is for the less accomplished. If you have to try hard at something, a person with a fixed mindset will believe that person is really not very good at that skill. But a person with a growth mindset will view effort as essential in order to improve their performance; a person with a growth mindset is almost always open to improving.

The chart that follows describes the characteristics of one's mindset and how beliefs about those characteristics can differ depending on one's mindset.

Growth Mindset Chart

<https://alisonwebber.com/mindset-lessons/>

Fixed Mindset	—	Mindset Characteristics	—	Growth Mindset
Set— You have what you have	—	Skills + Intelligence	—	Can be grown and developed
How they look Performance focus	—	Main Concern	—	Learning/getting better Process focus
Something you do when you're not good	—	Effort	—	An important part of learning
Give up Check out	—	Challenges	—	Persevere/work through it Show more grit
Take it personally Get defensive	—	Feedback	—	Like it/use it to learn
Hate them Try to avoid making them	—	Mistakes	—	Treat them as a learning opportunity

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Climate and Cultural Resources

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a research-based, three-tiered framework for improving and integrating all the data, systems, and practices affecting student outcomes every day. PBIS can improve academic and behavioral outcomes and is shown to improve school climate, increase attendance, promote positive social skills, and deliver effective behavioral interventions and support.



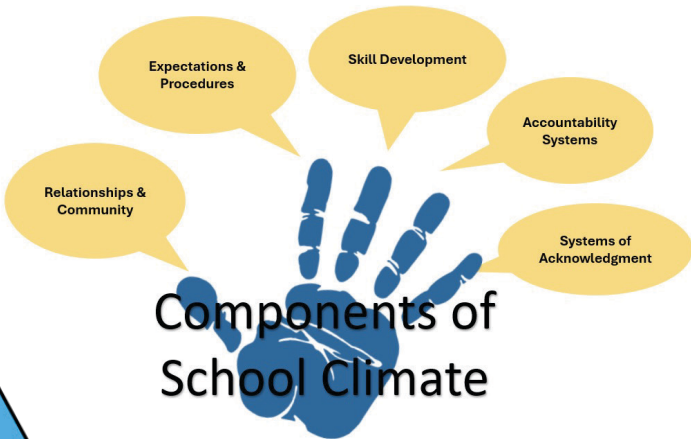
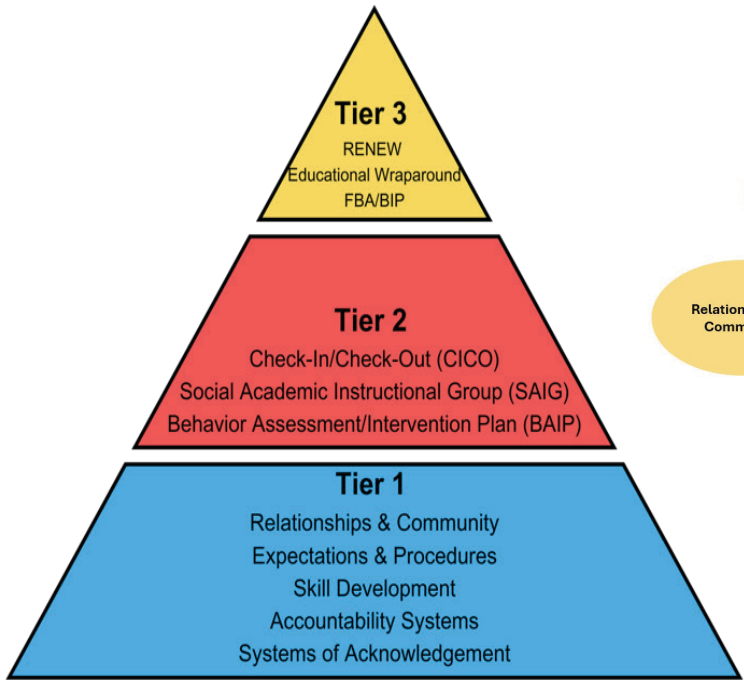
PBIS Framework Tier 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students schoolwide. Interactions with every student should be maintained in the ratio of 5:1 positive interactions. PBIS Tier 1 should be a natural part of what educators do daily and must reach every student. Outcomes, systems, data, and practices are continually evaluated when providing universal support(s).

PBIS Framework Tiers 2 and 3

PBIS Tiers 2 and 3 provide targeted or intensive interventions to support students who are not successful with Tier 1 supports alone. Tiers 2 and 3 practices stem from a strong foundation of Tier 1 support. With schoolwide systems in place, schools can identify which students need additional support.

All MPS schools have a building intervention team (BIT) for behavior that meets monthly. The school's BIT behavior uses data to manage and monitor system implementation of behavior and attendance for Tier 2 and Tier 3. At the student level, the BIT monitors individual student data to determine the student's response to various interventions. All interventions are progress monitored regularly in Infinite Campus to determine effectiveness.



MPS Restorative Practices

<https://sites.google.com/milwaukee.k12.wi.us/mps-restorativepractices/home>

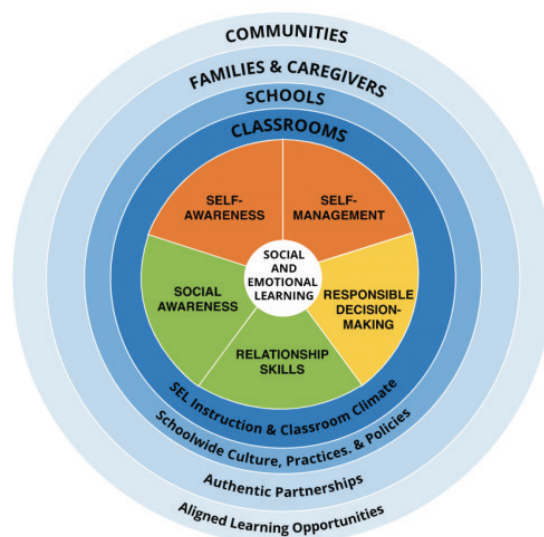
- ▶ Consultation Request
- ▶ Restorative Mindset
- ▶ Language and Communication
- ▶ Circles
- ▶ Suggested Books for Professionals
- ▶ Videos for Professionals



Social, Emotional, and Mental Health Supports

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (Collaborative for Academic, Social, and Emotional Learning (CASEL) <https://drc.casel.org/what-is-sel/>).



Resources

MPS Social, Emotional, and Mental Health Supports

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/SEL-Supports.htm>

MPS SEL Site

<https://sites.google.com/milwaukee.k12.wi.us/mpssel/home>

Leveraging SEL to Promote Equity Webinar

<https://www.youtube.com/watch?v=o2bB-08hikM&feature=youtu.be>

Social-Emotional Learning Activities

<https://www.centervention.com/social-emotional-learning-activities/>

Collaborative for Academic, Social, and Emotional Learning (CASEL)

www.casel.org

Committee for Children

www.cfchildren.org

School-based mental health support is best conceptualized as a tiered system of support, beginning when a young person is well and continuing through recovery from a diagnosed mental health disorder. This model is delineated in the Wisconsin School Mental Health Framework. Through this lens, it is important to recognize the prevention-level efforts that build protective factors in youth which have a significant impact on their overall mental well-being as well as intervention. Support staff, including school social workers, counselors, psychologists, and nurses, assist in identifying barriers to learning and subsequently develop and implement prevention and intervention strategies, while also linking families to both in-school and out-of-school resources. This work makes up pieces of our multi-tiered system of support; however, it notably includes a necessary focus on systemic and equitable ways to create spaces that promote wellness for students and staff.

Social, Emotional, and Mental Health Supports

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/SEL-Supports.htm>

Wisconsin School Mental Health Framework

<https://dpi.wi.gov/sspw/mental-health/framework>

Trauma Resources for School Personnel

<https://www.nctsn.org/audiences/school-personnel>

Impact of Anxiety and Depression on Student Progress

<https://ibcces.org/blog/2019/05/01/impact-anxiety-depression-student-progress/>



Climate and Culture Resources

[Culture, Climate and Alternatives to Suspension Toolkit](#)
[Educational Community and District Climate Guidebook](#)
[Courageous Conversations about Race Protocols](#)

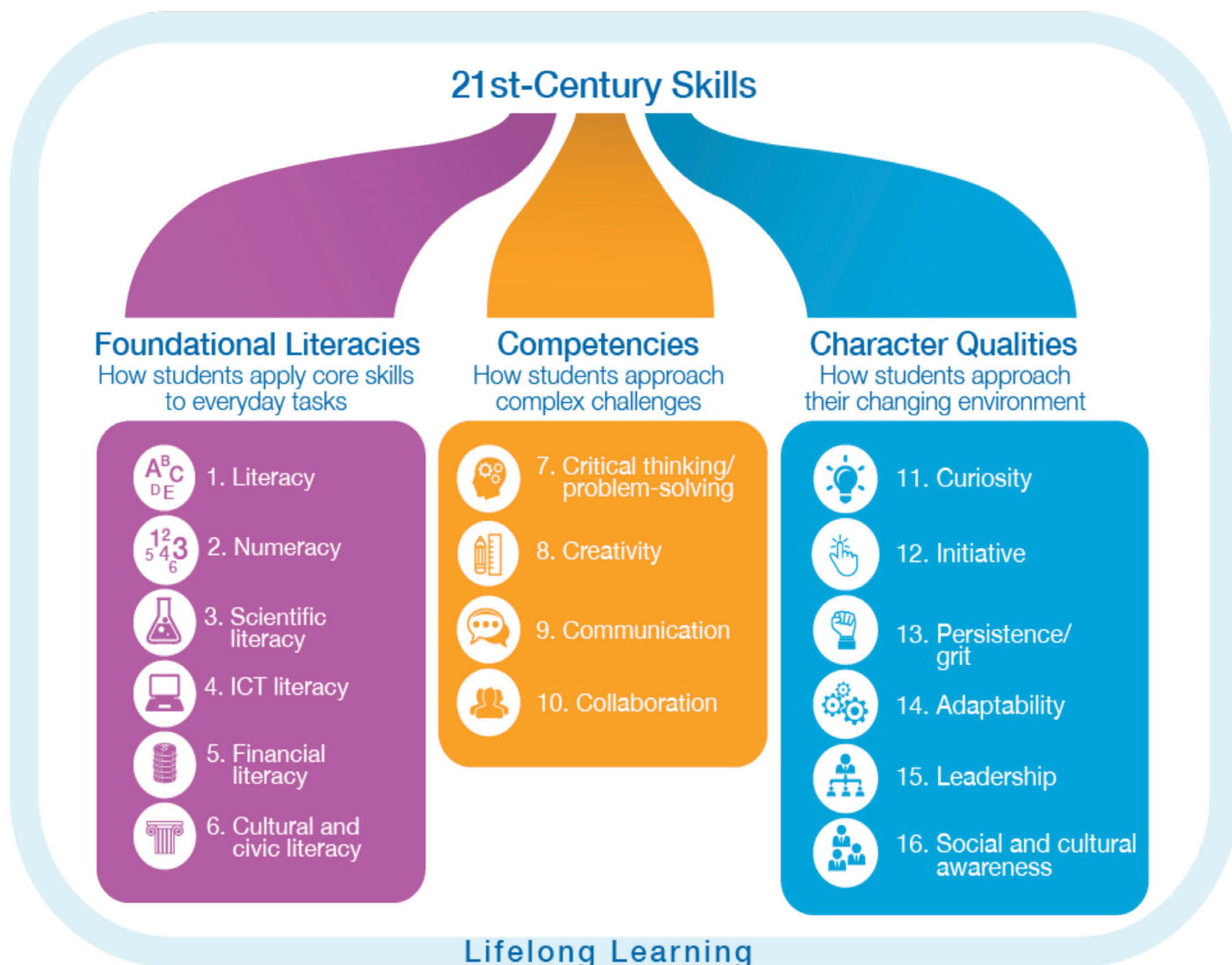
Industrial-Era Learning versus Twenty-First Century Learning

Reflect on your practice and the following information. How are you preparing students for a more equitable future?

INDUSTRIAL-ERA LEARNING	21ST-CENTURY LEARNING
Unequal Expectations and Opportunities	High Expectations with Unlimited Opportunities
Narrow Focus	Whole-Child Focus
Surface-Level Learning	Rigorous Learning
Irrelevance	Relevance
Assimilation and Marginalization	Affirmation of Self and Others
Maintaining the Status Quo	Social Responsibility and Action
Isolation	Connections and Community
Inflexible Systems	Customization
Passive Compliance	Active Self-Direction
Siloed Schooling	Anytime, Anywhere Learning



Twenty-first century learning and engagement must ensure that all students are developing the knowledge, skills, and dispositions necessary to contribute to and live, work, and strive in a more equitable society.



Modifications to 21st-Century Skills

Foundational Literacies

6. Cultural, civic, and linguistic literacy

Character Qualities

13. Persistence/grit/resilience

16. Social, cultural, and linguistic awareness

"Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family."— Kofi Annan

Section 2: Equity in Cultural and Linguistic Awareness and Responsiveness—Fostering a Positive Sense of Self and Others

Why This Is Important for Equity in MPS

The district's equity problem of practice states, "MPS neither consistently nor effectively engaged all of our students of color in an environment conducive to learning; thus, there are opportunity gaps that perpetuate low student achievement." This problem of practice highlights the urgent need to systemically and inclusively identify and address inequities as a result of long-standing systems that have not always acknowledged or prioritized the needs of culturally, linguistically, and ethnically diverse and/or marginalized students, families, and/or educators.

The initiatives and resources in this section support, enrich, and enhance and help to sustain equitable practices.

Definition of English Learner (EL)

The term "English learner" is a formal designation under the [Elementary and Secondary Education Act: Section 8101\(20\)](#). It means an individual

- A) who is aged 3 through 21;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Lau Compliance Center

The Lau Compliance Center welcomes families who are new to the United States or new to MPS. In collaboration with the Department of Student Services and other centralized offices in the district, Lau staff conducts enrollment, determines EL status by administering the Home Language Survey and language screener, and communicates language program options to families. The Lau Compliance Center is the liaison between families and school-based staff. The name of the center originates from the pivotal court case *Lau v. Nichols*. The determination of Lau set in motion the requirement of the district to identify the home language of every student and offer language assistance services to students with EL status. EL status is assigned at the time of enrollment per the results of the Home Language Survey and outcomes on the language screener.

English as a Second Language (ESL)

ESL is endorsed by the State of Wisconsin as an effective language instruction educational program through which students with a primary home language other than English can receive assistance with English. ESL teachers provide English language development instruction to increase students' comprehension and usage of academic English in all areas of learning. Teachers scaffold instruction to apprentice students into the language. Sensory, graphic, and interactive supports engage students to sustain their language output. The ESL program promotes maintenance of the students' home language by integrating the language assets and cultural backgrounds of the students and their families into the classroom.

Bilingual Dual Language Education

Bilingual dual language education is endorsed by the State of Wisconsin as an effective language instruction educational program through which Spanish-speaking EL students can reach English attainment while accessing content in a language they understand.

One-way (developmental bilingual): Students with a Spanish-speaking background receive instruction in both English and Spanish in all content areas from a bilingual teacher.

Two-way: Spanish-speaking ELs and English-speaking students receive instruction in both English and Spanish in all content areas from a bilingual teacher.

The bilingual dual language program prepares students to become literate in English and Spanish. Milwaukee Public Schools uses the Teaching for Biliteracy pedagogical framework to promote and facilitate the development of two languages.

ELs in a School Without a Bilingual Dual Language or ESL Stand-Alone Program

In a choice district, parents of ELs may decline language assistance services. ELs who enroll in a school without a bilingual or ESL program are entitled to modified instruction and adapted assessments that address the fact that they are learning English and grade-level content simultaneously. MPS personnel can contact the Department of Bilingual Multicultural Education to request support with strategies for educating the English learner population in their building.

Languages Spoken in the District

MPS has multilingual learners! The question of which languages are spoken in the district can be a complex one to answer. It is important to capture a complete response to this question by first knowing the lens through which we view the question. To illustrate, MPS enrolls the following:

- ▶ Students use a primary language that falls among the current database of 94 languages; from Acoli (Uganda) to Chippewa (First Nations) to Lao (Laos) and to Yoruba (Nigeria), the district proudly boasts of its language alphabet! Students range from foreign exchange students to English learners/ESL students.
- ▶ Students learn a target language in the language immersion program: French, German, Italian, and Spanish.
- ▶ Students use English as the primary language but with language variations such as African American English, Chicano English, Southern English, and Appalachian English.
- ▶ Native English speakers can start a journey to bilingualism in the world languages program. Languages offered include American Sign Language, Chinese, French, German, Italian, Japanese, Latin, and Spanish!

Deaf and hard-of-hearing students use American Sign Language to communicate.

Languages Spoken in MPS

Abkhazian	Fulfulde, Adamawa, Fulani	Panjabi
Achinese	Ganda	Pashto
Acoli	Guarani, Eastern Bolivian	Polish
Adyghe; Adyghe	Gujarati	Portuguese
Afar	Haitian	Russian
African Languages	Hawaiian	Serbian
Afro-Asiatic Languages	Hindi	Sign Languages
Albanian, Tosk	Hiri Motu	Sino-Tibetan Languages
Amharic	Hmong	Slovak
Arabic	Igbo	Somali
Bantu Languages	Inakeanon	Spanish
Bengali	Indonesian	Swahili
Berber Languages	Kannada	Tagalog
Burmese	Karelian	Telugu
Central Khmer	Karen Languages	Thai
Chin, Haka	Kinyawanda	Tigrinya
Chinese (Mandarin)	Kurdish	Tulu
Chinook jargon	Lao	Turkish
Creoles and Pidgins	Lingala	Twi
Cushitic Languages	Maay	Ukrainian
Dari (Persian)	Mandinka	Urdu
Dutch	Masalit	Vietnamese
Ebira	Mixtec	Wolof
Ekajuk	Mon-Khmer Languages	World Gambian
English	Nepali	Yoruba
Fanti	Wolof	World Gambian
French	Oriya	Yoruba

Criteria for earning the Seal of Biliteracy:

- ▶ **English language proficiency**
- ▶ **Proficiency in a language other than English**
- ▶ **Sociocultural competency**

In the first two areas, students must achieve an intermediate - high level of speaking, listening, reading, writing, and/or signed language proficiency in both English and their partner language.

The third area focuses on sociocultural competence, where students must demonstrate a deep understanding of cultural connections between United States culture and the culture(s) associated with their partner language.

Equity of Opportunity and Access for Multilingual/Multicultural Students

Educators promote equity for multilingual/multicultural students by improving the education of all children. When designing curriculum, instruction, and assessment, educators:

- ▶ Set high expectations for all students
- ▶ Provide connections between rich, standards-based, grade-level content to students' previous personal experiences, cognitive and behavioral strengths, home and community, and languages and culture
- ▶ Enact language-attentive pedagogy that affords students learning experiences that develop both content and language concurrently
- ▶ Create opportunities for students to collaborate with each other in deep learning and make meaning using all their linguistic resources.



LanguageLine Solutions: A phone-based interpreting service (for staff, must be logged into mConnect)

<https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Chief-of-Staff/Communication-Outreach/Translation-Interpretation-Requests/Language-Line.htm>

		Interpretation Services		LanguageLine Solutions®	
English Translation: Point to your language. An interpreter will be called. The interpreter is provided at no cost to you.					
Arabic عربي 		Karen ကညီကိုင် 			
أشر إلى لغتك. وسيتم الاتصال بمترجم فوري. كما سيتم إحضار المترجم الفوري مجاًاً.		နဲၣ်လီၤဆူန့ၣ်ကိုင်.တၢ်ကကိးပုၤကိုင်တံၢ်.တၢ်ဟ့ၣ်ပုၤကိုင်တံၢ်လၢတအိၣ်ဒီးအပူၤအကလံၤတၢ်.			
Burmese မြန်မာ 		Korean 한국어 			
သဝဏ်သာကေားကို ညွှန်ပြပါ။ စကားပြန် ခေါ်ပေးပါမယ်။ သဝဏ်အတွက် စကားပြန် အခမဲ့ ပေးပါမယ်။		귀하께서 사용하는 언어를 지정하시면 해당 언어 통역 서비스를 무료로 제공해 드립니다.			
Cantonese 廣東話 		Mandarin 國語 			
請指認您的語言， 以便為您提供免費的口譯服務。		請指認您的語言， 以便為您提供免費的口譯服務。			
Farsi فارسي 		Portuguese Português 			
زبان مورد نظر خود را مشخص کنید. یک مترجم برای شما درخواست خواهد شد. مترجم بصورت رایگان در اختیار شما قرار می گیرد.		Indique o seu idioma. Um intérprete será chamado. A interpretação é fornecida sem qualquer custo para você.			
French Français 		Punjabi ਪੰਜਾਬੀ 			
Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.		ਅਪਣੀ ਭਾਸ਼ਾ ਵੱਲ ਇਸ਼ਾਰਾ ਕਰੋ। ਜਿਸ ਮੁਤਾਬਕ ਇਕ ਦੁਆਲੀਆ ਬੁਲਾਇਆ ਜਾਵੇਗਾ। ਤੁਹਾਡੇ ਲਈ ਦੁਆਲੀਆ ਦੀ ਮੁਫਤ ਇੰਤਜ਼ਾਮ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।			
Haitian Creole Kreyòl 		Russian Русский 			
Lonje dwèt ou sou lang ou pale a epi nap rele yon entèprèt pou ou. Nou ba ou sèvis entèprèt la gratis.		Укажите язык, на котором вы говорите. Вам вызовут переводчика. Услуги переводчика предоставляются бесплатно.			
Hindi हिंदी 		Somali Af-Soomaali 			
अपनी भाषा को इंगित करें। जिसके अनुसार आपके लिए दुभाषिया बुलाया जाएगा। आपके लिए दुभाषिया की निशुल्क व्यवस्था की जाती है।		Farta ku fiqluqadaada... Waxa laguugu yeeri doonaa turjubaan. Turjubaanka wax lacagi kaaga bixi mayso.			
Hmong Hmoob 		Spanish Español 			
Taw rau koj hom lus. Yuav hu rau ib tug neeg txhais lus. Yuav muaj neeg txhais lus yam uas koj tsis tau them dab tsi.		Señale su idioma y llamaremos a un intérprete. El servicio es gratuito.			
Italian Italiano 		Tagalog Tagalog 			
Indicare la propria lingua. Un interprete sarà chiamato. Il servizio è gratuito.		Ituro po ang inyong wika. Isang tagasalin ang ipagkakaloob nang libre sa inyo.			
Japanese 日本語 		Vietnamese Tiếng Việt 			
あなたの話す言語を指してください。 無料で通訳サービスを提供します。		Hãy chỉ vào ngôn ngữ của quý vị. Một thông dịch viên sẽ được gọi đến, quý vị sẽ không phải trả tiền cho thông dịch viên.			

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Interpreting

Three-way communication: Connecting you, your customer and our interpreter.

Translation

All content types including documents, websites, training materials, multimedia and apps.

Testing and Training

Utilize our expertise to help improve interpreter and bilingual staff skill development and language proficiency.

State Statutes and Information for American Indian Studies in Wisconsin

Program Overview

First Nations Studies is a program serving Native American students and their families in Milwaukee Public Schools under a Title VI Part A formula grant umbrella from the Office of Indian Education. First Nations Studies has several components and provides services at schools with concentrations of First Nations students. More than 1,200 First Nations students attend about 140 schools in the district. We also provide Act 31 resources and training to schools across the district about the First Nations of Wisconsin.

First Nations Studies receives multiple grants from the Office of Indian Education, including a Title VI formula grant and the Accessing Choices in Education (ACE) discretionary grant. The Title VI formula grant is determined by the number of First Nations students whose parents/guardians have completed and submitted to our office the ED 506 Form: Indian Student Eligibility Certification Form. Under these grants, Native American students are eligible for classroom assistance, college access, culture classes. Additionally, First Nations Studies receives funding from the Milwaukee Board of School Directors for two Act 31 teacher positions and also partners with external organizations.

Per Title VI, the First Nations Studies Parent Advisory Committee is a collective of parents/guardians of First Nations students in MPS as well as teachers and community members. The Parent Advisory Committee gives input into the annual proposals for Title VI funds, and the committee must approve the proposals before they are submitted to the Office of Indian Education.

Mission Statement



The mission of MPS First Nations Studies is to produce a positive influence for First Nations students, families, and community by providing academic assistance, cultural awareness using factual/accurate materials, special education workshops, support for families, professional development, and community development, and to foster partnerships with urban community agencies. First Nations Studies turns to the seven sacred teachings of Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth to develop a more confident, successful, and well-adjusted First Nations people

MPS Land Acknowledgment

We acknowledge that Milwaukee lies on traditional Menominee, Potawatomi, and Ho-Chunk homeland along the southwest shores of Lake Michigan, part of North America's largest system of freshwater lakes. On this site, the Milwaukee, Menominee, and Kinnickinnic rivers meet, and the people of Wisconsin's Menominee, Ojibwe, Ho-Chunk, Oneida, and Mohican sovereign nations remain present to this day.

What Is a Land Acknowledgment?

A land acknowledgment serves the district in acknowledging Indigenous people and ancestors who once lived in harmony with land and water where we now live. Indigenous people and ancestors had a historical and spiritual connection to this land and water, treating this land and water as family, and still do to this day.

Why Do We Acknowledge land?

This land acknowledgment is written for Milwaukee Public Schools and is meant to be used at appropriate public gatherings. It is meant to teach our children and staff about the historic significance of a people who once lived with and on the land we call Milwaukee. Therefore, we acknowledge our First Nations people of Wisconsin through this land acknowledgment and encourage our brothers and sisters to learn about our Tribal Nations of Wisconsin by studying the history of land taken and culture erasure. It is considered customary for Indigenous people to acknowledge the land.

Resources:

MPS First Nations Studies

<https://mps.milwaukee.k12.wi.us/en/Programs/First-Nations-Studies.htm>

Wisconsin First Nations Resources

<https://wisconsinfirstnations.org>

American Indian Studies Program, Wisconsin Department of Public Instruction

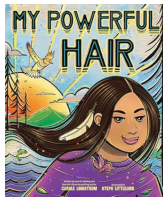
<https://dpi.wi.gov/amind>

American Indians in Children's Literature

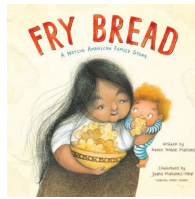
<https://americanindiansinchildrensliterature.blogspot.com/>

First Nations Book Recommendations:

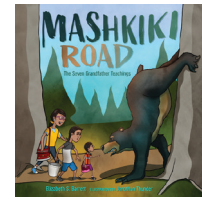
Elementary:



My Powerful Hair
by Carole Lindstrom, illustrated by
Steph Littlebird

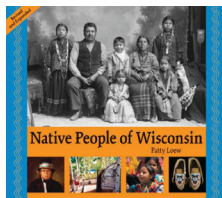


Fry Bread by Kevin Noble Maillard,
illustrated by Juana Martinez-Neal

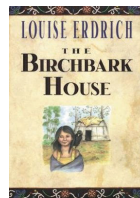


*Mashkiki Road: The Seven
Grandfather Teachings* by
Elizabeth S. Barrett, illustrated by
Jonathan Thunder

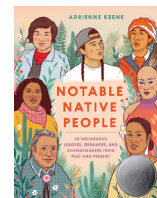
Middle School:



First People of Wisconsin
by Patty Loew

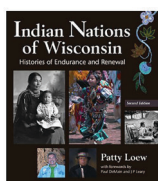


The Birchbark House
by Louise Erdrich

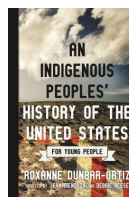


*Notable Native People: 50
Indigenous Leaders, Dreamers,
and Changemakers from Past and
Present* by Adrienne Keene and
Ciara Sana

High School:



Indian Nations of Wisconsin
by Patty Loew



*An Indigenous People's History
of the United States for Young
People* by Roxanne Dunbar-Ortiz,
Jean Mendoza, and Debbie Reese



Firekeeper's Daughter
by Angeline Boulley

Reference Book:



*Everything You Wanted to Know
About Indians But Were Afraid to
Ask, Young Readers Edition* by
Anton Treuer

African Americans/Black

It's the action, not the fruit of the action, that's important. You have to do the right thing. It may not be in your power, may not be in your time, that there'll be any fruit. But that doesn't mean you stop doing the right thing. You may never know what results come from your action. But if you do nothing, there will be no result.

– Mahatma Gandhi

[America's Black Holocaust Museum](https://www.abhmuseum.org)
<https://www.abhmuseum.org>

NAACP Targets a New Civil Rights Issue—Reading

<https://hechingerreport.org/naACP-targets-a-new-civil-rights-issue-reading/>

Teaching with the Genius in Mind: Enacting Literacy as a Civil Right

<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=2332&context=lajm>

Black Lives Matter School Resources

<https://blacklivesmatteratschool.com/teaching-materials/>
<https://neaedjustice.org/black-lives-matter-school-resources/>

Choosing to See the Racial Stress that Afflicts Our Black Students

<https://kappanonline.org/racial-stress-black-students-anderson-saleem-huguley/>

The Negro Motorist Green Book (Smithsonian Institute Download)

<https://transcription.si.edu/project/7955>

Listening to Black Women and Girls: Lived Experiences of Adulthood Bias

<https://www.aecf.org/m/resourcedoc/georgetown-listeningtowmoenandgirls-2019.pdf>

Black Americans: How to Cope with Anxiety and Racism

<https://www.anxiety.org/black-americans-how-to-cope-with-anxiety-and-racism>

Hispanics/Latinos/Latinas/Latinx

Do You Speak American? Spanish and Chicano English High School Curriculum for Educators

<https://www.pbs.org/speak/education/curriculum/high/spanish/>

The Brutal History of Anti-Latino Discrimination in America

<https://www.history.com/news/the-brutal-history-of-anti-latino-discrimination-in-america>

Latino and Hispanic Heritage Books for Kids and Teens

<https://www.thoughtco.com/hispanic-and-latino-heritage-in-books-627003>

Latinx/Hispanic History K-12 Educators: Lesson Plans

<https://simmonslibguides.com/c.php?g=980824&p=7092857>

Latin American and Iberian Resources

<https://laili.unm.edu/info/k-12-educators/assets/documents/literature-guides/they-call-me-guero.pdf>

Milwaukee Organizations Serving the Hispanic Community

<https://www.mpl.org/blog/now/milwaukee-organizations-serving-the-hispanic-community>

Subtle Racism Toward Hispanics

<https://www.theodysseyonline.com/10-subtle-racism-toward-hispanics>

Racism, Not a Lack of Assimilation, Is the Real Problem Facing Latinos in America

<https://www.nbcnews.com/news/latino/racism-not-lack-assimilation-real-problem-facing-latinos-america-n974021>

18 Major Moments in Hispanic History

https://www.huffpost.com/entry/18-major-moments-hispanic-history_n_55f70275e4b042295e370d3c

Muslim Americans

Ramadan Guide for School Administrators and Teachers

<https://www.whyislam.org/americanmuslims/ramadanguide/>

Milwaukee Islamic Dawah Center

<https://www.dawahcenter.org/>

**Educators Toolkit Resources for Teachers, Instructors, and Administrators
Institute for Social Policy and Understanding**

<https://www.ispu.org/educators/>

MTO Shahmaghsoudi® School of Islamic Sufism®

<https://mto.org/>

Milwaukee Muslim Women's Coalition (MMWC)

<https://mmwconline.org/>

Muslim Community and Health Center (MCHC) of Wisconsin

<https://mchcwi.org/>

Islamic Society of Milwaukee, Wisconsin (ISM)

<https://www.ismonline.org/>

Asian Americans

Hmong— Educational Equity Network

<http://www.thenetworkwi.com/hmong>

Asian-American Experience, Issues, and Resources

https://www.ithaca.edu/wise/asian_american/

Asian-American History Resources

<http://www.pbs.org/ancestorsintheamericas/aahistorysites.html>

The Long History of Racism Against Asian Americans in the U.S.

<https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s>

How the Rules of Racism Are Different for Asian Americans

<https://goodmenproject.com/featured-content/how-the-rules-of-racism-are-different-for-asian-americans/>

Classroom Resources and Tips to Address Anti-Asian Discrimination

<https://www.weareteachers.com/resources-anti-asian-discrimination/>

Asian American Cultural Resources

<https://www.gpb.org/asian-american-cultural-resources>

Free Teaching Resources for Asian American and Pacific Islander Heritage Month

<https://oomscholasticblog.com/post/free-teaching-resources-asian-american-and-pacific-islander-heritage-month>

Teaching Japanese-American Internment Using Primary Resources

<https://www.nytimes.com/2017/12/07/learning/lesson-plans/teaching-japanese-american-internment-using-primary-resources.html>

Jewish Culture, Heritage, and Teaching the Holocaust

WI Act 30 (2021): Teaching the Holocaust and Other Genocides—Resources for Educators

<https://dpi.wi.gov/social-studies/wi-act-30-2021-resources>

Jewish Museum Milwaukee

<https://jewishmuseummilwaukee.org/>

Jewish American Heritage Month—Resources for Educators

<https://content.acsa.org/jewish-american-heritage-month-resources-for-educators/>

Teaching Materials on the Holocaust—United States Holocaust Memorial Museum

<https://www.ushmm.org/teach/teaching-materials/holocaust>

Ukraine

The Invasion of Ukraine: Resources for Educators and Families

<https://www.colorincolorado.org/article/invasion-ukraine-resources-educators-and-families>

Partnering with Ukrainian Families: Tips for Schools

<https://www.colorincolorado.org/article/partnering-ukrainian-families-tips-schools>

Resources for Ukrainian Parents and Students

<https://steinhardt.nyu.edu/metrocenter/language-rbern/resources-ukrainian-parents-and-students>

Ukrainian Backgrounder

<https://www.coresourceexchange.org/ukrainian-backgrounder/>

MPS Quick Reference Guide–Ukraine (also Includes Resources for Afghanistan, Burma, Democratic Republic of Congo, and Venezuela)

<https://mps.milwaukee.k12.wi.us/en/Programs/Bilingual-Multicultural-Education/English-as-a-Second-Language.htm>

https://mps.milwaukee.k12.wi.us/MPS-English/CAO/Bilingual/Resources/ESL/UkraineQuickReferenceGuide_1022V7.pdf

YouTube Video about Ukraine Created by Dr. Kourosh Hassani and Maryna Contreras

<https://www.youtube.com/watch?v=g60dNmzUu3c&t=125s>

Newcomers, Refugees, and Immigrants

Burmese Rohingya Community of Wisconsin (BRCW)

<https://burma-care.com/>

Catholic Charities Refugee Integration Services

<https://www.ccmke.org/RIS>

Hanan Refugees Relief Group

<https://hananrrg.org/>

International Institute of Wisconsin (IIW)

<https://iiwisconsin.org/>

Lutheran Social Services (LSS)

<https://www.lsswis.org/>

MPS Sites Are Safe Havens for All Families

<https://mps.milwaukee.k12.wi.us/News/MPS-sites-are-safe-havens-for-all-families.htm>

Rohingya American Society (RAS)

<https://masjdmubarak.online/>

U.S. Department of Education Newcomer Toolkit June 2023

https://ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508_OELA.pdf

Wisconsin Department of Children and Families (DCF)

<https://dcf.wisconsin.gov/>

Kids' Books About Refugees

<https://www.weareteachers.com/kids-books-about-refugees/>

Traumatic Separation and Refugee and Immigrant Children: Tips for Current Caregivers

<https://www.nctsn.org/resources/traumatic-separation-and-refugee-and-immigrant-children-tips-current-caregivers>

Linguistically Responsive, ESL, EL

Language-Focused Family Engagement

<https://wida.wisc.edu/sites/default/files/resource/FocusOn-Language-Focused-Family-Engagement.pdf>

Path to Resettlement

<https://dcf.wisconsin.gov/refugee/resettlement>

Kids' Books About Refugees

<https://www.weareteachers.com/kids-books-about-refugees/>

Women and Girls

African American Women Leaders in the Suffrage Movement

<https://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement/>

Who Was Excluded? Women's Suffrage

<https://www.nps.gov/articles/who-was-excluded-women-s-suffrage.htm>

Between Two Worlds: Black Women and the Fight for Voting Rights

<https://www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm>

National Association of Colored Women (NACW)

<http://www.crusadeforthevote.org/nacw>

Barriers and Bias: The Status of Women in Leadership

<https://www.aauw.org/resources/research/barrier-bias/>

Women, Minorities, and Persons with Disabilities in Science and Engineering (Go to Archived Articles)

<https://nsf.gov/statistics/2017/nsf17310/static/downloads/nsf17310-digest.pdf>

MPS Gender Inclusion Guidance

Milwaukee Public Schools *Gender Inclusion Guidance* was created to provide information about how to best ensure the protection and support of students and staff in terms of gender inclusion.

The topic of gender inclusion continues to evolve. Best practices will be updated as the district receives guidance from the courts and other government agencies.

Additional information is also available on the MPS Department of Gender and Identity Inclusion web page.

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-School-Administration/Gender-and-Identity-Inclusion.htm>

Glossary of Terms

Gender identity—A person’s deeply held internal sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth.

Gender expression—The manner in which a person represents or expresses gender, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Transgender—An umbrella term describing a person whose gender identity is different from the sex they were assigned at birth.

Transition—The process through which a person goes from living and identifying as one gender to living and identifying as another. Transitions are not linear and may include any combination of physical, social, and medical processes. Transitions are private and personal and should not be discussed unless conversation is initiated and led by the person who is transitioning.

Gender nonconforming—A term that refers to individuals whose gender expression and/or identity do not follow social expectations or stereotypes based on their sex assigned at birth.

Gender pronoun(s)—The pronoun(s) a person prefers to have used when referred to in conversation. Common examples include “they,” “their,” “she,” “he,” “her,” “his,” and “ze.”

Gender binary—The classification of gender and sex assigned at birth into two distinct, opposite, and disconnected forms of masculine and feminine.

Sex assigned at birth—The sex determined by a physician, midwife, nurse, or individual delivering a baby based on inspection of the genitalia post-birth.

Intersex—A term that refers to an individual whose reproductive anatomy or genitalia does not seem to fit the socially accepted definitions of female or male. Often physicians will perform “corrective” surgery in order to make the child’s genitalia fit into either a female or male definition.

Cisgender—A term that refers to individuals whose gender identity and expression correspond to their sex assigned at birth.

Sexual orientation—A person’s emotional and/or sexual attraction to another person based on the gender expression and/or identity of the other person. While they are often referred to in similar contexts, sexual orientation and gender identity are different and should be understood as independent identities.

Note: The terms above are not all-encompassing, and individuals may utilize a variety of alternative terms such as “gender non-binary, gender queer, bigender, gender fluid, gender normative, gender variant, trans, two-spirit.” This list is not comprehensive and is prone to addition or change. Continued communication allows for individuals to claim their preferred identity and helps to maintain a safe and supportive space for all individuals.

Safe Schools for LGBTQ+ Students

<https://dpi.wi.gov/sspw/safe-schools/lgbt>

Family Acceptance Project (Includes Posters in English and Spanish)

<https://familyproject.sfsu.edu>

LGBTQ Materials for Classroom Use UW–Madison

<https://researchguides.library.wisc.edu/teachingLGBTQmaterials/lgbtqcurricula>

Milwaukee Public Schools Gender and Identity Inclusion Department Website

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-School-Administration/Gender-and-Identity-Inclusion.htm>

Welcoming Schools LGBTQ+ Book Lists

<https://welcomingschools.org/resources/books>

Welcoming Schools LGBTQ+ Lesson Plans for Classrooms

<https://welcomingschools.org/resources/lessons>

Gender-Neutral Restroom Request Form



EVERYONE

OUR SERVICES

The Department of Gender and Identity Inclusion and the Department of Facilities and Maintenance Services provide the following services:

- Guidance on implementing gender-neutral bathroom signage
- Support in renovating existing bathrooms into gender-neutral spaces
- Expert consultation on best practices and policies regarding gender-neutral bathrooms.

SUBMITTING A REQUEST?



Consultation

Consult with the Department of Gender and Identity Inclusion, where we review your needs and provide guidance on best practices for gender-neutral bathrooms to develop a tailored plan.



Submit a Request

This form must be completed by a school administrator. Submitting this form indicates that the school is seeking support for gender-neutral bathrooms.



GII & Facilities and Maintenance Site Visit

Once your request is submitted, the next step will be a site visit to assess the needs and develop a tailored plan for implementing gender-neutral bathrooms at your school.



Renovation and Signage Updates

After the assessment, the team will proceed with renovation plans and any necessary signage updates to complete the project.

Contact Us



414-777-7864



genderinfo@milwaukee.k12.wi.us

Black and Latino Male Achievement

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-the-Superintendent/Black-and-Latino-Male-Achievement.htm>



12 GUIDING PRINCIPLES





ACADEMIC SUCCESS

Learning and co-constructing knowledge, with high expectations, from a culturally responsive mindset that fosters a strong, mutual desire for educational achievement and excellence.



BROTHERHOOD

Emphasizing the “village” concept, where Milwaukee’s Black and Latino men nobly, strategically, and collectively triumph over structural racism through mentorship and alliance.



COMMUNITY

Celebrating Black and Latino traditions of cooperation, justice, protection, and support; publicly recognizing achievements in service and responsibility.



CULTURAL DIGNITY

Validating our humanity while promoting self-esteem and identity, including linguistic awareness and pride.



FATHERHOOD

Advocating “the urgency of now” for Black and Latino parenthood, sexual education, responsibility, and promoting intergenerational communication.



FINANCIAL LITERACY

Fostering economic understanding, entrepreneurship, and generational wealth, to support and strengthen communities of color.



HISTORICAL UNDERSTANDING

Challenging white supremacist structures, inequities, and traditional narratives with accurate Pan-African & Latinx historical frameworks.



LEADERSHIP DEVELOPMENT

Cultivating values and decision making that positively reflect our own images, interests, self-determination, and words.



LOVE

Forging mutually healthy relationships, including relationships with women, men, individuals who are gender nonconforming, and people who identify as LGBTQ, while embracing conflict resolution and bias reduction.



SELF-CARE

Promoting physical health, emotional awareness and management, mindfulness, and restorative practices.



SOCIO-POLITICAL AWARENESS

Understanding political education and social justice and how current events affect Black and Latino male positionality in a traditionally white male hegemony.



UNDERSTANDING “MANHOOD”

Confronting ethnic stereotypes and toxic masculinity including homophobia, transphobia, misogyny, machismo, and sexism.

Black and Latino Male Achievement (BLMA) Book Recommendations

Middle School



Tight
by Torrey Maldonado



Secret Saturdays
by Torrey Maldonado



Let Me Hear a Rhyme
by Tiffany Jackson



Booked, The Crossover, Rebound, The Crossover
(graphic novel)
The Crossover Series
by Kwame Alexander



Ghost, Patina, Sunny, Lu
Track Series
by Jason Reynolds



Long Way Down
by Jason Reynolds

High School



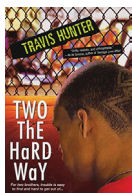
Mexican White Boy
by Matt de la Peña



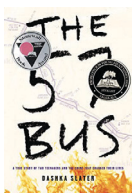
We Were Here
by Matt de la Peña



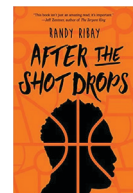
On the Come Up
by Travis Hunter



Two the Hard Way
by Travis Hunter



The 57 Bus
by Dashka Slater



After the Shot Drops
by Randy Ribay

Cultural and Linguistic Awareness and Responsiveness

Wisconsin Department of Public Instruction Culturally Responsive Problem-Solving Guide: An Evidence-Based Guide for Team Practice

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/culturally-responsive-problem-solving-guide.pdf>

Equity: Wisconsin's Model to Inform Culturally Responsive Practices

https://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/WI_Model_Inform_CRPs_2019.pdf

Early Childhood Cultural Awareness Checklist

https://www.mdek12.org/sites/default/files/cultural_awareness_checklist_ec.pdf

Promoting Cultural and Linguistic Competency

<https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>

Cultural Concerns in Addressing Barriers to Learning (see page 36)

<http://www.smhp.psych.ucla.edu/pdfdocs/cultural/culture.pdf>

Culturally Responsive Teaching—Education Northwest Resources

<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

Why Intercultural Competence Is Essential

<https://news.ets.org/stories/intercultural-competence-essential-schools-businesses-helping-people-develop/>

Culturally Responsive Instruction Resources

<https://www.colorincolorado.org/culturally-responsive-resources>

Edutopia Culturally Responsive Teaching Resources

<https://www.edutopia.org/topic/culturally-responsive-teaching>

The Lasting Impact of Mispronouncing Students' Names

<http://neatoday.org/2016/09/01/pronouncing-students-names/>

The Power of Teacher Expectations

<https://www.educationnext.org/power-of-teacher-expectations-racial-bias-hinders-student-attainment/>

Your Toolkit for Working with Culturally and Linguistically Diverse Children

<https://agesandstages.com/wp-content/uploads/2021/04/cultural-diversity-toolkit.pdf>

Cultural Competence Self-Assessment Checklist

<http://www.coloradoedinitiative.org/wp-content/uploads/2015/10/cultural-competence-self-assessment-checklist.pdf>

Promoting Cultural and Linguistic Competency

<https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>



Section 3: Equity in Human Resources: Supporting Professional Growth

Why This Is Important for Equity in MPS

As of the 2023–24 academic year, MPS has 91% students of color, 83.4% students of economic disadvantage, 19.3% students with disabilities, and 15.6% English language learners. Currently, more than 60% of the district’s teaching staff does not reflect the diversity of the student population.

The initiatives and resources in this section support, enrich and enhance and help to sustain equitable practices.

As you begin to use the guidebook resources, reflect upon the following:

- 1 Equity, access, and inclusion efforts are maximized when we engage our hearts, heads, and hands in equity work and use approaches that embrace all. Equity work requires listening with our heart to better understand, being open to using information and insights in ways that motivate and inspire others to become their personal best, and engage in ways that allow for innovative thinking that can help to build a sustainable future for all.
- 2 There is no “one way” or “right way” to engage in these conversations with ourselves or with others. We are going to have to courageously struggle through this work together in respectful, thoughtful, and conscious ways.
- 3 We all have strong beliefs. However, it is important to recognize when biases, deficit-based thinking, past hurts, and current or past experiences consciously or unconsciously drive one’s beliefs and practices. Understand how this may have an impact on conversations and progress. Consider how you will engage in productive struggle to persevere and move forward.
- 4 As we work apart and together, remember that each individual has diverse lived and learned experiences that inform their beliefs, attitudes, feelings, etc. Therefore, what one person may think who is African American, Asian American, Hispanic, Latino/Latina/Latinx, white, etc., may be the same or different. All perspectives need to be heard, acknowledged, and valued in order to engage in this work collaboratively and respectfully.
- 5 Difficult conversations, especially about race, ethnicity, culture, gender, language, abilities, justice, oppression, etc., can cause us to shut down because they can bring up strong emotions that include deep hurt, anger, and frustration. Instead of shutting down, acknowledge how you are feeling. Consider how you can express your feelings in a way that will cause others to listen to what you have to say rather than shutting down too. If you have to step away and come back to it later, it’s okay. The goal is to be sincerely heard so that progress can be made. If necessary, practice your responses with a trusted colleague or friend who can coach you to speak and engage in a manner that will result in your voice being sincerely heard.

Doing the personal work to meet the evolving and diverse needs of staff and students engages intrapersonal skills and interpersonal skills. Courageous Conversations protocols, restorative practices, mindful moments, etc. can be used to foster conversations that support professional growth. Throughout your equity journey, remind yourself that change begins with you. Set an example that is reflected in your words, actions, and deeds that serve as a positive beacon for others to follow.

Implicit Association Test—Project Implicit

<https://implicit.harvard.edu/implicit/takeatest.html>

Toolkits and Curated Resources for Teachers—Resilient Educator

<https://resilienteducator.com/collections/>

How to Become a Reflective Teacher—The Complete Guide for Reflective Teaching

<https://www.bookwidgets.com/blog/2019/02/how-to-become-a-reflective-teacher-the-complete-guide-for-reflection-in-teaching>



Section 4: Equity in Finance—Providing Diverse Programs and Opportunities

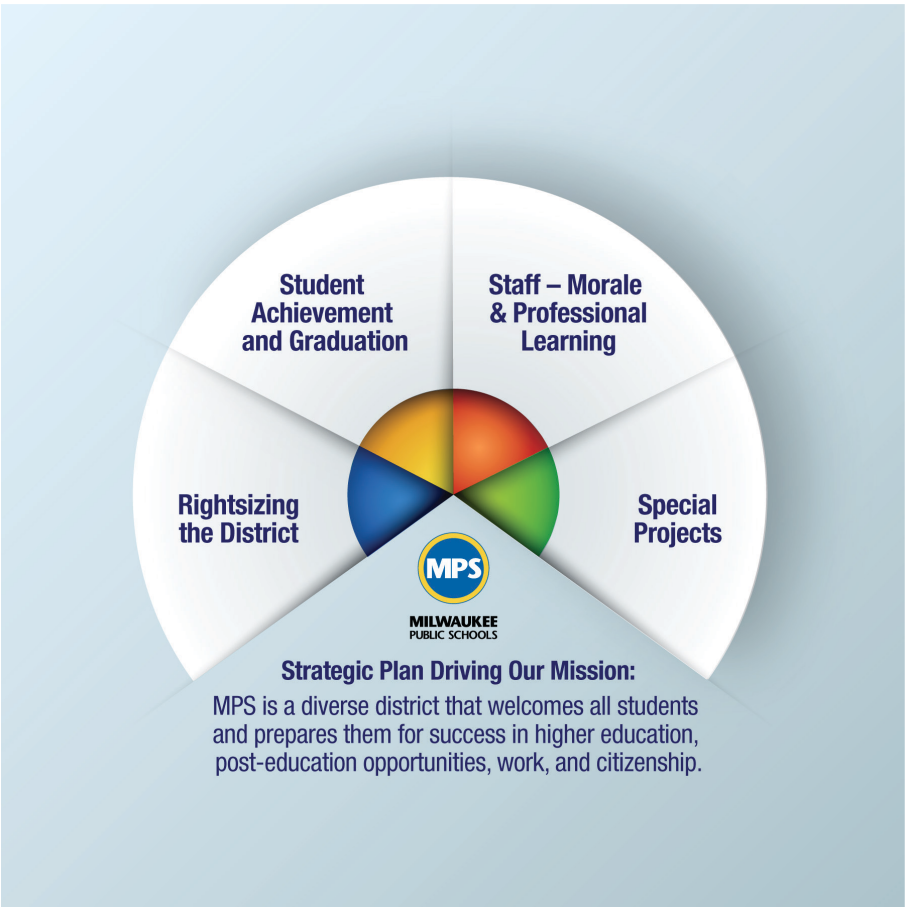
Why This Is Important for Equity in MPS

Funds are allocated on a per-pupil basis with some exceptions based on programming, e.g., arts, AP, IB, or student enrollment. and District- and school-based Budget Conversations are helping to address equity concerns.

State funding formulas, tax levies, declining student enrollment, and other factors have implication for funding with Milwaukee Public Schools.

The initiatives and resources in this section support, enrich and enhance, and help to sustain equitable practices.

Five-Year Strategic Plan 2023—2028



To access the 2023–2028 Strategic Plan Dashboard and for additional information, go to <https://mps.milwaukee.k12.wi.us/en/District/Initiatives/Strategic-Plan.htm>

Long-Range Facilities Master Plan (LRFMP)

The goal of the Long-Range Facilities Master Plan (LRFMP) is to support student success by making sure that the district's learning spaces meet students' needs.

Additional information can be found at: <https://www.mpsfacilitiesplan.com/>

Section 5: Equity for Students, Families, Educators, and Community Stakeholders—Ownership and Real-World Relevance

Why This Is Important for Equity in MPS

MPS has a variety of opportunities for students, families, and community stakeholders to actively engage in learning and social activities. However, some of these opportunities are based on personal relationships, interpersonal skills, or special interests, resulting in uneven districtwide engagement in such opportunities. In addition, students, families, and community partners sometimes feel removed from decision-making that could result in selecting opportunities that better meet the interests and needs of students, families, and educators.

Our students and families are becoming more diverse and, as a result, their needs are becoming more diverse. Of the MPS student population, based on 2023–2024 data, 91% are students of color, 83.4% are economically disadvantaged, 19.3% are students with disabilities, and 15.6% are English language learners. In addition, over 90 languages are spoken by students and/or their families.

The initiatives and resources in this section support, enrich and enhance, and help to sustain equitable practices.

Guiding Questions to Build, Support, and Sustain Equity, Access, and Inclusion

*Cowardice asks the question, is it safe? Expediency asks the question, is it politic?
Vanity asks the question, is it popular? But conscience asks the question, is it right?
And there comes a time when one must take a position that is neither safe,
nor politic, nor popular, but one must take it because it is right.*

– Martin Luther King Jr.

Guidance: Use for individual and collective reflection, discussion, growth, change, and transformation.

- ▶ What is/are your/our motives for doing equity work? Are you/we here to “save” young people/adults from their deficits? Or are you/we here to dismantle systemic and recurrent practices that have been inequitable, have limited access, or prevented inclusion due to race, gender, ability, language, culture, class, etc.?
- ▶ Where do we need to heal as a school community/district to better support each other to accomplish the targeted goals related to equity, access, and inclusion?
- ▶ Is quality student work that reflects the school’s/teachers’ expectations displayed throughout schools, district sites, and public sites?
- ▶ Is quality work reflected at all levels within the organization?
- ▶ Do all levels of the organization, students, families, and community partners do what is expected and possibly go above and beyond to ensure that equity, access, and inclusion goals are met?
- ▶ How are microaggressions/macroaggressions intentionally or unintentionally standing in the way of healing and/or progress toward equity, access, and inclusion?
- ▶ What can we do differently? What should we continue to do the same?
- ▶ Where is equity, access, and inclusion work reflected in our curricula, practices, and assessments?
- ▶ If equity work is not reflected in our curricula, practices, and assessments, how are these areas being affected by the lack of equity work (e.g., perceptions, beliefs, opportunities)?
- ▶ Where is equity, access, and inclusion work reflected at the district level across all departments and offices?

- ▶ If equity work is not reflected throughout the district and at all levels of the district, how are these areas being affected by the lack of equity work (e.g., perceptions, beliefs, opportunities)?
- ▶ How does our equity work align with continuous improvement internally throughout the district and externally in our work with community partners?
- ▶ How do we support and sustain a “growth mindset” throughout the district?
- ▶ How do we address “belief/efficacy gaps”?
- ▶ How do we use quantitative and qualitative data to make decisions in a meaningful and relevant manner?
- ▶ How do we celebrate success at all levels to recognize, encourage, and motivate continuous progress toward the five identified equity goals?
- ▶ How do we differentiate instruction to meet all students’ needs?
- ▶ How do we differentiate when engaging with staff to meet their diverse needs?
- ▶ How do we differentiate when working with community partners to maximize their assistance with addressing high-needs areas?
- ▶ What support systems do we have in place to support student achievement in reading, writing, mathematics, science, social studies, etc.?
- ▶ How can/do community partners support student achievement, culturally responsive practices, and/or provide needed resources/materials, etc., in an equitable manner?
- ▶ How do we celebrate and encourage the presence of a variety of people in all activities?
- ▶ How do we recognize differences in language, culture, ability, etc., as diversity rather than as challenging?
- ▶ How do we show acknowledgment and/or acceptance of diverse cultures, languages, genders, socioeconomic classes, perspectives, etc.?
- ▶ How and/or when do we verbally and/or nonverbally display our commitment to equity, access, and inclusion when no one is looking versus when others are looking?
- ▶ How does our school/department/office reflect an anti-racist, anti-bias, anti-oppressive, orderly, safe, and respectful environment ready for standards-based and/or goal-based engagement, learning, dialogue, conversations, and continuous improvement?
- ▶ Do internal and external displays of signs welcome students, staff, and visitors to schools and other district sites?
- ▶ Is all staff friendly to visitors?
- ▶ Do all staff provide needed information in an equitable and thoughtful manner?
- ▶ Do all staff answer the phone in a manner that makes callers glad they called?
- ▶ Is there evidence of welcoming and inclusive behaviors for all internal and external staff and volunteers, including bus drivers, custodians, cafeteria workers, etc.?
- ▶ What will your equity, access, and inclusion legacy be for current and future MPS generations?



I don't want to be ignorant anymore. I don't want to be silent anymore. I don't want to be complicit anymore.

— LARRY LIN

Self-Reflection Resources and Organizational Checklists

[Addressing Microaggressions in the Classroom](#)
[Understanding Microaggressions Module \(WI DPI/Dr. Newell\)](#)
[Checking Yourself for Bias in the classroom](#)
[Personal Self-Assessment of Anti-Bias Behavior](#)
[Implicit Bias Strategies in Early Childhood Education](#)
[Talking about Race: National Museum of African American History and Culture](#)
[School Activity on Microaggressions](#)
[Dismantling Racism Works Web Workbook](#)
[Let's Talk](#)
[Five Ways to Sustain School Change Through Pushback, Struggle, and Fatigue](#)
[Talking about Racism, Racial Equity and Racial Healing With Friends, Family, Colleagues and Neighbors](#)
[Sesame Street: Coming Together- Talking to Children About Race and Identity](#)
[Teacher to Teacher: Let's Improve How Schools and Families Talk about Race](#)

Tools and Guidance for Evaluating Bias in Instructional Materials

https://www.michigan.gov/documents/mde/Tools_Guidance_Eval_Bias_Instructional_Materials_704854_7.pdf

Implicit Association Test—Project Implicit

<https://implicit.harvard.edu/implicit/takeatest.html>

Toolkits and Curated Resources for Teachers—Resilient Educator

<https://resilienteducator.com/collections/>

How to Become a Reflective Teacher—The Complete Guide for Reflective Teaching

<https://www.bookwidgets.com/blog/2019/02/how-to-become-a-reflective-teacher-the-complete-guide-for-reflection-in-teaching>

Talking to Students and Adults about Bias, Race, Racism, Ethnicity, and Culture

Our stories are not meant for everyone. Hearing them is a privilege, and we should always ask ourselves this before we share: "Who has earned the right to hear my story?" If we have one or two people in our lives who can sit with us and hold space for our shame stories, and love us for our strengths and struggles, we are incredibly lucky. If we have a friend, or small group of friends, or family who embraces our imperfections, vulnerabilities, and power, and fills us with a sense of belonging, we are incredibly lucky.

— Brené Brown

Anti-Racism for Kids 101: Starting to Talk to Kids about Race

<https://booksforlittles.com/racial-diversity/?fbclid=IwAR10tOspDildef-3iCGmnzPAwna6DPcSckAx9XTh2wajdnkVVGj81hW5DY>

Center for Racial Equity in Education

<https://creed-nc.org/>

How to Talk to Kids about Race Books and Resources

<https://www.readbrightly.com/how-to-talk-to-kids-about-race-books-and-resources-that-can-help/>

What to Read, Listen to, and Watch to Learn about Institutional Racism

<https://www.pbs.org/newshour/nation/what-to-read-listen-to-and-watch-to-learn-about-institutional-racism>

Latinos and Discrimination (research)

<https://www.pewresearch.org/hispanic/2018/10/25/latinos-and-discrimination/>

Race, Racism, and Racial Bias

<http://www.thenetworkwi.com/racial-bias-and-inequities>

Why Race Matters

<https://sites.google.com/milwaukee.k12.wi.us/whyracematters/home>

Self-Efficacy Resources

<https://sites.google.com/a/wayland.k12.ma.us/self-efficacy-resources/resources>

A Kids Book About Racism, Empathy, Bullying, etc.

<https://akidsbookabout.com/>

Creating the Space to Talk About Race in Your School

http://neadjustice.org/wp-content/uploads/2017/04/Talk-About-Race-in-the-Classroom.pdf?fbclid=IwAR0i-BlvVEIEDna-vM26EI_Z6vb5JQ3K05MFoNgTAZu6qeWdWm56JZO0aw

Experiencing Homelessness: Resources for Students and Families

MPS Homeless Education Program Supports Students While Families Seek Housing

<https://mps.milwaukee.k12.wi.us/News/MPS-Homeless-Education-Program-supports-students-while-families-seek-housing.htm>

Tips for Teachers and Staff: How to Support Students Experiencing Homelessness

<https://www.schoolhouseconnection.org/tips-for-teachers-staff-how-to-support-students-experiencing-homelessness/>

Support for Families Experiencing Homelessness

<https://dcf.wisconsin.gov/youngstar/providers/homelessness>

Community Resources for Families and Children

<https://www.dhs.wisconsin.gov/children/resources.htm>

Civil Rights and Social Justice

One of the greatest things you have in life is that no one has the authority to tell you what you want to be. You're the one who'll decide what you want to be. Respect yourself and respect the integrity of others as well. The greatest thing you have is your self image, a positive opinion of yourself. You must never let anyone take it from you.

– Jaime Escalante

Racial Justice in Education Resource Guide

<https://heaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>

How the Red Summer of 1919 Relates to 2020

<https://www.yahoo.com/news/racial-violence-pandemic-red-summer-090452290.html>

Milwaukee Has a Long History of Protests

<https://urbanmilwaukee.com/2020/06/13/op-ed-milwaukee-has-long-history-of-protests/>

New Study Exposes Barriers that Block Girls of Color from Opportunity

<https://www.colorlines.com/articles/new-study-exposes-barriers-block-girls-color-opportunity>

Anti-Bias Education Articles (English and Spanish)

<https://www.teachingforchange.org/anti-bias-education-articles>

No Place for Hate Coordinator Handbook and Resource Guide 2021–22

<https://www.noplaceforhate.org/sites/default/files/2022-01/npfh-resource-guide-2W021.pdf>

20 Picture Books for 2020: Readings to Embrace Race, Provide Solace, and Do Good

<https://www.embracerace.org/resources/20-picture-books-for-2020>

Selecting Anti-Bias Children's Books

<https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>

Rosenwald Fellows and the Journey to Brown v. Board of Education

<https://savingplaces.org/stories/rosenwald-fellows-and-the-journey-to-brown-v-board-of-education#X0bcPaZYbnM>

Creating Equity, Access, and Inclusion in the District, Schools, and Community Resources

Ask "How will they learn best?" not "Can they learn?"

– Jaime Escalante

Closing the Gap: Creating Equity in the Classroom K–12

https://www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education_Research-Brief_FINAL.pdf

Showing Up and Doing Well in School Should Lead to Better Opportunity, but It's Not Always True

<https://educationpost.org/showing-up-and-doing-well-in-school-should-lead-to-better-opportunity-but-its-not-always-true/>

Things You Can Do to Help End Racism at the Individual, Community, and National Level

<https://www.thoughtco.com/things-you-can-do-to-help-end-racism-3026187>

Southern Poverty Law Center: Ten Ways to Fight Hate (Individual, Community and National Level)

https://www.splcenter.org/sites/default/files/com_ten_ways_to_fight_hate_2017_web.pdf

The Role of Race and Ethnicity in Americans' Personal Lives Research

<https://www.pewsocialtrends.org/2019/04/09/the-role-of-race-and-ethnicity-in-americans-personal-lives/>

Parent Roadmap to Common Core State Standards

<https://www.cgcs.org/site/default.aspx?PageType=3&ModuleInstanceId=383&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=853&PageID=328>

<https://www.cgcs.org/Page/261> (ELA Spanish)

<https://www.cgcs.org/Page/263> (Mathematics Spanish)



Milwaukee Recreation Department

Equity at a Glance

Milwaukee Recreation Department: Equity at a Glance

Our Commitment

Milwaukee Recreation is dedicated to fostering equity and inclusion across all its facilities and programs. Our goal is to ensure universal access to high-quality playfields and recreational services for all community members, regardless of age, ethnic background, socioeconomic status, race, language, sexual orientation, gender identity, or ability. Milwaukee Recreation offers a fair distribution of department resources, support, and opportunities tailored to the community's needs.

Our Journey

For decades, Milwaukee Recreation has worked diligently to provide quality programming for the community. In recent years, the department has worked on developing a more focused effort.



Milwaukee Recreation's Journey towards Inclusive Play

2018

**Introduction of
Equity staff training**



2019–2021

**Expanded efforts
with training on
self-awareness,
privilege,
community
understanding, and
gender identity.**

2022

**Appointed a full-
time Supervisor of
Diversity, Equity,
and Inclusion to
lead and refine our
initiatives.**

Our Guiding Principles

In alignment with Milwaukee Recreation's Strategic Plan, we have identified three guiding principles that lead our equity and inclusion initiatives. Listed below are the ways these principles have helped the department implement the following:



Strategic Plan GOAL: Exceeding Customer Expectations

+ Access for All:

- Regular review of policies with leadership and the DEI Supervisor.
- Development of strategic initiatives to maintain CAPRA accreditation, emphasizing equity.
- Utilization of the Playfield Equity Prioritization Model to guide facility improvements.
- Implementation of the "Everyone Plays!" youth scholarship program to provide financial assistance.

Strategic Plan GOAL: Staff Empowerment

+ Cultural Competency and Humility:

- Mandatory annual equity training for all full-time staff.
- Optional quarterly equity training sessions.
- Opportunities for district-wide equity training.
- Collaborations to provide equity training for part-time staff as needed.

Strategic Plan GOAL: Operational Excellence

+ Inclusive Program Design and Community Engagement:

- Ongoing collaboration with departments and community organizations to ensure programs reflect diverse community needs.

Recommended Actions

To further our commitment, we are developing the following strategies:

Action	Rationale	Completion
Create a Multi-Tiered Training Schedule for Part-Time Staff	Establish foundational training and offer professional development for recurring staff.	December 2025
Develop an Internal Equity Program Assessment Tool	Ensure programs align with departmental equity standards.	Summer 2025
Create Short DEI LMS Training Sessions	Introduce new hires to key equity terms and department standards.	Summer 2026



Conclusion

Milwaukee Recreation's commitment to Diversity, Equity, and Inclusion is evident through our dedicated leadership and comprehensive initiatives. Our programs emphasize inclusion, challenge stereotypes, and ensure accessibility for all. For more success stories and information, please visit our [website](#).

For support related to equity and inclusion in Milwaukee Recreation programs, connect with our Supervisor of Diversity, Equity, and Inclusion at DEI@mkerec.net or visit our [Inclusion Services Policy](#).

Resources

- ✚ **Milwaukee Recreations Inclusion statement:** <https://milwaukeeerecreation.net/rec/About/Inclusion-Services-Policy.htm>
- ✚ **ADA Accommodation Request Form:** https://mpsresearch.co1.qualtrics.com/jfe/form/SV_3dBQxPiX3qbXH1P
- ✚ **Everyone Plays Scholarship:** <https://milwaukeeerecreation.net/Everyone-Plays-Youth-Scholarships.htm>
- ✚ **Ensuring Equitable Access to Milwaukee's Playfields:** <https://milwaukeeerecreation.net/MPS-Recreation/Resources/Playfields1/MilwaukeeRecreationPlayfieldEquity.pdf>
- ✚ **National Recreation and Park Association:** <https://www.nrpa.org/our-work/Three-Pillars/equity/>

Literacy is a Civil Right		
Types of Literacies in Education		
Digital Literacy	Media Literacy	Information
Financial Literacy	Visual Literacy	Content Literacy
Computer Literacy	Critical Literacy	Disciplinary Literacy
Health Literacy	Numeracy	Civic Literacy
Linguistics	Communication	Emotional Literacy
Audio Literacy	Spatial	News Literacy
Data Literacy	Developmental Literacy	Cultural Literacy
Reading and Writing	Coding & Computational Thinking	Game Literacy

Source: [Google search for “Types of Literacies in Education”](#)



Literacy Is a Civil Right

"Reading is an act of civilization; it's one of the greatest acts of civilization because it takes the free raw material of the mind and builds castles of possibilities." —Ben Okri

Student Leadership Books—Staff Suggestions

When Kids Lead: An Adult's Guide to Inspiring, Empowering, and Growing Young Leaders

by Todd Nesloney and Adam Dovico; Dave Burgess Consulting, Inc., 2020

Leadership for Students: A Guide for Young Leaders

by Frances A. Karnes, Ph.D., and Suzanne M. Bean, Ph.D.; Prufrock Press, Inc., 2010

Leadership for Kids

by Cecelia Boswell, Ed.D., Mary Christopher, Ph.D., and JJ Colburn, M.Ed.; Routledge, 2018

Leadership: It's Child's Play, Ten Steps to Children's Leadership Development

by Taylor Wilson Thompson; Taylor Wilson Thompson, 2013

The Leader in Me

Stephen R. Covey, Sean Covey, Muriel Summers, and David. K. Hatch; Simon & Schuster Paperbacks, 2008, 2014

Student Leadership Books—Student Suggestions

Say Something

by Peter H. Reynolds; Orchard Books, 2019

The Playbook: 52 Rules to Aim, Shoot, and Score in This Game Called Life

by Kwame Alexander; Clarion Books, 2017

13 Things Strong Kids Do: Think Big, Feel Good, Act Brave

by Amy Morin; HarperCollins Children's Books, 2021

I Can Do Hard Things: Mindful Affirmations for Kids

by Gabi Garcia; Skinned Knee Publishing, 2018

Think Like a Boss: Kid\$ Edition

by Jemma Roedel; Roedel Publications, 2021

You Are Awesome: Find Your Confidence and Dare to Be Brilliant at (Almost) Anything!

by Matthew Syed; Sourcebooks eXplore, 2019

Shoot Your Shot: A Sport-Inspired Guide to Living Your Best Life

by Vernon Brundage Jr.; Vernon Brundage Jr., 2018

Bee Fearless: Dream Like a Kid

by Mikaila Ulmer; G.P. Putnam's Sons, 2020

Writing Ideas for Students and Adults

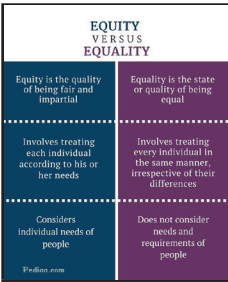
Empathy–Put Yourself in Someone Else's Shoes

<https://theseed.ca/assets/general/Put-Yourself-In-Someone-Else-Shoes-Activity-Sheets.pdf>

20 Types of Learning Journals That Help Students Think

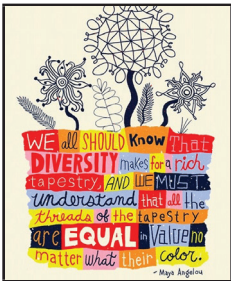
<https://www.teachthought.com/literacy/20-types-of-learning-journals-that-help-students-think/>





Equity versus Equality

<https://i.pinimg.com/originals/9c/3e/9a/9c3e9a6f0a15efb5c86f37ecb5cda3fb.jpg>



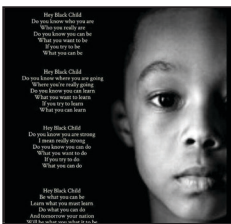
***“We all should know . . . ”* quote by Maya Angelou**

<http://static.brit.co.s3.amazonaws.com/wp-content/uploads/2014/05/MayaDiversity.jpg>



Children Are . . . (poem)

<https://brainpowerboy.com/wp-content/uploads/Children-Are-...-Poem-Meiji-Stewart-color.jpg>



Hey Black Child (poem)

<https://i.pinimg.com/originals/f7/cf/ef/f7cfefa27099e917addee4f43055ce30.jpg>



Still I Rise (poem)

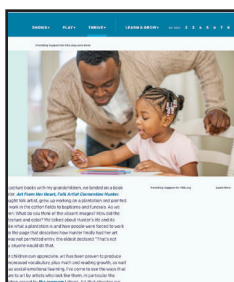
http://www.tolerance.org/sites/default/files/general/3142_STILL_I_RISEletter.jpg



There Is a Me That I Could Be (poem)

<https://i.pinimg.com/originals/fe/07/75/fe0775d617d8634695866836938deded.jpg>

Art



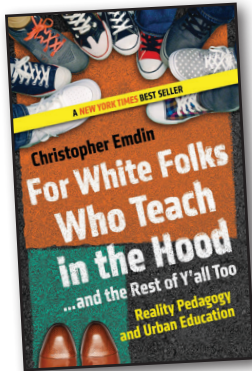
How Black Art Can Spark Conversations with Children

<https://www.pbs.org/parents/thrive/how-black-art-can-spark-conversations-with-children>



I think there's a misconception that all Asian American experiences are the same. My experiences with my family and the way they wanted me to know my culture are not the same as others.

— LANA CANDOR

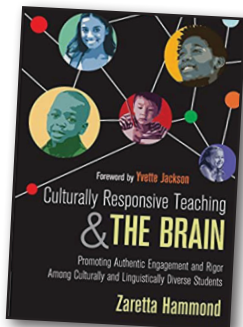


***For White Folks Who Teach in the Hood ... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin**

Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color, and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. He begins by taking to task the perception of urban youth of color as unteachable, and he challenges educators to embrace and respect each student's culture and to reimagine the classroom as a site where roles are reversed and students become the experts in their own learning.

Putting forth his theory of “reality pedagogy,” Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. With this fresh and engaging new pedagogical vision, Emdin demonstrates the importance of creating a family structure and building communities within the classroom using culturally relevant strategies, such as hip-hop music and call-and-response, and connecting the experiences of urban youth to indigenous populations globally. Merging real stories with theory, research, and practice, Emdin demonstrates how by implementing the “Seven C’s” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education.

Hardcover, 232 pages; published March 22, 2016, by Beacon Press



***Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students* by Zaretta Hammond**

The achievement gap remains a stubborn problem for educators of culturally and linguistically diverse students. With the introduction of the rigorous Common Core State Standards, diverse classrooms need a proven framework for optimizing student engagement and facilitating deeper learning.

Culturally responsive pedagogy has shown great promise in meeting this need, but many educators still struggle with its implementation. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes:

- Information on how one's culture programs the brain to process data and affects learning relationships
- Ten “key moves” to build students' learner operating systems and prepare them to become independent learners
- Prompts for action and valuable self-reflection

Paperback, 192 pages; published December 1, 2014, by Corwin Publishers

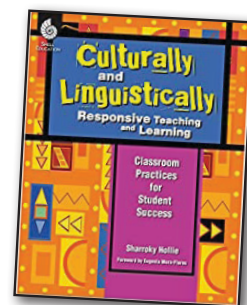
***Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* by Dr. Sharroky Hollie**

This professional resource provides teachers with strategies and suggestions to support their culturally and linguistically diverse students. The five pedagogical areas addressed in this resource are classroom management, use of text, academic vocabulary, situational appropriateness, and learning environment.

Written to address all grade levels, this invaluable resource provides novice and experienced educators with a pedagogical framework for implementing culturally and linguistically responsive teaching strategies in today's diverse classrooms. It covers classroom management, academic literacy, academic vocabulary, academic language, and learning environment.

Teachers will be able to implement best-practice instruction with the practical, easy-to-implement strategies and concrete activities provided in the book and learn how to approach their instruction through a culturally and linguistically responsive lens. Educators will feel empowered and excited to implement this framework because it embraces and places value on students' culture and language, allowing them to thrive in the classroom.

Paperback, 216 pages; published October 1, 2011, by Shell Education Pub



***Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom* by Matthew Kay**

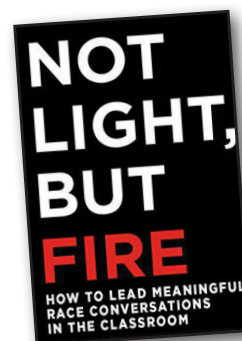
Do you feel prepared to initiate and facilitate meaningful, productive dialogues about race in your classroom? Are you looking for practical strategies to engage with your students?

Inspired by Frederick Douglass's abolitionist call to action, "It is not light that is needed, but fire," Matthew Kay has spent his career learning how to lead students through the most difficult race conversations. Kay not only makes the case that high school classrooms are one of the best places to have those conversations but also offers a method for getting them right, providing candid guidance:

- How to recognize the difference between meaningful and inconsequential race conversations.
- How to build conversational "safe spaces," not merely declare them.
- How to infuse race conversations with urgency and purpose.
- How to thrive in the face of unexpected challenges.
- How administrators might equip teachers to thoughtfully engage in these conversations.

With the right blend of reflection and humility, Kay asserts, teachers can make school one of the best venues for young people to discuss race.

Paperback, 278 pages; published July 17, 2018, by Stenhouse Publishers

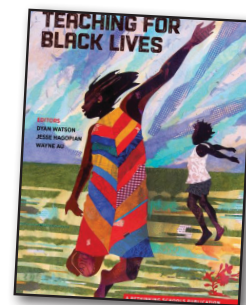


***Teaching For Black Lives* edited by Dyan Watson, Jesse Hagopian, Wayne Au**

Black students' minds and bodies are under attack. We're fighting back.

<https://rethinkingschools.org/books/teaching-for-black-lives/>

Paperback, 368 pages; published April 15, 2018, by Rethinking Schools

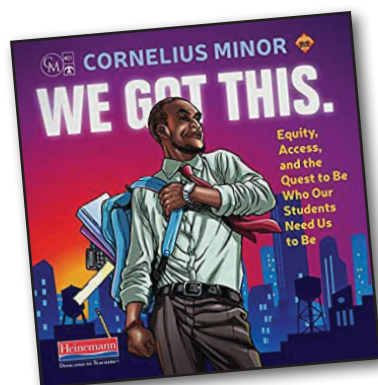


We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love

Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. She argues that the U.S. education system is maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, education reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex.

To dismantle the education survival complex and to achieve education freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists such as Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More than Survive* introduces an alternative to traditional modes of education reform and expands our ideas of civic engagement and intersectional justice.

Hardcover, 200 pages; published February 1, 2019, by Beacon Press



We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be by Cornelius Minor

“That’s the problem with you, Minor,” a student huffed. “You want to make everything about reading or math. It’s not always about that. At school, you guys do everything except listen to me. Y’all want to use your essays and vocabulary words to save my future, but none of y’all know anything about saving my now.”

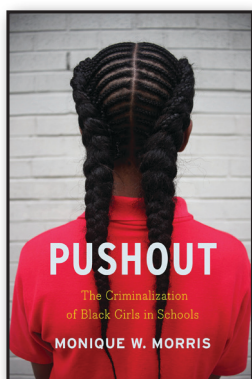
In *We Got This*, Cornelius Minor describes how this conversation moved him toward realizing that listening to children is one of the most powerful things a teacher can do. By listening carefully, Cornelius discovered something that kids find themselves having to communicate far too often: that “my lessons were not, at all, linked to that student’s reality.”

While challenging the teacher as hero trope, *We Got This* shows how authentically listening to kids is the closest thing to a superpower that we have. What we hear can spark action that allows us to make powerful moves toward equity by broadening access to learning for all children. A lone teacher can’t eliminate inequity, but Cornelius demonstrates that a lone teacher can confront the scholastic manifestations of racism, sexism, ableism, and classism by showing

- exactly how he plans and revises lessons to ensure access and equity,
- ways to look anew at explicit and tacit rules that consistently affect groups of students unequally,
- suggestions for leaning into classroom community when it feels like the kids are against you,
- ideas for using universal design that make curriculum relevant and accessible,
- advocacy strategies for making classroom and schoolwide changes that expand access to opportunity to your students.

“We cannot guarantee outcomes, but we can guarantee access,” Cornelius writes. “We can ensure that everyone gets a shot. In this book, we get to do that. Together. Consider this book a manual for how to begin that brilliantly messy work. We got this.”

Paperback, 160 pages; published November 6, 2018, by Heinemann Educational Books



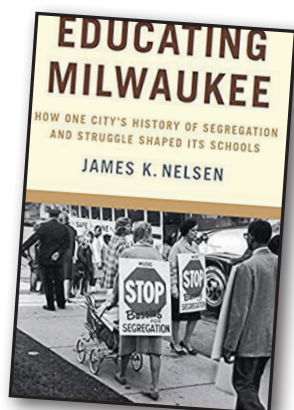
***Pushout: The Criminalization of Black Girls in Schools* by Monique Morris**

Fifteen-year-old Diamond stopped going to school the day she was expelled for lashing out at peers who constantly harassed and teased her for something everyone on the staff had missed: she was being trafficked for sex. After months on the run, she was arrested and sent to a detention center for violating a court order to attend school.

Comprising just sixteen percent of female students in the U.S.A., Black girls make up more than one-third of all girls with a school-related arrest. The first book to tell these untold stories, *Pushout* exposes a world of confined potential and supports the growing movement to address the policies, practices, and cultural illiteracy that push countless students out of school and into unhealthy, unstable, and often unsafe futures.

For four years Monique W. Morris, author of *Black Stats*, chronicled the experiences of Black girls across America whose intricate lives are misunderstood, highly judged—by teachers, administrators, and the justice system—and degraded by the very institutions charged with helping them flourish. Morris shows how, despite obstacles, stigmas, stereotypes, and despair, Black girls still find ways to breathe remarkable dignity into their lives in classrooms, juvenile facilities, and beyond.

Hardcover, 277 pages; published March 29, 2016, by The New Press



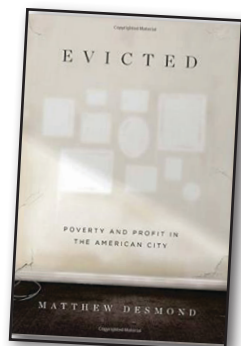
***Educating Milwaukee: How One City's History of Segregation and Struggle Shaped Its Schools* by James K. Nelsen**

“Milwaukee’s story is unique in that its struggle for integration and quality education has been so closely tied to [school] choice.”—from the introduction

Educating Milwaukee: How One City's History of Segregation and Struggle Shaped Its Schools traces the origins of the modern school choice movement, which is growing in strength throughout the United States. Author James K. Nelsen follows Milwaukee’s tumultuous education history through three eras—“no choice,” “forced choice,” and “school choice” Nelsen details the whole story of Milwaukee’s choice movement through to modern times when Milwaukee families have more schooling options than ever—charter schools, open enrollment, state-funded vouchers, neighborhood schools—and yet Milwaukee’s impoverished

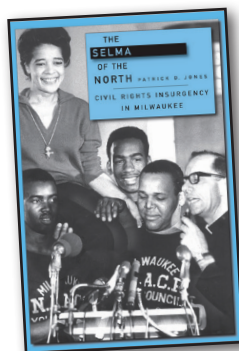
African American students still struggle to succeed and stay in school. *Educating Milwaukee* chronicles how competing visions of equity and excellence have played out in one city’s schools in the modern era, offering both a cautionary tale and a “choice” example.

178 pages of text followed by extensive notes (pp. 179–252; bibliography pp. 253–271 plus acknowledgments and index
Paperback, 288 pages; published December 15, 2015 by Wisconsin Historical Society Press



***Evicted: Poverty and Profit in the American City* by Matthew Desmond**

In this groundbreaking book, Harvard sociologist and 2015 MacArthur “Genius” Award winner Matthew Desmond takes readers into the poorest neighborhoods of Milwaukee, where families spend most of their income on housing and where eviction has become routine—a vicious cycle that deepens our country’s vast inequality. Based on years of embedded fieldwork and painstakingly gathered data, *Evicted* transforms our understanding of extreme poverty and economic exploitation while providing fresh ideas for solving a devastating, uniquely American problem.
Hardcover, 432 pages,; published 2017 by Penguin Random House



***The Selma of the North: Civil Rights Insurgency in Milwaukee* by Patrick Jones**

Between 1958 and 1970, a distinctive movement for racial justice emerged from unique circumstances in Milwaukee. A series of local leaders inspired growing numbers of people to participate in campaigns against employment and housing discrimination, segregated public schools, the membership of public officials in discriminatory organizations, welfare cuts, and police brutality.

The Milwaukee movement culminated in the dramatic—and sometimes violent—1967 open housing campaign. A white Catholic priest, James Groppi, led the NAACP Youth Council and Commandos in a militant struggle that lasted for 200 consecutive nights and provoked the ire of thousands of white residents. After working-class mobs

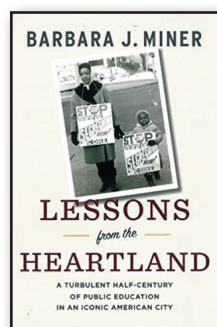
attacked demonstrators, some called Milwaukee “the Selma of the North.” Others believed the housing campaign represented the last stand for a nonviolent, interracial, church-based movement.

Patrick Jones tells a powerful and dramatic story that is important for its insights into civil rights history: the debate over nonviolence and armed self-defense, the meaning of Black Power, the relationship between local and national movements, and the dynamic between southern and northern activism. Jones offers a valuable contribution to movement history in the urban North that also adds a vital piece to the national story.

Paperback, 360 pages; published September 1, 2010, by Harvard University Press



***Lessons from the Heartland: A Turbulent Half-Century of Public Education in an Iconic American City* by Barbara J. Miner**



In a magisterial work of narrative nonfiction that weaves together the racially fraught history of public education in Milwaukee and the broader story of hypersegregation in the rust belt, *Lessons from the Heartland* tells of an iconic city’s fall from grace—and of its chance for redemption in the twenty-first century. A symbol of middle American working-class values and pride, Wisconsin—and in particular urban Milwaukee—has been at the forefront of a half-century of public education experiments, from desegregation and “school choice,” to vouchers and charter schools. Picking up where J. Anthony Lukas’s Pulitzer Prize-winning *Common Ground* left off, *Lessons from the Heartland* offers a sweeping narrative portrait of an all-American city at the epicenter of American public education reform, and an exploration of larger issues of race and class in our democracy.

Miner (whose daughters went through the Milwaukee public school system and who is a former *Milwaukee Journal* reporter) brings a journalist’s eye and a parent’s heart to exploring the intricate ways that jobs, housing, and schools intersect, underscoring the intrinsic link between the future of public schools and the dreams and hopes of democracy in a multicultural society. This book will change the way we think about the possibility and promise of American public education.

Hardcover, 320 pages; published January 1, 2013, by The New Press



MPS Equity Guidebook Glossary



MPS Equity Guidebook Glossary

Access: In education, the term access typically refers to the ways in which education institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special education status, English-language ability, and family income or education attainment levels—in addition to factors such as relative community affluence, geographic location, or school facilities—may contribute to certain students having less “access” to educational opportunities than other students.

Ally: Describes someone who supports a group other than one’s own (in terms of racial identity, gender, faith identity, sexual orientation, etc.). Allies acknowledge disadvantage and oppression of groups other than their own, take risks and supportive action on their behalf, commit to reducing their own complicity or collusion in oppression of those groups, and invest in strengthening their own knowledge and awareness of oppression.

Ambitious Instruction (MPS): We will have high expectations, develop cultural competence (with a focus on language acquisition based on context), and connect student learning to their lived experience. We will maintain an intentional and consistent focus on the cultural identities and linguistic needs of our students in reading, writing, and math. We promote the use of differentiated formative and summative assessments to inform instruction. We ask that staff members continually work together (i.e., community-building activities; review IEPs, ELL levels) to understand their learners.

Anti-Racism: Active process of identifying and challenging racism by changing systems, organizational structures, policies and practices, and attitudes to redistribute power in an equitable manner.

Assessment (MPS): Our mission is to empower educators and school leaders to improve instruction and student achievement through the use of data obtained from student testing. We provide the tools that help staff understand both assessment data and how to connect data to effective instruction practices. Ultimately, student achievement improves when assessment data are used systematically and strategically.

We believe in ethical use of assessments and data; decisions based on facts; collaboration; and connectivity among curriculum, assessment, instruction, and continuous improvement. We are committed to providing accurate, timely, and meaningful data that are easily accessible and user-friendly for schools.

Core activities:

- Train school and district staff in the appropriate administration of assessments to ensure the accuracy and validity of assessment results
- Ensure the alignment of assessment practices to academic standards
- Provide instruction and support to educators and district leaders in the effective use of student academic data
- Coordinate the processes for distribution and collection of all district assessments
- Measure, collect, and provide expertise in student academic assessment results
- Coordinate formal and informal assessments that drive the decision-making processes to achieve classroom, school, and district goals

Assessment Resources: [Assessment information and resources can be found on the Assessment Google Site.](#)

At Risk: The term “at risk,” as used in this document, refers to any students who face circumstances that could stand in the way of their completing school at any grade level.

Bias: An inclination or preference, especially one that affects fair judgments.

Bilingual/Bicultural Education Program: Provides linguistically and culturally distinct students with an opportunity to experience early academic success in their first language while learning English. The program also provides opportunity for English-speaking students to learn a second language. It creates a multicultural environment wherein students’ appreciation for their own and other cultures is encouraged.

MPS Administrative Policy 7.15, 1d

Bilingual Multicultural Education: Milwaukee Public Schools offers diverse learning opportunities that are available for all multilingual and multicultural learners. The cultural and linguistic diversity of the students we serve is one of our greatest assets. We strive to create quality learning environments that respect, reflect, and strengthen diversity.

Mission: The mission of the Department of Bilingual Multicultural Education is to provide equitable access to quality multilingual and multicultural programming in Milwaukee Public Schools.

Vision: MPS students graduate with strong cultural and linguistic identities, leveraging these assets to navigate college, career, and life as global citizens in an inclusive society.

Biliteracy: The ability to read and write proficiently in two languages. A biliterate is a person who is proficient in two different languages. Fluency in both reading and writing are present in biliteracy.

Class: Refers to a group of individuals sharing a similar social position and certain economic, political, and cultural characteristics.

Colorblindness: Used to describe the mentality of “not seeing race or color.”

Courageous Conversation: An award-winning protocol developed by Glenn Singleton in 1992 for effectively engaging, sustaining, and deepening interracial dialogue. The term is used to refer to “the essential strategy for systems and organizations to address racial disparities through safe, authentic, and effective cross-racial dialogue.”

Cultural Blindness: Treating everyone “equally” by treating everyone the same. It is based on the presumption that differences are by definition bad or problematic and therefore best ignored. Cultural blindness can be applied to identity characteristics such as sexual orientation, gender, identity, ability, etc.

Cultural Competence: Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching. Cultural competence does not occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time.

<https://www.nea.org/tools/30402.htm>

Cultural Competence Skill Areas:

Adapted from Diller and Moule, *Cultural Competence: A Primer for Educators*, Thomson Wadsworth 2005

- ▶ **Valuing Diversity.** Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- ▶ **Being Culturally Self-Aware.** Culture—the sum total of an individual’s experiences, knowledge, skills, beliefs, values, and interests—shapes educators’ sense of who they are and where they fit in their family, school, community, and society.
- ▶ **Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
- ▶ **Knowledge of Students’ Culture.** Educators must have some base knowledge of their students’ culture so that student behaviors can be understood in their proper cultural context.
- ▶ **Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so that they can adapt to diversity and better serve diverse populations.

<https://www.nea.org/tools/30402.htm>

Cultural Responsiveness: Culture is central to learning. It plays a role not only in communicating and receiving information but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally responsive teaching is a method and practice of teaching that recognizes the importance of including students’ cultural references in all aspects of learning.

Ladson-Billings, 1994

Some of the characteristics of culturally responsive teaching:

- 1 Positive perspectives on parents and families
- 2 Communication of high expectations
- 3 Learning within the context of students’ cultures
- 4 Student-centered instruction
- 5 Culturally mediated instruction
- 6 Reshaping the curriculum
- 7 Teacher as facilitator
- 8 Cultivating critical consciousness and sociopolitical awareness

Culturally Responsive Practices: Beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students’ lived experiences and learning styles to ensure student achievement.

MPS Administrative Procedure 1.06, 1b

Differentiated Instruction: Teachers provide a variety of instruction techniques that engage students toward shared ownership of their proficiency. Responsive instruction, through progress monitoring, provides students with what they need in a timely manner and incorporates best practices to meet the needs of individual students. Individualized learning plans are used to meet unique student nuances, reflect different levels of competency and learning styles, and *apply differentiated strategies*.

Wisconsin DPI

Disability: Refers to a variety of individuals who may or may not use this specific term to describe themselves or their experiences, encompassing a broad range of disabilities that may be perceptual, illness-related, physical, developmental, psychiatric, mobility-related, or environmental.

Discrimination: The unequal treatment of members of a group because of their race, gender identity and expression, social class, sexual orientation, physical ability, academic ability, religion, etc.

District Advisory Council (DAC): The DAC meets monthly and is made up of family representatives from one-third of MPS's 160 schools. The district expectation is that each school will nominate two individuals for DAC membership.

Diversity: Being composed of a demographic mix of an intentional collection of people, taking into account elements of difference across national origins, languages, ethnicities, races, skin colors, cultures, generations, religions, spiritualities, socio-economic backgrounds, gender identities, and sexual orientations as well as different skills, abilities, customs, values, behavioral styles, and beliefs.

Double Consciousness: Double consciousness is a term coined by W. E. B. Du Bois to describe an individual whose identity is divided into several facets. As a theoretical tool, "double consciousness" reveals the psycho-social divisions in American society and allows for a full understanding of those divisions. Du Bois's focus on the specificity of Black experience allows for challenging injustice in national and world systems.

The term was first used in an *Atlantic Monthly* article titled "Strivings of the Negro People" in 1897. It was later republished with minor edits under the title "Of Our Spiritual Strivings" in the 1903 book *The Souls of Black Folk*. Du Bois describes "double consciousness" as follows: "It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness, an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder. The history of the American Negro is the history of this strife—this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging he wishes neither of the older selves to be lost. He does not wish to Africanize America, for America has too much to teach the world and Africa. He wouldn't bleach his Negro blood in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American without being cursed and spit upon by his fellows, without having the doors of opportunity closed roughly in his face" (2–3). (Du Bois, W. E. B. (1903). *The Souls of Black Folk*. New York: Dover Publications.)

Dual Language Program: The Dual Language Program (one-way and two-way) in Milwaukee Public Schools prepares students to become literate in English and Spanish through the use of biliteracy practices that promote and facilitate the development of two languages.

English as a Second Language (ESL) Program: ESL is a program of techniques, methodology, and special curriculum designed to teach English-language learner (ELL) students English-language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

- ▶ **First Nations Studies:** The purpose of the First Nations Studies program is to meet the unique educational and culturally related academic needs of our First Nations students in MPS so that these students can achieve at the same challenging state standards as all students.
- ▶ **International Newcomer Center:** The MPS newcomer programs are specifically designed for recent immigrant students with limited English-language proficiency. The programs provide intensive instruction in a special academic environment.
- ▶ **Language Immersion:** Immersion school programs offer core content taught in the foreign language all or part of the day. Students become functionally proficient, master subject content taught in the new language, and acquire an understanding of and appreciation for other cultures.
- ▶ **Lau Compliance Center:** Staff members at the Lau Compliance Center enroll children who speak any home language other than English and screen students for ESL services.
- ▶ **World Languages Program:** The MPS World Languages Program prepares all students to be multilingual, culturally competent, respectful, and responsible citizens of an interconnected, more peaceful world.

Equality: A uniform distribution of district resources, supports, and opportunities.

MPS Administrative Policy 1.06, 2a

Equity: An allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

MPS Administrative Policy 1.06, 2b

Equity in education requires putting systems in place to ensure that every child has an equal chance for success. That requires understanding the unique challenges and barriers faced by individual students or by populations of students and providing additional supports to help them overcome those barriers. While this in itself may not ensure equal *outcomes*, we all should strive to ensure that every child has equal *opportunity* for success.

Equity Lens: A point of view used to acknowledge the disparities that impact historically marginalized groups and to identify priorities based on areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.

Administrative Procedure 1.06, 1a

Ethnicity: Refers to particular groups of people that share some common ancestry, traditions, language, or dialect.

Exceptional Education Programs: Under Wisconsin and federal law, Milwaukee Public Schools are mandated to provide to its residents multidisciplinary team evaluations of all children ages birth to twenty-one (or to graduation) who are suspected of having an exceptional education need, and educational programming for all children ages three to twenty-one (or to graduation) who have exceptional education needs.

MPS Administrative Policy 7.13, 1

Gender Identity: Refers to a person's internal sense of being male, female, or something else, which may or may not correspond to the person's body or designated sex at birth/listed on a person's birth certificate.

Grow Your Own Pathway to Teaching Program: A collaborative effort of a number of MPS and suburban schools to encourage high school students to become teachers. In 2020, UWM launched a number of introductory teaching courses during the spring semester for the Grow Your Own students. Other dual enrollment courses—which would allow high school students to earn college credit—are planned at UWM and MATC.

Inclusion: The full engagement of individuals sharing power at all levels of an organization. All members are valued, respected, and supported. The act of inclusion is reflected in an organization's culture, practices, and relationships that support a diverse workforce and is an intentional demonstration that counters the historical exclusion of underrepresented communities.

Inclusive organizations ensure equal and full participation in decision-making processes by considering all views. While an "inclusive" group is necessarily diverse, a diverse group may or may not be "inclusive."

Intersex: Refers to a sex assigned at birth for individuals exhibiting characteristics (such as reproductive or sexual anatomy and/or chromosomes) of both birth-assigned males and females.

isms: A way of describing an attitude, action, or institutional structure that oppresses a person or group because of their target group; examples may include but are not limited to race/ethnicity/color (racism), gender (sexism), economic status (classism), age (ageism), religion (e.g., anti-Semitism), sexual orientation (heterosexism), ability (ableism), language/immigration status (xenophobia), gender identity/expression (transphobia).

Justice: The maintenance or administration of what is just especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishment.

Latinx: In the introduction for his book, *Latinx: The New Force in American Politics and Culture*, Ed Morales, a journalist and lecturer at Columbia University's Center for the Study of Ethnicity and Race, writes, "The advent of the term *Latinx* is the most recent iteration of a naming debate grounded in the politics of race and ethnicity ... but even amid ongoing debate around the term on campuses and in the media, the growing movement to embrace Latinx highlights how it dispenses with the problem of prioritizing male or female by negating that binary."

Marginalized: Excluded, ignored, or placed in a powerless position within a group, society, or community.

Macroaggression: Obvious, intentional, above-board insults, where there is no chance of a mistake on the part of the transgressor (as is the case of microaggressions) to be provoking, insulting, or discourteous.

Microaggression: Verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, offensive, or negative slights and insults toward people of other races, ages, gender identities, sexual orientations, physical or mental abilities, etc.

MPS University: Milwaukee Public Schools University (MPSU) is the first Wisconsin Department of Public Instruction school district-based educator preparation program (EPP). MPSU is also a department embedded in the MPS Office of Human Resources. MPSU operates in various capacities offering benefits to employees seeking teacher licensure. Milwaukee Public Schools University (MPSU) is a DPI-approved EPP offering two non-credit bearing teacher licensure programs in Physical Education and Alternative Education. Tutoring services are available to employees that are seeking teacher licensure.

MPSU staff also serve in an advising role for district employees who are searching for a teacher licensure program at a traditional university/college, or alternative model, such as a CESA. We can provide a list of specific universities and agencies (within Wisconsin) approved to offer the teacher licensure program you seek. MPSU works with local universities/colleges to secure tuition discounts for MPS employees.

Employees who have questions or are interested in these services should contact MPSU at mps_u@milwaukee.k12.wi.us



Multi-Level Systems of Support: For Wisconsin schools and districts, implementing an equitable multi-level system of support means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Collaborative teams use a range of data to match learner needs with evidence-based supports, to monitor learner progress, and to adjust the intensity and nature of support accordingly. Implementing equitable multi-level systems of support can help pre-K to grade 12 schools and districts across the state realize their mission to ready every learner for college and career success.

Equitable multi-level systems of support include the following key system features:

- ▶ **Equity**, which is at the center of the framework and embedded into all other key system features to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools
- ▶ Academic, behavioral, social, and emotional teaching and supports delivered through **high-quality instruction**
- ▶ The **strategic use of data** for continuous improvement
- ▶ **Collaboration** among staff, learners, **families, and communities** to make the complex work of system change possible
- ▶ A **continuum of supports** for learners, starting with a strong universal level of support as the base
- ▶ **Systemic implementation** throughout the district, schools, teams, and classrooms to promote consistency and effectiveness across the systems of support
- ▶ **Strong shared leadership** and **positive culture** to provide the context necessary for schools and districts to grow and sustain implementation
- ▶ Use of **evidence-based practices** to ensure that school and district efforts positively impact learner outcomes

Nationality: A legal relationship involving allegiance on the part of an individual and usually protection on the part of the state.

National Origin: Refers to a nation where a person is from.

National Origin Discrimination: Occurs when people are treated less favorably because they come from a particular place, because of their ethnicity or accent, or because it is believed that they have a particular ethnic background.

Oppression: An unjust system that disadvantages one social identity group over another, maintaining inequity. Oppression can be a combination of institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that touch most aspects of life. Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowered or marginalized or targeted groups that experience the consequences of discrimination, exclusion, deprivation, exploitation, control of culture, and sometimes violence.

Parent Coordinators: MPS has approximately 130 parent coordinators, paid through Title I funds, who serve as the district's parent engagement strategy. The parent coordinators' primary responsibility is to encourage and facilitate parent engagement within their respective schools.

Positive Behavioral Interventions and Supports (PBIS): In 1997, an amendment of the Individuals with Disabilities Education Act included the language "Positive Behavioral Interventions and Supports," which described methods used to identify and support desired behaviors in the school setting. The goal of PBIS is to create a positive school climate in which students learn and grow.

PBIS is a decision-making framework that guides selection, integration, and implementation of the best of the research-based academic and behavioral practices and interventions for improving student academic and behavior outcomes for all students.

Prejudice: The act of forming an opinion toward another group and its members prior to considering all available information. Such attitudes are typically based on unsupported generalizations or stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with distinct characteristics.

Principles of Equitable and Just Classrooms:

- ▶ Grounded in the lives of our students
- ▶ Critical, problem-posing
- ▶ Multicultural, anti-racist, pro-justice
- ▶ Participatory, experiential
- ▶ Hopeful, visionary
- ▶ Activist
- ▶ Academically rigorous
- ▶ Culturally, linguistically inclusive and empowering

Source: *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years of Teaching (3rd Edition)*. Rethinking Schools, 2019.

Privilege: A right, advantage, or benefit that only some people have because of their social group memberships, including access to resources or institutions. Examples of dominant groups in relationship to marginalized groups include white with respect to people of color; men with respect to women; adults with respect to youths or elders; straight people with respect to gay, lesbian, and bisexual individuals; wealthy people with respect to people of low income; etc. Hierarchies of privilege exist even within the same group; people who are part of the group in power may consciously or subconsciously deny that they have privilege even when evidence of differential benefit is obvious.

Race: Race is defined as a category or group of people having hereditary traits that set them apart. While race revolves around the idea of biological traits, ethnicity is based on a shared cultural heritage. Sociologists and other social scientists believe that race is a socially constructed concept.

Racism: Prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group; one who is a minority or marginalized. The belief that different races possess distinct characteristics, abilities, or qualities, especially to distinguish them as inferior or superior to one another.

Regional Resolution Rooms: Support of schools in maximizing budget allocations.

Relationships: Any association between persons, amounting to mutual familiarity, mutual awareness of one another's identities, and meaningful understanding of their relations to one another.

Restorative Practices (RP): Restorative practices is a way of being that is rooted in indigenous wisdom and teachings and refers to all the things we do to build, maintain, and repair relationships.

When being restorative, we honor cultures and identities, ensure that all voices are valued, and foster meaningful connections among all school community members.

This mindset naturally creates cultures where everyone is accountable and supported in striving to be their authentic selves socially, emotionally, and academically.

Social Class: A status hierarchy in which individuals and groups are classified on the basis of esteem and prestige acquired mainly through economic success and accumulation of wealth.

Social-Emotional Learning: Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This definition identifies social-emotional learning as a two-part process: acquisition and application. It is essential to understand that simply acquiring a skill does not guarantee that it will be used at the appropriate time and in the appropriate manner. Explicit teaching and continual rehearsal of these skills across environments allow students the opportunity to apply what they have learned. Social-emotional learning does not mean simply following a curriculum. A comprehensive approach to social-emotional learning—in which all staff are implementing, rehearsing, modeling, and providing feedback—will create the environment needed for students to apply and generalize these skills.

Social Identity: The ways in which one characterizes oneself, the similarities one has with others, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

Stereotype: A set of inaccurate and simplistic beliefs about a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics.

Student Voice: Refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instruction approaches and techniques that are based on student choices, interests, passions, and ambitions.

Tokenism: The practice of making an obligatory effort or symbolic gesture of the inclusion of members of an underrepresented group in order to deflect criticism or comply with affirmative action rules. Also, the dominant/majority group may tokenize an individual by expecting that the individual represent and/or speak on behalf of an entire cultural group.

Transgender: A term used for people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth, including but not limited to transsexuals, cross-dressers, androgynous people, and gender non-conforming people.

21st-Century Learning Skills: The Partnership for 21st-Century Skills has identified a collective vision for the 21st century. Their report includes five key elements of 21st-century learning:

- **Core Subjects.** Mastering the content of the traditional core subjects remains an important education focus.

- ▶ **21st-Century Content.** Global awareness, financial and economic literacy, civic literacy, and health and wellness awareness are additional content areas that need to be addressed.
- ▶ **Learning and Thinking Skills.** Students must learn to use subject matter knowledge through mastering skills in critical thinking and problem-solving, communication, creativity and innovation, collaboration, contextual learning, and information and media literacy.
- ▶ **Information and Communications Technology Literacy.** Skills in using technology to gain subject matter and 21st-century content as well as apply that knowledge through using learning and thinking skills in the 21st-century context are critical.
- ▶ **Life Skills.** Life skills of leadership, ethics, accountability.

Our communities depend on citizens who have developed the integrated critical thinking that is required to meet the challenges of an interconnected world. By learning to apply the knowledge and skills within the context of a global community, students deepen their understanding and increase their ability to think critically and solve problems. Using the skills and knowledge gained from the core curriculum in carrying out service-learning projects joins the vision for 21st-century learning by calling upon students to look deeper, reach higher, and grow as individuals and contributing citizens.



Part III: Appendices

**WHAT'S
INSIDE**

Examples of Administrative
Equity-Related Policies and Procedures

Examples of Board Resolutions Related to
Equity, Access, and Inclusion

MPS Equity Goals

Appendix A: Examples of Administrative Equity-Related Policies and Procedures

Administrative Policy 1.01: Vision, Mission, Core Beliefs, and Goals

Administrative Policy 1.03: Parent Empowerment

Administrative Policy 1.04: Nondiscrimination

Administrative Procedure 1.04: *Nondiscrimination Complaint Procedures and Gender Inclusive Practices*

Administrative Policy 1.06: Equity in MPS

Administrative Procedure 1.06: *Efforts to Achieve Equity*

Administrative Policy 7.01: Teaching and Learning Goals

Administrative Policy 7.13: Special Education Programs

Administrative Policy 7.14: Gifted Students: Programs

Administrative Procedure 7.14: *Gifted Students: Programs and Services*

Administrative Policy 7.15: Bilingual Instruction and Bicultural Education

Administrative Policy 7.16: Alternative School Programs

Administrative Policy 7.18: Co-Curricular and Interscholastic Programs

Administrative Policy 7.19: Student-Initiated Student Groups

Administrative Policy 7.24: Adult Enrichment Programs

Administrative Policy 7.29: Technology Planning and Resources Use

Administrative Procedure 7.29: *Technology Planning and Resources Use*

Administrative Policy 7.32: Comprehensive School Counseling Program

Administrative Procedure 7.32(1): *Academic and Career Planning*

Administrative Procedure 7.32(2): *Career Counseling*

Administrative Policy 7.35: Student Progress Reports to Parents/Guardians

Administrative Policy 7.36: Promotion and Retention of Students

Administrative Policy 8.15: Released Time for Religious Instruction

Administrative Procedure 8.15: *Released Time for Religious Instruction*

Administrative Policy 8.18: Student Involvement in Decision Making

Administrative Policy 8.28: Student Discipline

Administrative Procedure 8.28: *Student Discipline*

Administrative Policy 8.34: Student Insurance Program

Administrative Policy 8.46: Accommodation of Religious Beliefs

Administrative Procedure 8.46: *Accommodation of Students' Religious Beliefs*

Administrative Policy 8.50: Homeless Students

Administrative Procedure 8.50: *Homeless Students*

Administrative Policy 9.04: Community Involvement in Decision Making

Administrative Policy 9.11: School Engagement Councils

Administrative Procedure: 9.11: *School Engagement Councils*

Find a link to the Administrative Policies and Procedures here:

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Policies--Procedures.htm>

Appendix B: Examples of Board Resolutions Related to Equity, Access, and Inclusion

- ▶ **Resolution 0506R-028**—To Oppose a Ban on Civil Unions and Marriage for Same-Sex Couples, Former Director Jennifer Morales, *March 2006*
- ▶ **Resolution 0708R-046**—Addresses the benefits of students learning foreign language and understanding cultures other than their own, Former Director Michael Bonds, *August 28, 2007*
- ▶ **Resolution 0809R-048**—Addresses service delivery of exceptional education and the equitable reallocation of special education services throughout the district, Former Director Michael Bonds, *March 26, 2009*
- ▶ **Resolution 1011R-023**—Working Together Achieving More (Action Plan to Improve Milwaukee Public Schools), Former Director Larry Miller and Former Director Terry Falk, *February 24, 2011*
- ▶ **Resolution 112R-003**—Working Together Achieving More (Action Plan to Improve Milwaukee Public Schools), Former Director Mark Sain, *May 26, 2011*
- ▶ **Resolution 1415R-003**—Addresses growing enrollment of ELL students, Former Director Tatiana Joseph and Former Director Larry Miller, *April 24, 2014*
- ▶ **Resolution 1516R-001**—Addresses restorative justice practices, creation of curriculum and policy related to the issues raised by the BLM movement, Former Director Larry Miller, *April 28, 2015*
- ▶ **Resolution 1617R-007**—Addresses Plyer v. Doe (1982): access to education cannot be denied based on a students' immigration status, Former Director Tatiana Joseph and Former Director Larry Miller, *February 23, 2017*
- ▶ **Resolution 1617R-006**—Addresses creation of educational equity policy, Former Director Michael Bonds and Former Director Wendell Harris, *July 2017*
- ▶ **Resolution 1718R-006**—Addresses need to conduct a district-wide equity audit, Former Director Michael Bonds, *September 28, 2017*
- ▶ **Resolution 1920R-001**—Addresses implementation of restorative practices model training for staff, Former Director Larry Miller and Director Megan O'Halloran, *April 19, 2019*
- ▶ **Resolution 1920R-012**—Petitioning for a Waiver for Applicants for Licensure as Bilingual Teachers, addresses legal and district requirements for bilingual-bicultural (BLBC) education programs, Former Director Luis A. (Tony) Báez, *January 30, 2020*
- ▶ **Resolution 2021R-002**—Addresses creation of an equity tool to conduct annual school equity evaluations; creation of equity teams; annual districtwide and semi-annual school-level equity conferences, Former Director Larry Miller, *May 28, 2020*
- ▶ **Resolution 2021R-004**—Addresses development of a regional plan to reduce school inequities and promote school desegregation throughout metropolitan Milwaukee, Former Director Bob Peterson and Former Director Sequanna Taylor, *June 25, 2020*

For additional information on the board's action on these and other past and current equity, access, and inclusion resolutions, please go to

<https://esb.milwaukee.k12.wi.us>.

Appendix C: MPS Equity Goals

GOAL 1 EQUITY IN ACADEMICS

Alignment with Strategic Plan Initiatives and Measures: Student Achievement and Graduation

Alignment with Five Priorities: Increase Academic Achievement and Accountability

MPS Priority 1 Increase Academic Achievement and Accountability

Administrative Policy 1.06 Equity Goals

MPS will cultivate a districtwide culture of data- and research-based decision making.
(Administrative Policy 1.06, 4b)

MPS will be a system that supports equitable leadership practices. (Administrative Policy 1.06, 4d)

MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences. (Administrative Policy 1.06, 4e)

Current State

After being designated as “Meets Few Expectations” with a score of 56.8 on the 2021–2022 state report card, the district received a designation of “Meets Expectations” with a score of 58.0 on the 2022–2023 state report card. Over the past two years, 69 schools have received ratings of meets, exceeds, or significantly exceeds expectations. Thirteen of the 69 schools designated as Comprehensive School Improvement (CSI) schools and 38 non-CSI schools have a rating higher than the previous year.

Additional information about the Wisconsin Department of Public Instruction school and district report cards can be found at <https://apps2.dpi.wi.gov/reportcards/home> and <https://dpi.wi.gov/accountability/report-cards>. Additional information about schools identified as CSI schools can be found at <https://dpi.wi.gov/title-i/identified-schools/csi>.

Although progress has been made from previous years, we are continuously striving to build and sustain academic achievement for all students districtwide and to better meet the diverse needs of educators with national and international backgrounds and experiences.

A deeper dive into disaggregated data reveals that the district must continue to intentionally and systemically address persistent racial, ethnic, special needs, and linguistic disparities/inequities districtwide using a variety of research-based instructional strategies and data-informed decision-making that is student-focused.

Efforts in place to promote continuous academic achievement include but are not limited to Ambitious Instruction: Accelerating Learning; content-area textbook adoptions; an increase in the variety of extended learning opportunities to promote and support academic achievement; Act 20, which focuses on science-based early reading instruction; and the district’s collaborative partnership with Urban School Transformation and the Wisconsin Department of Public Instruction.

Desired Outcomes

MPS will intentionally, systematically, and courageously use an equity lens, cultural awareness, culturally responsive practices, data-driven decision-making, research, standards-based curricula, technology, and equitable practices to deliberately address persistent beliefs and practices that do not maximize student achievement, increase engagement, close achievement gaps, nurture social-emotional wellness, and/or reduce districtwide disparities. Although we are extremely proud of the significant or consistent progress that some schools and some students have made, our collective goal is to make this a reality for all schools and all students districtwide, especially for those who have been historically marginalized.

Progress Toward Desired Outcome as of Spring 2024

- ▶ Ninety-two percent of students had music classes, and 90 schools had new musical instruments. Currently, 122 music staff members serve schools. Over 400 students performed at the Wisconsin State Music Association Solo and Ensemble event, with more than 100 students advancing to perform at the state competition. At the 50th Biennial Music Festival, over 5,000 students performed as part of a vocal or instrumental group.
- ▶ A total of 3,360 K5–grade 5 students who were enrolled in 17 schools received enriched and enhanced literacy instruction from their classroom teachers who participated in Central Reads professional development opportunities.
- ▶ Over 4,600 pre-K–grade 2 students in 64 schools benefited from in-classroom modeling of the Counting Collections curriculum by the mathematics team.
- ▶ This year, 98 K4–grade 5 students, 159 grades 6–8 students, and 616 grades 9–12 students were enrolled in the district’s MPS Virtual Program. Also this year, 75 participating seniors graduated from the MPS Virtual Program.
- ▶ Over 100 students in grades 5–12 were enrolled in the Milwaukee Virtual Education Program. Middle and high school dual-enrollment courses were available.
- ▶ All grade 8 students in the district attended the high school selection fair.
- ▶ All students had opportunities to participate in the Career and Technical Education STEM Partners Showcase and/or MPS STEM Fair. In total, 114 students in K–grade 12 representing 38 schools participated in the CTE STEM Partners Showcase, and 592 students in K–grade 12 representing 49 schools participated in the STEM Fair.
- ▶ High school students had opportunities to participate in credit-bearing college courses, internships, apprenticeships, work-study, ROTC, school-to-work, and other pre-graduation opportunities.
- ▶ All high schools offered personal finance courses. Currently, 121 sections of personal finance are offered to students. Extended learning opportunities include Reality Check Day, Stock Market Game, Finance and Investment Bowl, Family Financial Literacy Night, and Financial Literacy Month.
- ▶ College tours were planned to meet the diverse needs of students, especially those who are students of color and/or first-generation college attendees. Over 4,000 students have participated in a variety of in-state and out-of-state college tours.
- ▶ Summer Academy provides academic and enrichment opportunities to elementary, middle, and high school students. In 2023, over 2,700 students completed courses, 36 students earned college credit, 145 students graduated, students completed 171 courses in Virtual Night School, and students participated in a variety of extended learning adventures that included topics such as archaeology, paleontology, farm life, arts-integrated activities, gardening, and culinary arts.
- ▶ First Nations Studies has expanded efforts that now include but are not limited to cultural and linguistic learning opportunities, college and career opportunities, academic tutoring and mentoring, and library collections for schools.
- ▶ ALBA, Marvin Pratt, Stuart, and Morse have become IB schools.

- ▶ Ambitious Instruction: Accelerating Learning is being implemented districtwide with a focus on formative practices, explicit instruction, and engagement.
- ▶ The Strategic Plan was updated in 2022–2023 and will be implemented from 2023 to 2028. Goals include but are not limited to:
 - ▶ By 2028, MPS will see at least 50 percent of all students meeting proficiency or higher as measured by multiple student achievement measures.
 - ▶ MPS will increase the graduation rate to more than 75 percent in the next five years and will increase student readiness that prepares students for success in higher education, post-education opportunities, work, and citizenship.
- ▶ Academic gains are being reflected in the areas of English language arts, mathematics, and science on the Wisconsin Forward Exam assessment.
- ▶ Academic gains are being reflected in the areas of English language arts and science on the ACT.
- ▶ The MPS Class of 2023 earned \$121 million in scholarships and grants.

Timeline/Focus Areas

Beginning with spring 2023 through the spring 2028 school year, MPS will achieve the following:

- ▶ Implement high-quality, culturally responsive, standards-aligned curriculum for all learners using district-approved instructional materials, resources, and pacing guides (*Equity Procedure 1.06, 2a, 2c, 2d*)
- ▶ Monitor achievement of disaggregated student groups using formative, interim, and summative data to implement targeted, timely, and intentional support as needed during the school year (*Equity Procedure 1.06, 2a, 2c, 2d*)
- ▶ Standardize data protocols for access, analysis, and conversations with school leaders, teachers, students, and families to provide timely intervention/support and maximize achievement (*Equity Procedure 1.06, 2a, 2c, 2d*)
- ▶ Refine, implement, and monitor districtwide professional development to ensure that opportunities support the diverse needs of school leaders and classroom teachers (*Equity Procedure 1.06, 2a, 2c, 2d*)

Key Activities/Strategies

Provide and Monitor Quality Core Instruction

- ▶ Engage students in lessons and activities based on grade-level and/or content-area standards to ensure rigorous learning and engagement
- ▶ Implement Ambitious Instruction: Accelerating Learning
- ▶ Implement textbook adoption cycle to support implementation of Common Core State Standards
- ▶ Implement school improvement plans with fidelity and accountability
- ▶ Use whole-small-whole (gradual release of responsibility) student engagement in learning, differentiated instruction based on students' diverse needs, and other research-based practices and/or best practices
- ▶ Use culturally relevant practices, materials, resources, etc., pre-K to grade 12
- ▶ Provide students with critical learning support
- ▶ Offer students diverse districtwide hands-on learning, engagement, and/or leadership opportunities that help to further strengthen, enrich, and enhance their academic achievement
- ▶ Engage in learning walks to collect evidence of high-quality instruction practices and student engagement aligned to school improvement plans
- ▶ Work collaboratively and intentionally to continuously analyze quantitative and qualitative/formal and informal data, and implement diverse strategies to address ongoing teaching and learning disparities
- ▶

- ▶ Develop and implement accountability processes that disrupt predictability of low performance and underperforming schools
- ▶ Develop teachers'/students' data analysis skills to foster ownership and responsibility
- ▶ Include student voice and choice in selecting/identifying assessments to demonstrate their knowledge as appropriate
- ▶ Integrate opportunities for bilingual learning, multicultural learning, and ethnic studies pre-K to grade 12 to support students seeing themselves in what is being taught, having high expectations, and knowing that they too have a seat at the table now and into the future
- ▶ Provide intentional high-quality professional development aligned to content-area standards and board-adopted/approved textbooks and instructional materials and/or instructional programs, e.g., Proximity, Advanced Placement, International Baccalaureate, etc.
- ▶ Include checks for understanding as a part of professional development to support fidelity of implementation
- ▶ Ensure that staff attends/participates in district-facilitated and/or other approved professional development to increase student achievement and promote high-quality instruction

Ensure use Of inclusive practices

- ▶ Ensure that all students, including students with special needs, ESL/EL, bilingual, advanced learners, etc., receive full and meaningful access to all content-area instruction
- ▶ Ensure that all students who desire have opportunities to become fluent in two or more languages and receive a Seal of Biliteracy
- ▶ Ensure that students have the knowledge, skills, and support they need to successfully transition academically and socially/emotionally to a new school or to new grade levels, such as the transition from pre-K to kindergarten, elementary to middle grades, middle grades to high school, or high school to employment or a college/university
- ▶ Ensure that students are engaged in a productive and positive learning environment
- ▶ Ensure that the Standard of Care is implemented schoolwide and districtwide



Support Student Innovation and Develop 21st-Century Skills

- ▶ Target and prioritize efforts and practices that eliminate the opportunity gaps and belief gaps
- ▶ Focus on creating a growth mindset and efficacy culture for all students within your school
- ▶ Integrate technology into the classroom to support increased collaboration, creativity, and individualized and/or differentiated learning and to provide students with 21st-century skills and knowledge

Ensure Effective Implementation and Monitoring

- ▶ Implement effective academic strategies aligned with the school improvement plan
- ▶ Monitor and support implementation of the school improvement plan using internal and external teams with fidelity and as designated by the district
- ▶ Implement additional district supports for schools needing additional assistance with fidelity and in an intentional manner, e.g., PBIS coaches, restorative practices coaches, etc.

Build Continuous Improvement Capacity

- ▶ Train and coach staff on the implementation of continuous improvement practices and data-driven/based decision-making
- ▶ Ensure that data are accessible and useable to support informed decision-making and systematic use of data from internal and external sources
- ▶ Implement authentic feedback processes for districts and schools that are inclusive of diverse student, staff, and parent/guardian voices

GOAL 2 EQUITY IN CULTURAL AND LINGUISTIC AWARENESS AND RESPONSIVENESS

Strategic Plan Initiatives and Measures: Student Achievement and Graduation

Five Priorities for Success: Improve District and School Culture

MPS Priority 2 *Improve District and School Culture*

Administrative Policy 1.06 Equity Goal

Milwaukee Public Schools will create a districtwide culture of reflection and awareness building.
(Administrative Policy 1.06, 4a)

Current Outcome

The district's equity problem of practice states, "MPS neither consistently nor effectively engaged all of our students of color in an environment conducive to learning; thus, there are opportunity gaps that perpetuate low student achievement." This problem of practice highlights the urgent need to systemically and inclusively identify and address inequities as a result of long-standing systems that have not always acknowledged or prioritized the needs of culturally, linguistically, and ethnically diverse and/or marginalized students, families, and/or educators.

Desired State

Districtwide professional learning opportunities will focus on building, nurturing, and sustaining collaborative problem solving, courageous conversations, growth mindsets, the positive power of productive struggle, and culturally responsive practices to deepen and broaden all staff members' knowledge, instruction practices, equity practices, and restorative practices.



Progress Toward Desired Outcome as of Spring 2024

- ▶ The Wisconsin Response to Intervention (Rtl) Center recognized schools for achievement in reading, math, and/or behavior with bronze, silver, gold, or platinum recognitions. See the list of 2022–2023 recognized schools here:

<https://mps.milwaukee.k12.wi.us/MPS-Public/CCSP/Resources/RAD/Rtl2022-23SchoolAwards.pdf>

For additional information about the Wisconsin Rtl Center Recognized School program, go to <https://dpi.wi.gov/news/dpi-connected/schools-throughout-wisconsin-recognized-their-systems-supports>.

- ▶ The district's score on the state report card was 58.0 Meets Expectations.
- ▶ Fifty-six schools achieved growth on the Star assessments by meeting one or more of the district's key academic metrics.
- ▶ For the first time, district juniors had the opportunity to participate in a direct admissions process to University of Wisconsin–Milwaukee, Milwaukee Area Technical College, and selected University of Wisconsin campuses.
- ▶ Over 200 students from 12 high schools representing 15 languages pursued the Seal of Biliteracy. The languages are American Sign Language, Burmese, Chin, French, German, Hmong, Igbo, Karen, Lao, Maay Maay, Rohingya, Somali, Spanish, Swahili, and Twi.
- ▶ Seventy-five schools had 95% or higher student test participation on the ACCESS for English Language Learners.
- ▶ The number of MPS International Baccalaureate schools increased from 6 in 2020 to 11 in 2023.
- ▶ The district's eight Montessori schools represent the largest number of public Montessori schools in the United States.
- ▶ All members attended Courageous Conversations about Race Exploration.
- ▶ Principal Institutes and Assistant Principal, Dean of Students, and Special Education Supervisor Institutes are held monthly.
- ▶ Staff has had opportunities to attend Beyond Diversity and My Brother's Keeper seminars and the Equity and Antiracism Development Series.

Timeline/Focus Areas

Beginning with the 2023 school year through the 2028 school year, MPS will achieve the following:

- ▶ Implement social-emotional learning practices and professional development (*Equity Procedure 1.06, 2b, 2c, 2f, 2g, 2h, 2i*)
- ▶ Implement culturally responsive practices and professional development (*Equity Procedure 1.06, 2c, 2f, 2g*)
- ▶ Implement restorative practices and professional development (*Equity Procedure 1.06, 2c, 2f, 2g*)
- ▶ Provide resources and support for students, staff, and families who are newcomers (*Equity Procedure 1.06, 1a, 1b, 2a, 2b, 2c, 2e, 2f, 2g, 2h, 2i, 2j*)
- ▶ Increase the number of students pursuing the Seal of Biliteracy to broaden their postsecondary opportunities locally, nationally, and internationally (*Equity Procedure 1.06, 1a, 2b, 2c, 2e, 2g, 2h, 2i, and 2j*)

Key Activities/Strategies

Promote Culturally and Linguistically Responsive Practices

- ▶ Offer internally facilitated Beyond Diversity learning opportunities
- ▶ Monitor and positively respond to student engagement and social-emotional learning instruction to support student achievement and well-being
- ▶ Increase experiences that promote and value bilingualism, biliteracy, and global competence/awareness

- ▶ Implement a Standard of Care in an intentional and deliberate manner districtwide
- ▶ Establish core culturally responsive teaching competencies for all instruction staff and administrators aligned with student achievement data/outcomes
- ▶ Increase access to high-quality early childhood programming for prekindergarten students who are at risk of not being ready for kindergarten
- ▶ Develop and implement accountability processes that disrupt predictability of low performance and underperforming schools, especially in schools with significant enrollments of students of color, bilingual students, ESL/ELL students, students with special needs, LGBTQ students, etc.
- ▶ Utilize Courageous Conversations about Race practitioners; liaisons from the Culture and Climate office and the Department of Equity, Access, and Inclusion; staff from the Departments of Gender and Identity Inclusion, Black and Latino Male Achievement, and Bilingual Multicultural Education; coaches from PBIS and the Department of Restorative Practices, etc., to support the needs of the whole child as well as staff.



GOAL 3 EQUITY IN HUMAN RESOURCES

Strategic Plan Initiative and Measures: Staff Morale and Professional Development

Five Priorities for Success: Develop Our Staff

MPS Priority 3 *Develop Our Staff*

Administrative Policy 1.06 Equity Goal

MPS will recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instruction, and support personnel. (*Administrative Policy 1.06, 4f*)

Current State

As of the 2023–2024 academic year, MPS has 91% students of color, 83.4% students of economic disadvantage, 19.3% students with disabilities, and 15.6% English language learners. Currently, more than 60% of the district’s teaching staff does not reflect the diversity of the student population.

Desired Outcome

Attract, recruit, hire, nurture, and retain highly qualified individuals of color to educate students from pre-K through grade 12, and increase students’ opportunities to engage with and learn from a richly diverse teaching force that reflects the globally diverse society in which they will live and work.



Progress Toward Outcome as of Spring 2024

- ▶ The district has 21 bilingual schools, 4 language immersion schools, and 24 schools offering ESL to students from around the world.
- ▶ Hired over 200 international teachers to address the teacher shortage and diversify classroom teachers.
- ▶ Host hiring fairs throughout the school year for a variety of positions.
- ▶ Host hiring fairs to promote postsecondary opportunities for recent MPS graduates.
- ▶ Continuing to provide MPSU opportunities for paraprofessionals and others to pursue teaching opportunities in the district.
- ▶ Providing trade and technical apprenticeship opportunities to promote postsecondary opportunities.
- ▶ Supporting newly hired local and international teachers by providing ongoing, timely, and specific feedback aligned with support to achieve teacher and student outcomes.
- ▶ Building stronger partnerships with local colleges/universities to provide multiple pathways for para-to-teacher and bachelor-to-master degree initial teacher license.
- ▶ Collaborating with Induction and Support, the Department of Curriculum and Instruction, and PBIS to build stronger tool kits for international recruits to ensure successful retention.

Timeline/Focus Areas

Beginning with the 2023 school year through the 2028 school year, MPS will achieve the following:

- ▶ Conduct ongoing in-person and virtual job fairs focusing on targeted areas (*Equity Procedure 1.06, 2d*)
- ▶ Provide professional development opportunities for teachers, school administrators/leaders, and district and school support staff aligned to the district's Strategic Plan, Five Priorities for Success, Ambitious Instruction Accelerating Learning, state/national goals, etc., that are equitable based on diverse needs, and utilizing an equity lens
- ▶ Provide intentional and deliberate professional development to newly hired teachers (*Equity Procedure 1.06, 2c, 2e, 2f, 2g, 2h*)
- ▶ Collaborate with educators and partners of color to identify, recruit, support, and help to retain teachers of color (*Equity Procedure 1.06, 2g, 2j*)

Key Activities/Strategies

Attract the Right People to the Right Roles

- ▶ Build and sustain pipeline programs that identify individuals who are interested in teaching/serving in targeted, high-needs roles and provide development opportunities for them to be successful
- ▶ Intentionally seek to diversify the workforce to better reflect the city of Milwaukee community and answer the diverse needs of the students whom MPS serves
- ▶ Build, improve, and sustain strong and effective hiring processes so that principals and other leaders have the information and support they need to hire the best candidates for the job
- ▶ Consider how staffing can have an equitable impact on student achievement

Increase Capacity of Staff

- ▶ Set clear expectations for all staff and promote effective communication, transparency, and accountability
- ▶ Provide professional development opportunities for teachers, school administrators, and district and instruction support staff aligned to the district's Five Priorities for Success, Ambitious Instruction 3.0, state/national goals, etc., through an equity lens
- ▶ Provide onboarding and orientation training and support (e.g., New Educator Institute, induction specialists, instruction coaches) that is aligned with core job functions, expectations, etc.
- ▶ Provide leadership development opportunities for school, district, and teacher leaders to address continuity and consistency of districtwide gains as well as succession planning
- ▶ Develop and implement accountability processes that disrupt predictability of low performance and underperforming in regard to increased staffing of high-quality people of color



GOAL 4 EQUITY IN FINANCE

Strategic Plan Initiatives and Measures: Special Projects (Budget Planning and Communications)

Five Priorities for Success: Ensure Fiscal Responsibility and Transparency

MPS Priority 4 Ensure Fiscal Responsibility and Transparency

Administrative Policy 1.06 Equity Goal

MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences. (*Administrative Policy 1.06, 4e*)

Current Outcome

Funds are allocated on a per-pupil basis, with some exceptions based on programming, e.g., arts, AP, IB, or student enrollment. Ambitious Instruction Budget Conversations are helping to address equity concerns.

State funding formulas, tax levies, declining student enrollment, and other factors have implications for funding within Milwaukee Public Schools.

Desired Outcome

In April 2024, the community voted in favor of a \$252 million four-year phased-in revenue limit increase to address some of the projected budget shortfalls that would impact staffing, programs, and/or resources.

In May 2024, the Wisconsin Department of Public Instruction informed the district of budget reporting concerns that would impact district funding for the 2024–2025 school year. During this time, other budget concerns such as Head Start and special education funding were also raised.

In addition, the district was informed that it may have a reduction in allocations due to past overallocations.

As a result of DPI financial reporting concerns and/or previous overfunding of the district, additional financial impacts may be incurred.

A financial audit by an external vendor will assist in addressing current fiduciary matters. MPS will have a districtwide, multi-tiered system of support that will include a standardized method to prioritize the allocation of finances, recreation, operations, and human resources to provide more resources to schools and/or communities with greater budgetary needs based on their student population needs, staffing needs, educators' needs, extracurricular interests/needs, etc. Schools serving significant numbers of marginalized students and families would be a priority.

Ambitious Instruction Budget Conversations and stakeholders' voices and engagement will continue to be used and valued to support meaningful and relevant progress toward a more equitable future.

Progress Toward Desired Outcome as of Spring 2024

- ▶ Engaged in community listening sessions with stakeholders to determine the areas of focus for ESSER I, II, and III funds to support schools and departments districtwide
- ▶ Budgeted 94 percent of every dollar in the MPS School Operations Fund to educate and support children in the district
- ▶ Provided pay raises to most district employees as an overall compensation and retention strategy
- ▶ Focused on providing equitable student-centered funding using ESSER, state aid, federal aid, property taxes, grants, and other funding sources

Timeline/Focus Areas

Beginning with the 2020–2021 school year through the 2024–2025 school year, MPS will achieve the following:

- ▶ Provide intentional and timely support and resources to schools located in high-needs areas throughout the district, especially those that may have high needs in areas such as staffing, technology (*Equity Procedure 1.06, 2a, 2c, 2d*)
- ▶ Facilitate Budget Conversations (*Equity Procedure 1.06, 2a, 2c, 2d*)
- ▶ Enhance Regional Resolution Rooms to support schools in maximizing their budget allocation (*Equity Procedure 1.06, 2a, 2c, 2d*)
- ▶ Allocate budgets based on equity (*Equity Procedure 1.06, 2a, 2c, 2d*)



Key Activities/Strategies:

Build Foundational Management Systems

- ▶ Update hardware and software to align with current budget requirements for external and internal accuracy and efficiency
- ▶ Develop and implement plans for the district, schools, and Central Services departments that build, support, and sustain equitable budgeting practices
- ▶ Adjust and align all budgets to better meet staffing, program, facility, etc., needs
- ▶ Adjust and align all budgets to respond to trends in enrollment, demographics, and equity, access, and inclusion goals
- ▶ Continue to implement accountability processes that reflect equity and/or disrupt inequities

Sustain Transparent, Equitable, Student-Focused Funding

- ▶ Implement practices that reflect and support equity and culturally responsive practices
- ▶ Utilize accountability practices that ensure fiscal responsibility and transparency districtwide
- ▶ Train and coach staff on effective budgeting practices
- ▶ Utilize data to support budget decisions
- ▶ Develop a standard for technology allocation to ensure that all schools, especially those with fewer resources, have adequate technology



GOAL 5

EQUITY FOR STUDENTS, FAMILIES, EDUCATORS, AND COMMUNITY STAKEHOLDERS

Strategic Plan Initiatives and Measures: Student achievement and Graduation, Rightsizing the District and Special Project (Budget Planning, Communication, and School Lunch)

Five Priorities for Success: Strengthen Collaboration and Communication

MPS Priority 5 **Strengthen Communication and Collaboration**

Administrative Policy 1.06 Equity Goal

MPS will incorporate student, family, and community voices in decision-making districtwide.
(Administrative Policy 1.06, 4c)

Current State

MPS has a variety of opportunities for students, families, and community stakeholders to actively engage in learning and social activities. However, some of these opportunities are based on personal relationships, interpersonal skills, or special interests, resulting in uneven districtwide engagement in such opportunities. In addition, students, families, and community partners sometimes feel removed from decision-making that could result in selecting opportunities that better meet interests and needs of students, families, and educators.

Our students and families are becoming more diverse and as a result their needs are becoming more diverse. Of the MPS student population, based on 2023–2024 data, 91% are students of color, 83.4% are students of economic disadvantage, 19.3% are students with disabilities, and 15.6% are English language learners. In addition, over 90 languages are spoken by students and/or their families.

Desired Outcome

While MPS has many opportunities to engage with students, families, educators, and community stakeholders, this needs to be done in a more systematic and intentional way to maximize such opportunities in order to better address the needs of marginalized, disenfranchised, and the district's growing English learners and international population of students, staff, and families. Such intentionality would significantly enhance current efforts to achieve measurable change districtwide.

School- and district-based budget conversations and stakeholders' voices and engagement will continue to be used and valued to support meaningful, intentional, and relevant progress toward more equitable practices and transparency.

In addition, finance tools will be updated to ensure that fiduciary matters are addressed accurately and efficiently.

Engaging diverse voices from all stakeholders will lead to mutual respect, understanding, collaboration, and partnerships that will benefit MPS and the community. Implementation of equitable, culturally responsive, restorative, and inclusive practices that reflect the needs, hopes, and dreams of those served will support making MPS the district of choice and a beacon of hope for all.



Progress Toward Desired Outcome as of Spring 2024

- ▶ Engaged in community listening sessions to seek input from stakeholder recommendations for the 2023–2028 strategic plan.
- ▶ Expanded translated languages to meet the needs of our growing English learner population.
- ▶ A corrective action plan has been put into place to address the Wisconsin Department of Public Instruction's May 2024 communication and other fiscal matters.
- ▶ In fall 2024, the district implemented a Head Start to early childhood transition plan that will offer full-day K3 programs to follow many of the best practices established by Head Start.
- ▶ Students in elementary through high school are engaged in a variety of school-based and/or districtwide leadership activities.
- ▶ Implementation of the Strategic Plan began July 2023. Additional information can be found on the MPS Home Page at <https://mps.milwaukee.k12.wi.us/> by clicking on the 2023–2028 Strategic Plan icon.
- ▶ The district will engage in academic and financial audits based on stakeholders' feedback.
- ▶ A Student Leadership Summit is held every fall and spring semester.
- ▶ Equity Summits open to the public were held on May 13, 2023, and May 18, 2024.
- ▶ The district completed and submitted its Wisconsin Department of Public Instruction Five-Year Equity Evaluation that included feedback gathered from community conversation in fall 2023. As a result of this effort, a follow-up community conversation was held in May 2024. This informational learning opportunity that was open to the public focused on PBIS, trauma care and violence prevention, Courageous Conversations about Race, and restorative practices within equitable multi-tiered systems of supports.
- ▶ Through its mentoring support, Black and Latino Male Achievement served 13 schools and 220 students. Thirteen schools and 40 students participated in ambassador opportunities, 16 schools and 320 students benefited from being a part of the buddies initiative, and 240 students at six schools participated in the Manhood Development Academy.
- ▶ Individualized academic and social-emotional support was offered at the Success Center to over 120 students in grades 3–12, representing over 60 schools.
- ▶ Positive Behavioral Interventions and Supports is implemented schoolwide in all 156 schools in differentiated ways to build and sustain relationships and culture and climate. Staff members engaged 1,357 students in Brain Breaks, 1,446 students in engagement opportunities, and 450 students in the 5:1 strategy. Over 4,670 students received Tier 2 support, and over 470 students received Tier 3 support.
- ▶ A variety of programs support social-emotional learning and mental health and wellness. These programs include Second Step taught at all schools with K4–grade 8 students. The School Community Partnership for Mental Health provides a range of services from licensed clinicians. As of April 2024, 539 students attending 38 schools received individual therapy. For six schools participating in MPS RISE efforts, students have become mindful mentors and/or learned how to implement the Zones of Regulation curriculum.
- ▶ Gender sexuality alliances are active in over 40 schools, and through the Open Books Donation Initiative, 135 schools received LGBTQ-inclusive books.
- ▶ Fifteen schools launched the Girls of Color Pilot Partnership Program, over 300 students participated in Denim Day, 20 schools engaged in the Girls on the Run program, and over 200 students attended the movie *The Color Purple* and the play *Khloe's Beautiful Blues*.
- ▶ Community Learning Centers served 4,887 students in K4–grade 12 at 41 schools throughout the 2022–2023 school year and 3,094 students at 39 sites in summer 2023. Educational, recreational, and social activities included academic enrichment, youth development, college and career readiness, social and emotional learning, technology, performing and visual arts, recreation, and family engagement.
- ▶ Passport to Summer Reading was piloted in summer 2023. Over 100 books were distributed to families. In summer 2024, from June to August, the first 25 families to attend picked up a free picture book from designated locations such as Juneteenth Celebration on King Drive, Summerfest, and Gee's Clippers. Each book included a QR code that links to a video of the book being read aloud.

- ▶ Over 380 students in grades 6–12, representing over 20 schools, participated in the annual fall and/or spring Student Leadership Summit. Students identified a problem of practice and made recommendations based on input from their peers.
- ▶ In the fall of 2023 and the spring of 2024, over 100 students in K–grade 5 representing 20 schools participated in advanced learning camps. A two-week advanced learning summer camp is held for 60 students in grades 1–5.
- ▶ Over 4,750 contacts were made with students in five schools that receive direct coaching from restorative practices practitioners four days per week. In addition, over 330 students in 19 additional schools engaged in restorative practices.
- ▶ Students in grades 3–10 submitted 92 designs for the MPS 2024 Districtwide Spelling Bee Finals T-shirt design contest. Thirty-eight schools, grades 3–10, engaged in the spelling bee; participants included 280 first-place finalists and second-place alternates. Over 1,000 attended in person, and over 180,000 viewed TMJ4 or MPS livestreams.
- ▶ Students and supporting staff engaging in the Student-Created Equity Evaluation Tool/Research 101 Pilot attended two virtual and one in-person meeting to learn research methods and practices and to develop their research question to evaluate equity at their school. Students engaged in a literature review to build their background knowledge and compare insights. Findings and recommendations were shared at their school and the Equity Summit. Eighteen students from four high schools led this work, and over 130 students completed surveys to contribute to the research and evaluation process. Three Marquette University graduate students enrolled in the capstone course visited school teams and served as the pilot-year external evaluators.
- ▶ Ongoing efforts that engage students, families, and the community include but are not limited to the following::
 - ▶ Cantos de las Américas
 - ▶ Dr. Martin L. King Jr. Speech, Writing, and Art Contests
 - ▶ Superintendent’s Student Advisory Council
 - ▶ Food Justice Task Force
 - ▶ Milwaukee Direct Admit for high school juniors
 - ▶ UNSIL World Fair
 - ▶ Refugee and Immigrant Family Community Resource Fair
 - ▶ Heritage Month recognitions and celebrations
 - ▶ LEGO® League Competition
 - ▶ Trade and technical education courses and apprenticeships
 - ▶ STEM/STEAM extended learning opportunities
- ▶ Former Head Start sites were converted to 25 early childhood classrooms at 17 schools. The schools with new K3 classrooms were selected based on enrollment and on their performance ratings as Head Start classrooms. The schools were also chosen so that every MPS region would have increased access to K3 programming.
- ▶ An acting chief of finance has been assigned, and hiring opportunities for vacancies have been posted.

Timeline/Focus Areas

Beginning with the 2023–2028 school year, MPS will achieve the following:

- ▶ Ensure that all school-based teams operate using an equity lens
(*Equity Procedure 1.06, 2b, 2c, 2e, 2f, 2i, 2j*)
- ▶ Review and refine district documents, including board policies and procedures
- ▶ Engage all students, families, educators, and community stakeholders in meaningful and relevant ways to support academic achievement, social-emotional wellness, and culturally responsive schools in order to have students who are prepared for postsecondary education opportunities and participation in a global

economy/society (*Equity Procedure 1.06, 2b, 2c, 2e, 2i, 2j*)

- ▶ Build the capacity, trust, and engagement of all students, families, educators, and community stakeholders and seek shared investment in building and sustaining a district committed to equity, access, and inclusion practices/beliefs (*Equity Procedure 1.06, 2b, 2c, 2e, 2i, 2j*)

Key Activities/Strategies

Nurture and Engage Students as Partners To Strengthen Academic and Social-Emotional Success

- ▶ Provide opportunities for students to actively lend their voices to decision-making, leadership roles and responsibilities, learning, and college and career readiness
- ▶ Expand selection and access to school-based, districtwide, and co-curricular student activities to foster equitable access as well as academic and social-emotional success
- ▶ Identify activities and implement data collection strategies that authentically support engagement and inclusion of all students
- ▶ Provide welcoming and supportive learning environments for students that are culturally responsive, reflect equitable practices, intentionally implement the Standard of Care, and nurture and develop the whole child/young person
- ▶ Mentor and coach students in leadership hard and soft skills by providing them with meaningful and relevant leadership opportunities
- ▶ Host annual fall and spring student leadership summits
- ▶ Host Community Conversations
- ▶ Provide updates in Strategic Plan initiatives and measures at <https://mps.milwaukee.k12.wi.us/>
- ▶ Collaborate with students to create an evaluation tool aligned to goals within the Equity Guidebook that can reflect quantitative and qualitative work on equity, access, and inclusion as reflected in their various student groups/organizations
- ▶ Engage students in the school-based equity teams to complete and submit the equity evaluation for analysis and inclusion in the MPS Equity Matrix
- ▶ Host a student equity conference in the fall that will inform students of the policies, goals, practices, strategies, activities, and other resources in the guidebook
- ▶ Host a high school conference in the spring that will allow students to share their reports/evaluations/next steps aligned to equity, access, and inclusion

Focus On Families as Partners To Strengthen Academic and Social-Emotional Success Of Students

- ▶ Provide welcoming and supportive environments for families to get necessary information, knowledge, and skills to support the education of their students at home and at school
- ▶ Provide parents with the opportunity to comply with district, state, and federal expectations regarding family involvement, e.g., District Advisory Council, School Engagement Council, parent coordinators
- ▶ Establish effective school-to-home and home-to-school communication taking into consideration the linguistic needs and communication styles of families
- ▶ Engage parents/guardians in focus groups to get feedback for continuous improvement
- ▶ Create/sustain school-based equity teams at the elementary, middle, and high school levels consisting of educators and students to engage in problem solving related to academic supports, advanced academic opportunities (e.g., ALEKS, AP, IB), extracurricular opportunities, and input on district policies and procedures that impact their school and learning environments

Target Partnerships with Individuals and Organizations That Further the Academic And Social-Emotional Success of Students

- ▶ Partner with community organizations that are aligned with and can support your school's needs, goals, mission, school improvement plan, etc., in a collaborative and intentional manner
- ▶ Utilize the Department of Strategic Partnerships and Customer Service criteria for identifying and sustaining partnerships—the arrangement must require no financial burden on MPS, the arrangement must be codified via a memorandum of understanding, and the arrangement must be crafted in such a way that will have an impact on academic achievement or a school's resource needs
- ▶ Provide an orientation that allows partners to get to know your students, staff, and families in order to maximize the partnership and achieve measurable outcomes for all
- ▶ Connect students and families to community resources that strengthen and support students' learning and well-being
- ▶ Evaluate community partnerships to ensure that all partners have a positive and sustainable impact on student achievement and well-being
- ▶ Seek and/or increase the number of parents/guardians and community members in volunteer programs to participate in and support schoolwide, classroom, district-level, and other involvement activities
- ▶ Engage community partners in focus groups to get feedback for continuous improvement

Promote Retention and Recruitment Efforts to Increase Enrollment and Support Student Success

- ▶ Conduct marketing campaigns to encourage more families to choose MPS as their first choice
- ▶ Implement placement procedures that support the academic and social-emotional needs of all students
- ▶ Ensure that necessary supports are in place to meet students' and families' diverse language and linguistic needs, academics needs, etc.

Target Internal and External Communication and Engagement

- ▶ Provide customer service training that includes conflict resolution and cultural awareness to improve interpersonal relationships, and ensure that students, families, and other visitors feel welcomed
- ▶ Provide partners with workshops in areas addressed throughout the equity guidebook, e.g., cultural awareness, bias, racism, belief gap, restorative practices, PBIS
- ▶ Inform and engage partners in decision making and problem-solving regarding needs (e.g., academic tutoring, materials/resources, social-emotional support, health) to strengthen awareness, maximize the potential of current partnerships, and secure new partnerships
- ▶ Meet with the school-based equity team to engage them with the guidebook and inform others of the guidebook's goals and resources

Measuring Equity, Access, and Inclusion Progress

Diverse quantitative and qualitative data will be used throughout the school year to measure the district's progress toward achieving equity, access, and inclusion from 2023 to 2028. These measures will include but not be limited to the Five-Year Strategic Plan initiatives and measures, statewide assessment measures such as Act 20 data, Star assessments, Wisconsin Forward Exam assessments, ACT, climate and culture surveys, YRBS, walkthrough data, Community Conversations data, staff hiring and retention data, student enrollment and retention data, technology upgrades data, facilities and maintenance upgrades data, Comprehensive School Improvement Plans outcomes, state report card outcomes, etc. Utilizing diverse sets of data will provide a richer and more robust insight to the many ways that the district is making continuous progress toward building, supporting, and sustaining its equity, access, and inclusion efforts.



MILWAUKEE BOARD OF SCHOOL DIRECTORS

Board members may be contacted at the MPS Office of Board Governance, (414) 475-8284.
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NONDISCRIMINATION NOTICE It is the policy of Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Discrimination is prohibited in its programs and activities and provides equal access to Boy Scouts of America and other designated youth groups. This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability). The individuals named below have been designated to handle inquiries regarding the non-discrimination policies. For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director/Title IX Coordinator, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181, (414) 475-8159. For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: Jean Gatz, Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216, (414) 438-3677, ASL: (414) 438-3458.



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