

**Minutes for Approval at the Regular April 2023
Meeting of the Milwaukee Board of School Directors**

**PLEASE REVIEW PRIOR TO THE
APRIL 20, 2023, BOARD MEETING**

| | <u>Pages</u> |
|---|--------------|
| March 23, 2023, Regular Monthly Board Meeting | 665-728 |
| March 28, 2023, Special Board Meeting | 729-731 |

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 7.03, School Year/School Calendar

Fiscal Impact Statement

The financial impact of a feasibility study this size will be known once the procurement process is completed and a provider is selected.

Implementation and Assessment Plan

Upon approval of the Board, it is estimated that the implementation of a feasibility study may take up to 12 months from start to finish, including forming the School Scheduling Task Force, contracting for services of a consultant for the feasibility study, collaboration, listening sessions, data collection, analysis, and report. Upon completion of the feasibility study, the results will be reviewed, and the findings will be shared with the Board.

Committee's Recommendation

Your Committee recommends that the board approve the resolution with the recommended revisions as follows and a report to the Board in January 2024:

WHEREAS, Milwaukee Public Schools is perfectly positioned to engage in the exploration of new and innovative school instructional models that will meet the needs of today's student learners and teachers, while also mitigating learning loss, improving districtwide culture and climate, establishing healthy partnerships, demonstrating fiscally responsible spending, and recruiting and retaining quality talent; and

WHEREAS, While the COVID-19 pandemic has presented many new challenges and has widened the pre-existing academic disparities that have significantly impacted historically disadvantaged students the hardest, the pandemic simultaneously has presented opportunities to design and to implement rigorous strategies of evidence-based initiatives, including the piloting and monitoring of new and innovative approaches; and

WHEREAS, Even before the COVID-19 pandemic interrupted learning, many of MPS's students were at a severe disadvantage with disproportionate representation in the lowest percentile of academic achievement in mathematics, reading and science, due to many factors including the digital divide, ~~insufficient academic interventions and special education services~~, social deprivation, and persistent mental health crises; and

WHEREAS, According to the recent National Assessment of Education Progress (NAEP) report, for grade levels ~~K-8~~, ~~14% of MPS students were proficient in English Language Arts while 8% were proficient in Math — MPS achievement data has consistently reflected declines for several years; and 4 and 8, 12% and 14%, respectively, of MPS students were proficient in reading, while 11% and 7%, respectively, were proficient in math — MPS achievement data in NAEP showed statistically significant declines in math since 2019, but showed no statistically significant change in reading;~~ and

WHEREAS, Many school districts across the country have adopted innovative, robust, and culturally responsive school restructuring strategies/models to prioritize: planning and professional development for Educators; extended, rigorous reading and mathematics instruction; the mental health and social emotional needs of students; student extended-learning opportunities with the support of businesses and community-based organizations; and

WHEREAS, Milwaukee Public Schools' "Mission Aligned Partners" initiative supports the training and development of parents, students, teachers and industry leaders to: gain access to career exploration opportunities, align academic instructional plans to workforce labor market demands, and provide increased flexibility for students to earn credit beyond the traditional school day; and

WHEREAS, Community organizations, small minority-owned businesses, and leaders in youth development have all expressed a desire to collaborate with MPS to provide additional educational and youth-development services, including drivers education, dual enrollment, restorative practices, financial literacy, career pathways and college readiness, and other life-skills training and development opportunities; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby directs the Administration in conjunction with an independent feasibility consultant to explore the feasibility of implementing an innovative, robust, and culturally-responsive modified school week and instructional model such as a four/five-day school week; year-round schools; an early release day once per week; or a late start day once per week. The purpose of this study is to determine how to create more innovative and effective ways to retain our teachers, recruit more, establish a strong and safe districtwide culture, urgently address academic achievement and mental health of students, and leverage community businesses and organizations to support the other non-academic needs of our students and families; and, be it

FURTHER RESOLVED, That this feasibility study shall include, but not be limited to:

- a) analyses of a representative sampling of districts that are comparable with MPS which have implemented a modified school week schedule or innovative instructional model, including the impacts on student achievement; school culture and climate; recruitment and retention of teachers and staff; and any other factors that may have been engendered by such implementation;
- b) the Wisconsin Department of Public Instruction’s mandates for instructional time and structures, including the legality and enforceability of different types of modified school week schedules;
- c) the probability of students, Teachers, families, community-based organizations, small businesses, funders, and other prospective community partners funding and participating in this initiative;
- d) the support and resources for, and the feasibility of, employers and business partners supporting this effort with paid internships and apprenticeships and professional extended learning opportunities for students and families of the district;
- e) the legality and practicality of using underutilized MPS buildings to support local, small minority-owned and -operated businesses with youth-specific service models and deliveries;
- f) the impact of an innovative school-week schedule on families’ needs for childcare, food and nutritional services, and transportation, and ways in which to address these needs;
- g) the feasibility of developing a Parent Engagement Institute where Parent Coordinators will provide additional supports to the parents and families of MPS students; and be it

FURTHER RESOLVED, That, depending on the results of the feasibility study [sic] contemplate and make recommendations regarding the design and implementation of a potential pilot program for a modified school week schedule in order to gain a better understanding of the costs and benefits before considering district-wide implementation; and be it

FURTHER RESOLVED, That a School Scheduling Task Force be created to ensure the fidelity of the study, to engage diverse stakeholder groups who are affected by the school day and school week schedule, consider the final conclusions of the feasibility study and make recommendations to the Board for its consideration; and be it

FURTHER RESOLVED, That the Administration and the School Scheduling Task Force are to report their findings to the Board no later than ~~the December 2023~~ January 2024 ~~board cycle.~~

Director Carr moved approval of the Committee's recommendation.

The motion failed, the vote being as follows:

Ayes — Directors Carr and Garcia — 2.

Noes — Directors Gokalgandhi, Herndon, O’Halloran, Siemsen, and President Peterson — 5.

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(Item 3) Action on a Request to Approve the Contracts for Behavioral-reassignment Seats with Banner Prep, Southeastern Education Center, and Lad Lake Synergy for the 2023-24 School Year

Background

Milwaukee Public Schools (MPS) provides a continuum of services, including placements for students who have significant emotional, behavioral, and social needs. The behavioral-reassignment (BR) schools

were created to serve students who have been expelled with services or reassigned through a Central Office hearing process and have received a placement in a BR school for a specified period of time.

MPS continues to have a need to partner with community-based agencies to serve students that have been reassigned for designated periods of time due to violations of the MPS code of conduct. In March 2022, the Milwaukee Board of School Directors approved one-year contracts for educational services with the following BR schools:

- Banner Prep, located at 3517A W. Courtland Avenue. The current contract specifies that Banner Prep will serve 125 BR seats in grades 9-12. Banner Prep's mission is to provide an alternative small-school setting for students when academic and behavioral issues have become major barriers to their success in school;
- Southeastern Education Center (Southeastern), located at 4200 N. Holton Street. The current contract specifies services for 85 BR seats in grades 6 through 8. Southeastern's mission is to provide students with a safe and secure environment within which they can strengthen their academic skills, develop effective work/school habits, and improve interpersonal relationships;
- Lad Lake Synergy (Synergy), located at 2820 W. Grant Street. The current contract specifies services for 90 BR seats in grades 6 through 12 and 20 at-risk seats in grades 9 through 12, for a total of 110 seats. Synergy's mission is to guide growth, to reach potential, and to live responsibly.

In January 2023, a team met to review the data for each of the schools. Each review was conducted at the respective school's location and included a presentation by the school's representatives and parent, staff, and student focus groups. The team was provided the opportunity to discuss the findings, to consider additional input from schools, and to provide feedback.

Based on the review of data, the outcome of the review process, and the District's needs, the Administration recommends one-year contract renewals with Banner Prep, Southeastern, and Synergy for BR seats for the 2023-24 school year. The recommendation is for Banner Prep to serve 125 BR seats in grades 9 through 12, Southeastern to serve 85 BR seats in grades 6 through 8, and Synergy to serve 110 BR seats in grades 6 through 12.

Representatives from the partnership schools, the Office of the City Attorney, and Administration collaborated to update the contracts for BR seats. The representatives agree with the modification of the contracts, as attached to the minutes of your Committee's meeting, for the Board's approval.

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement
- Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

School allocations are approved annually by the Milwaukee Board of School Directors as part of the budget process.

Implementation and Assessment Plan

The contract term for behavioral-reassignment schools is one year and may be renewed for subsequent years, based on the outcome of the contract review, availability of funds, and the District's needs.

Upon the Board's approval, the contracts will become effective for the 2023-24 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the contracts for behavioral-reassignment seats, as attached to the minutes of your Committee's meeting, with Banner Prep, Southeastern Education Center, and Lad Lake Synergy for the 2023-24 school year.

Approved with the roll call vote to approve the balance of the Committees' reports.

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(Item 4) Action on a Request to Approve an Agreement with Milwaukee Area Technical College for At-risk Students

Background

In accordance with Wisconsin Statutes, Section 118.153(1)(b), Milwaukee Public Schools (MPS) has partnered with Milwaukee Area Technical College (MATC) to serve students who are 16 years of age or older and at risk of not graduating from high school. This statute allows students to attend a technical college in lieu of attending high school and to participate in programs leading to high-school graduation. MPS has partnered with MATC since 2000.

On March 24, 2022, the Milwaukee Board of School Directors approved a one-year agreement with MATC and authorized 45 full-time-equivalent pupils for the 2022-23 school year. In February, 2023, a team met to review the data for MATC. The review also included a presentation by school representatives and staff, parent, and student focus groups. The team was provided the opportunity to discuss the findings, to consider additional input from the school, and to provide feedback. Based on the review of data for the 2022-23 school year, the Administration recommends a one-year agreement renewal with MATC for the 2023-24 school year.

Contingent upon the Milwaukee Board of School Directors' approval, representatives from MATC, the Office of the City Attorney, and the MPS Administration have agreed to the following as indicated in the redline agreements that are attached to the minutes of your Committee's meeting:

- a. MATC will provide a program named the MATC Emerging Scholars Program to serve a maximum of 45 full-time-equivalent (FTE) pupils as set forth in the agreement that is attached to the minutes of your Committee's meeting;
- b. MATC will serve at-risk students who are 16 years of age or older and are seeking high-school diplomas through the credit-earning system;
- c. MATC will serve students who are 17 years of age or older and are seeking high-school-equivalency diplomas;
- d. in addition to high-school courses to meet high-school graduation requirements, MATC will provide dual-enrollment opportunities for students to earn both high-school and college credits in an occupational or technical course work; and
- e. students completing the program will receive an MPS diploma.

Technical revisions also have been made throughout the agreement to reflect current practices.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement
 Goal 2, Student, Family and Community Engagement
 Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

MPS will be charged an hourly per-pupil rate for the 2023-24 school year. This rate is charged to the local school district by the Wisconsin Technical College System as required by Wis. Stat., Sec. 118.15. MPS will be charged a tuition rate for students enrolled in dual-credit opportunities in occupational or technical courses. Funding for the agreement will be included as part of the FY24 budget process.

Implementation and Assessment Plan

Upon the Board's approval, the agreement will become effective for the 2023-24 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the agreement, as attached to the minutes of your Committee's meeting, with Milwaukee Area Technical College for at-risk students, as defined in Wisconsin Statutes, Section 118.15, for the 2023-24 school year.

Approved with the roll call vote to approve the balance of the Committees' reports.

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(Item 5) Action on a Request to Approve the Non-instrumentality Charter School Contract with Hmong American Peace Academy, Ltd., for Hmong American Peace Academy (HAPA)

Background

Hmong American Peace Academy (HAPA) was established as a non-instrumentality charter school beginning with the 2004-05 school year. The current contract is for up to a maximum of 2,010 full-time-equivalent (FTE) pupils in grades K4 through 12. HAPA has two campuses: HAPA's main campus, which serves grades K4 through 2 and grades 6 through 12, is located at 4601 N. 84th St.. HAPA's Denver campus, which serves grades 3 through 5, is located at 8202 W. Denver Ave.

HAPA's mission is to provide students with rigorous academics, character development, and Hmong cultural values, preparing them to excel in college, universities, and careers. HAPA envisions that students will enjoy college and career success, value Hmong culture and heritage, and exhibit responsible and peaceful leadership in local and global communities.

On December 22, 2022, the Board approved a five year renewal for HAPA and authorized the Administration, in collaboration with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Hmong American Peace Academy, Ltd., for HAPA.

In February 2023, representatives from Hmong American Peace Academy, Ltd., for HAPA, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration reviewed and negotiated the proposed modifications to the model non-instrumentality charter school contract and agreed to the redline contract as attached to the minutes of your Committee's meeting.

Contingent upon the Board's approval, Hmong American Peace Academy, Ltd. for HAPA accepts the non-instrumentality charter contract, with the modifications indicated, as attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement
- Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

The funds for this charter school contract are included as part of the FY24 budget process.

Implementation and Assessment Plan

Upon approval, the contract will be effective starting with the 2023-24 school year and ending with the 2027-28 school year.

A copy of the contract will be forwarded the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve non-instrumentality charter school contract with, as attached to the minutes of your Committee's meeting, Hmong American Peace Academy, Ltd., for

Hmong American Peace Academy, to begin with the 2023-24 school year and end on the last regularly scheduled day of the 2027-28 school year.

Approved with the roll call vote to approve the balance of the Committees' reports.

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(Item 6) Report with Possible Action Regarding the Implementation of the Personal Finance Course

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

At its regular meeting of May 2021, the Board approved the proposed revisions to Administrative Policy 7.37 requiring all high-school students to take a one-semester personal finance course to prepare them to be college-and-career ready. This is the second of three updates for the 2022-23 school year on the development and implementation of the personal finance course required for graduation.

The graduation requirement began at three schools — Riverside University High School, Alexander Hamilton High School, and Green Tree Preparatory Academy — starting with the Class of 2026, with additional schools to be added in subsequent semesters/years. Bay View, Bradley Tech, MacDowell, Marshall, Milwaukee High School of the Arts, Project Stay, Vincent Accelerated Academy, and Wisconsin Conservatory of Lifelong Learning offered the personal finance course in Spring 2022. Alliance, Audubon, JMAC, King IB, Milwaukee County Youth Education Center, Milwaukee School of Languages, and Pulaski offered the personal finance course in Fall 2022. In Spring 2023, Golda Meir, Obama, Reagan, South Division, Vincent, and Washington began offering the course.

Personal Finance Update

Personal Finance Implementation

Cohort 1 (2026) — 2021 Fall

- Green Tree Prep
- Hamilton
- Riverside

Cohort 2 (2027) — 2022 Spring

- Bay View
- Bradley Tech
- MacDowell
- Marshall
- Milwaukee High School of the Arts
- Project Stay
- Vincent Accelerated Academy
- Wisconsin Conservatory of Lifelong Learning

Cohort 3 (2027) — 2022 Fall

- Alliance
- Audubon
- James Madison Academic Campus
- King IB High School
- MKE Co Youth Education Center
- Milwaukee School of Languages
- Pulaski

Cohort 4 (2028) — 2023 Spring

- Golda Meir
- Obama
- Reagan
- South Division
- Vincent
- Washington

Professional Development Data and Plan, 2022-23

- Twenty-two teachers have received more than 30 hours of PD
- Total personal finance teachers' PD hours = 1,551
- Professional Learning Institute
- Experience-based CTE licenses for personal finance teachers

Our Partners

- Next Gen Personal Finance
- Educators Credit Union
- Secure Futures, formerly Make A Difference-Wisconsin
- Asset Builders
- UEDA (Urban Economic Development Association of Wisconsin)
- Junior Achievement
- U.S. Bank
- CLIMB (Communities Learning to Invest and Mobilize for Business)
- EVERFI
- EconomicsWisconsin
- Riverworks Development Corporation

Events and Engagement Strategies

- Asset Builders’ Finance and Investment Challenge Bowl
- Educators Credit Union’s Reality Check Day
- MPS’s Family FinLit Night
- Finlit Fridays
- Authors’ visits
- Money Smart Week
- Junior Achievement Volunteer Day
- Student-led newsletter published

What's Next?

- Improve partnerships: Expand and improve partnerships
- Prepare staff: Provide continued professional development
- Develop student’s leadership skills
- Reach out to families: Provide school-based parental financial-literacy workshops
- Expand programming: Expand financial-literacy programming to middle schools

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 7.37, Graduation Requirements

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(Item 7) Report with Possible Action Regarding Art Education

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

At its regular meeting of January 2020, the Milwaukee Board of School Directors referred Communication 1920C-004, regarding a proposed art-education policy, to the Administration for follow-up. In alignment with the Board's direction, an advisory committee was formed to develop an administrative policy 7.45 regarding art education. The committee included MPS art educators, MTEA, Board members, and the Offices of Academics, of Accountability and Efficiency, of Board Governance, of Finance, and of School Administration. As a result of the advisory committee's work, Administrative Policy 7.45, Art Education, was adopted by the Board in May 2020. The policy includes twice-yearly (March and August) updates by the Administration relative to the progress in implementing the policy, as well as next steps.

Visual Arts Update

Staffing and Expansion

- Cycle A’s vacancies posted on February 28
- Interviews for 1.0 FTE positions at individual schools to be completed at the school level

- Paired-position interviews done by the Fine Arts Team

| School | FTE Positions | | Increase |
|----------------|---------------|------|----------|
| | FY23 | FY24 | |
| Obama | 1.5 | 2.0 | 0.5 |
| Metcalfe | 0.6 | 1.0 | 0.4 |
| Neeskara | 0.6 | 1.0 | 0.4 |
| Zablocki | 0.6 | 1.0 | 0.4 |
| Pratt | 0.4 | 0.6 | 0.2 |
| Maple Tree | 0.3 | 0.4 | 0.1 |
| Jackson | 0.4 | 0.6 | 0.2 |
| Westside | 0.2 | 0.4 | 0.2 |
| Total Increase | | | 2.4 |

Recruitment and Retention

- Cargill grant continues to focus on recruitment and retention of art teachers in years 0-5 of employment.
- We have partnerships with UWM’s education department and the Peck School of the Arts.
- All new teachers receive one year of coaching through the Fine Arts Department.
- Teachers in years 2-3 can access peer mentors.
- Teachers in years 4-5 have the opportunity to host an artist-residency program.
- Cohorts have monthly meetings and workshops.

High-quality Art Materials

Teachers can request high-quality art materials whenever needed through ESSER and referendum funding.

Teachers can also request technology such as classroom sets of Chromebooks, smartboards, laptops, document cameras, and traditional or digital cameras.

Teachers are also able to request equipment such as kilns, clay equipment, and printmaking equipment, as well as new furniture and storage.

High-quality Art Experiences

- Holiday Folk Fair
- Kohler Arts Center
- MLK, Jr., Art Contest
- Community displays

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 7.45, Art Education

Fiscal Impact Statement

N/A

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(Item 8) Report with Possible Action Regarding Music Education

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

At its regular meeting of August 2019, the Milwaukee Board of School Directors referred Communication 1920C-001, regarding a proposed music-education policy, to the Administration for follow-

up. In alignment with the Board's direction, an advisory committee was formed to develop an Administrative policy regarding music education. The committee included members of the MPS Administration, the Office of Board Governance, the Office of Accountability and Efficiency, MPS music teachers, the Milwaukee Teachers' Education Association, music providers such as the Wisconsin Conservatory of Music, and Board members. The advisory committee collaborated in finalizing Administrative Policy 7.44, Music Education, which the Board adopted in November 2019. The policy includes twice-yearly (March and August) updates by the Administration relative to the progress in implementing the policy, as well as next steps.

Music Update

Music Events

The Music Department hosted the Wisconsin School Music Association's (WSMA's) Solo and Ensemble Festival at Rufus King High School on Saturday, March 4. More than 500 MPS student musicians performed solos and ensembles. Students who received scores of 1 will prepare for the WSMA's State Festival in May.

The Music Department will host the Wisconsin School Music Association's Large-group Festival at the Milwaukee Youth Arts Center in March

Teacher Recruitment

- Attended the Texas Music Educators Association's conference
- Met with the president of the TBME (Texas Black Music Educators)
- Talked to music-education faculty at multiple Texas universities about our Milwaukee music expansion
- Attended a day of music-technology workshops
- Talked about curriculum with the director of the Young Producers Group

Music Staffing

- Vacancies filled at Milwaukee Academy of Chinese Language, Wedgewood, Bethune Academy, and Riverwest/Siefert
- Music positions for the 2023-24 school year are posted on WECAN (Wisconsin Education Career Access Network) and the MPS Portal
- Principals and school teams will conduct interviews for full-time positions in individual schools
- The music team will interview for all paired positions, part-time positions, and traveling music teachers on March 3, 15, 17, and 22 for Cycle A.

Music Professional Development

Completed

- Inclusive Music Instruction
- Diversity, Equity, Inclusion, and Belonging in the Music Classroom

Upcoming

- Band, modern band, orchestra, and vocal teacher cohorts
- Orff instrument refresher (sponsored by Save the Music Foundation)
- Music and literacy — collaborative PD with Library Media Specialists

Ongoing

- Band, modern band, orchestra, and choir teachers' cohort meetings

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 7.44, Music Education

Fiscal Impact Statement

N/A

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(Item 9) Report with Possible Action on the Regional Showcase — Northwest Region

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

The monthly Regional Showcase item provides a thorough picture of a particular region, including goals and progress made in attaining them. In addition, strategies that are being successfully implemented within the region and that may be replicated will be included.

This month, the Northwest Region is featured. The Northwest Region comprises 24 schools, and serves 8,137 students in diverse settings to meet the varied needs of our students. Schools in the Northwest Region include Barton, Bruce, Browning, Bryant, Carson Academy, Congress, Craig Montessori, Eighty-first Street, Emerson, Engleburg, Goodrich, Hampton, Hawthorne, Kilbourn, Kluge, Lancaster, Maple Tree, Milwaukee German Immersion School, Milwaukee Sign Language, Ninety-fifth Street, Parkview, Stuart, Thoreau, and Thurston Woods.

The Northwest Region offers a variety of programs and services to support our students towards their academic goals. The Northwest Region is successful due to the committed staff members and dedicated community partnerships, a vital component to the success of students.

Northwest Regional Showcase — Northwest Region

8,137 Scholars
24 Schools
708 Staff

| | |
|---|-------|
| Students with disabilities | 21.8% |
| English-language learners | 2% |
| Economically-disadvantaged | 78.3% |
| Native Hawaiian or Other Pacific Islander | 0.1% |
| American Indian or Alaskan Native | 0.3% |
| Asian | 5.5% |
| White | 5.6% |
| Multi-ethnic | 5.3% |
| Hispanic/Latino | 5.8% |
| Black or African American | 77.4% |

Northwest Region’s Schools

K-5 Schools

| | | |
|---------------------|-----------|---------------------|
| Barton | Engleburg | Kluge |
| Bruce | Goodrich | Maple Tree |
| Bryant | Hampton | Ninety-fifth Street |
| Eighty first Street | Hawthorne | Parkview |
| Emerson | Kilbourn | |

K-8 Schools

| | | |
|----------|---------|----------------|
| Congress | Thoreau | Thurston Woods |
|----------|---------|----------------|

Specialty Schools

| | | |
|----------------|-----------|----------------------|
| Browning | Craig | MKE German Immersion |
| Carson Academy | Lancaster | MKE Sign Language |

Stuart

Specialty Programs

Community School
Verizon Innovative Learning School
Science
Montessori

Verizon Innovative Learning School
German Immersion
Sign Language
International Baccalaureate Candidate

2021-22 State Report Cards

| School | Score |
|------------------------------------|---|
| Barton Elementary | AR Alternate Rating — Satisfactory Progress |
| Browning Elementary | 50.9 Meets Few Expectations |
| Bruce Elementary | 29.8 Fails to Meet Expectations |
| Bryant Elementary | 67 Meets Expectations |
| Carson Academy | 45.3 Fails to Meet Expectations |
| Congress Elementary | 58.8 Meets Expectations |
| Craig Montessori School | 70.2 Exceeds Expectations |
| Eighty-first Street Elementary | AR Alternate Rating — Needs Improvement |
| Emerson Elementary | 61.8 Meets Expectations |
| Engleburg Elementary | 72.6 Exceeds Expectations |
| Goodrich Elementary | 30.7 Fails to Meet Expectations |
| Hampton Elementary | 78.5 Exceeds Expectations |
| Hawthorne Elementary | 55.4 Meets Few Expectations |
| Kilbourn Elementary | 73.2 Exceeds Expectations |
| Kluge Elementary | 53.7 Meets Few Expectations |
| Lancaster Elementary | 44.8 Fails to Meet Expectations |
| Maple Tree Elementary | 65 Meets Expectations |
| Milwaukee German Immersion | 75.5 Exceeds Expectations |
| Milwaukee Sign Language Elementary | 62.8 Meets Expectations |
| Ninety-fifth Street Elementary | 51.3 Meets Few Expectations |
| Parkview Elementary | 62.9 Meets Expectations |
| Stuart Elementary | 53.5 Meets Few Expectations |
| Thoreau Elementary | 56 Meets Few Expectations |
| Thurston Woods Elementary | 55.3 Meets Few Expectations |

Spotlight on 95th Street Elementary School

Mission Statement

95th Street Elementary School will empower students to be lifelong learners who are caring, accepting, responsible, contributing members of their community. This will be achieved through the development of strong academic programs, a focus on social-emotional learning, and use of project-based learning activities to strengthen problem-solving and critical-thinking skills.

Data Points

- Enrollment419
- Attendance average 88.7%
- Suspension Rate 2.3%
- STAR participation
 - Reading 95%
 - Math..... 95%
 - Early Literacy 99%

Report Card Accountability Rating

Overall Score = 51.3, Meets Few Expectations

Points of Pride

- Increased Enrollment
- Participation in ACE program

- Full-time specialist
- 4th- & 5th-grade Student Council
- Book-vending Machine
- Successful CICO systems
- After-school clubs (LEGO, Battle of the Books, Fun & Fit, Game Board, & Music Lessons)
- Class attendance competitions
- After-school activities
- Participation in Ropes and Challenges Program
- Annual Fun Run

Foundational Skills

Early Childhood Success

- Hands-on learning
- Frog Street Centers
- Inclusion
- Sensory paths
- Parental involvement
- Weekly family projects
- Kindergarten round-up

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

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

Fiscal Impact Statement

N/A

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(Item 10) Transmittal of and Possible Action on the Achievement Gap Reduction Program's End-of-semester Report

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

The Student Achievement Guarantee in Education (SAGE) program began in the 1996-97 school year under the authorization of Wisconsin Statutes, Section 118.43. The program, which was administered by the Department of Public Instruction (DPI), was subsequently expanded due to the successes demonstrated by those schools that had begun the program in 1996.

State legislation was passed in 2015 that concluded the SAGE program and authorized the Achievement Gap Reduction (AGR) program per Wisconsin Acts 53 and 71. School districts were given the option to continue SAGE for an additional year (2015-16). Effective FY17, all schools transitioned to the Achievement Gap Reduction program. MPS has 63 traditional schools and one non-instrumentality charter school that currently participate in the AGR program.

Milwaukee Public Schools leverages the following strategies when implementing this program:

- instructional coaching for teachers provided by a licensed teacher in grades K5 through 3; and
- maintenance of 18:1 or 30:2 classroom ratios in K5 and provision of professional development in small-group instruction.

The AGR program requires that each school describe its implementation of the program and report its objectives and success in achieving them to the school board every semester.

Achievement Gap Reduction (AGR) End-of-year Report

Achievement Gap Reduction (AGR)

MPS has 64 elementary schools that participate in the AGR program. The following strategies are implemented within the participating schools:

- instructional coaching for teachers provided by licensed teacher in grades K5 through 3; and
- maintenance of 18:1 or 30:2 classroom ratios in K5 and provision of professional development in small-group instruction

AGR Schools, Grades K5-3

10,578 students
64 schools

| | | | |
|----------------------------|-------|---------------------------|-------|
| English-language learners | 19.9% | Hispanic | 27.9% |
| Students with disabilities | 21.8% | Hawaiian/Pacific Islander | 0.1% |
| Economically disadvantaged | 86.5% | Multi-ethnic | 3.7% |
| American Indian | 0.4% | White | 2.4% |
| Asian | 5.6% | | |
| Black | 60.0% | | |

AGR Schools by Region

| | | | |
|-----------------|-----------|------------------|----------------|
| Central | Story | Congress | Forest Home |
| Brown | Westside | Eighty-first St. | Grant |
| Burbank | East | Emerson | Greenfield |
| Clarke | | Engleburg | Hayes |
| Clemens | Cass | Grantosa | Lincoln Avenue |
| Fifty-third St. | Elm | Hampton | Longfellow |
| Franklin | Fratney | Hawthorne | Lowell |
| Hi-Mount | Gaenslen | Kluge | Mitchell |
| Hopkins/Lloyd | Siefert | Lancaster | Rogers |
| Jackson | Victory | Maple Tree | Zablocki |
| Keefe | WCLL | MSLS | Citywide |
| LaFollette | Northwest | Obama | |
| Marvin Pratt | | Parkview | ML King, Jr. |
| Metcalfe | Barton | Stuart | River Trail |
| MACL | Browning | Thoreau | Townsend |
| Neeskara | Bruce | Southwest | Contracted |
| Sherman | Bryant | | |
| Starms (2) | Carson | Allen Field | LaCausa |
| | | Doerfler | |

AGR Trimester Data, Comparative FY22 and FY23

| | AGR Percentage of Proficient and Advanced Grades | | | | | |
|----------|--|---------------|---------------|---------------|---------------|---------------|
| | ELA | | Reading | | Math | |
| | Tri 1 FY22 | Tri 1 FY23 | Tri 1 FY22 | Tri 1 FY23 | Tri 1 FY22 | Tri 1 FY23 |
| Grade K5 | 34.1% | 30.0% | 33.5% | 30.9% | 43.5% | 42.2% |
| Grade 1 | 20.5% | 27.6% | 20.8% | 27.8% | 25.4% | 33.5% |
| Grade 2 | 22.4% | 24.0% | 21.9% | 24.8% | 33.0% | 34.0% |
| Grade 3 | 17.9% | 23.4% | 24.1% | 25.8% | 25.9% | 28.1% |

The percentage of students with proficient and advanced grades increased in first through third grade for all subjects!

Summary of Accomplishments

AGR Mid-year Report, August 2022-February 2023

- Submitted 64 funding and strategies reports.
- Brainstormed strategies to address small-group instruction within AGR schools.
- Implemented the Lexia Core5 reading program within nine AGR schools.
- Served on the Bridges to School MKE Planning Committee with support in work connecting the Milwaukee community with the schools.
- Provided specific early-childhood professional development opportunities and support for all current school support teachers and educators (collaborated with the Ambitious Instruction professional development team and supported SST and school community with instructional resources).

Next Steps

- Solidify a plan to increase coaching and support within AGR schools for FY23 by focusing on small-group instruction
- Focus on foundational-skill improvements in pre-Kindergarten and Kindergarten with implementation of the Lexia Core5 program in nine AGR schools and district-wide LETRS ((Language Essentials for Teachers of Reading and Spelling) training opportunity
- Support the roll-out and implementation of the Bridges to School MKE Project’s activities
- Continue embedding early-childhood information within the Ambitious Instruction-Accelerating Learning plan

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

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

Fiscal Impact Statement

N/A

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REGULAR ITEMS OF BUSINESS

(Item 1) Reports of the Board's Delegates

The Board received the reports of its delegate to CESA #1 for February and March 2023.

* * * * *

(Item 2) Monthly Report of the President of the Milwaukee Board of School Directors

In an effort to support the goals identified by MPS as essential to the accomplishment of the MPS Vision and Mission, the President’s activities from October 2022 included the following:

Academic Achievement

- Worked with others to create resolutions on civic action for students, a review of the deaf and hard of hearing program in MPS, and establishing a Green Revolving Fund.
- Met with staff and consultants to continue the work of the Inclusive Perspectives Social Studies Committee IPSSC
- Met to pre-plan the agenda for the Committee on Legislation, Rules and Policies

Effective and Efficient Operations

- Met with administrators and attorneys to hear about MPS’s participation in a national lawsuit against JUUL.
- Discussed a Green Revolving Fund with ReFlo, MPS sustainability staff, and partners
- Met with Superintendent and his team about ESSER funding
- Met with the teachers, staff, and principal of La Escuela Fratney to address some ongoing concerns.

Student, Family, and Community Engagement

- Attended all of the Board’s meetings in March
- Participated in national meetings of the Educator Climate Action Network to share the work of MPS and to learn from other districts about climate justice
- Met with the select-criteria schools committee to discuss high-school enrollment issues.
- Met with members of Voces de la Frontera and YES
- Met with Friends of Chapter 220 in an attempt to seed an alumni association
- Cheered on Hamilton at its semi-final basketball game against Arrowhead
- Co-led a presentation on MPS for the docents of the Milwaukee Public Museum
- Attended the climate justice curriculum advisory meeting
- Throughout March, I responded to emails and phone call inquiries, questions, and concerns from parents, students, staff and community.

* * * * *

RESOLUTIONS

Resolution 2223R-017

By Directors Garcia and Peterson

WHEREAS, The Wisconsin Social Studies Standards are described by the DPI as an “important foundation to prepare students to become engaged, informed participants committed to the ideas and values of our democratic republic”; and

WHEREAS, The key pedagogical approach promoted by the Social Studies Standards is “inquiry” based-learning which is defined as “A systematic investigation with five distinct parts: questioning, research, analysis, communication of results, and civic engagement”; and

WHEREAS, The National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Framework for Social Studies State Standards (NCSS, 2013), specifically endorses student activism as follows:

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations...In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves. (p. 31);

and

WHEREAS, The aforementioned civic practice of voter education and of voting is being addressed via implementation of Resolution 2223R-012, adopted in December 2022; and

WHEREAS, Student participation in voting and other forms of civic engagement helps develop students’ disposition, confidence and passion when it comes to making a positive difference in society, and when it comes to see themselves as activists and leaders for social, racial and environmental justice; and

- WHEREAS, The Milwaukee Board of School Directors encourages and facilitates in a viewpoint-neutral manner all student civic engagement as long as such activities do not foster hatred and animus towards and amongst our students, their families, and our community; and
- WHEREAS, Civic engagement includes a broad scope of non-partisan civic activities including student clubs, debates, forums, voter registration, voting, rallies, marches; and
- WHEREAS, In the past several years many MPS students have independently engaged in such non- partisan activities including, but not limited to, marches and rallies by students participating in the annual Voce's and YES May Day marches advocating for immigrant and worker rights, Black Lives Matter marches by students from North Division, anti-violence rallies at Rufus King High School and Climate Justice protests at Milwaukee School of Languages and;
- WHEREAS, Voces de la Frontera and its youth group Youth Empowered in the Struggle have been leaders in some of the largest "Day without Latinxs and Immigrant Rights" marches in the country, establishing the May 1 marches as a family tradition in Milwaukee that brings out students and their families; now, therefore, be it
- RESOLVED, Consistent with the District's safe haven policy protecting undocumented students and their families (see Resolution 1617R-007, adopted December 2017), the Milwaukee Board of School Directors recognizes these important examples of civic engagement and publicly thanks those students, student leaders and the adults in schools who are club advisors; and be it
- FURTHER RESOLVED, That the Milwaukee Board of School Directors directs administration and staff to support students and their advisors to facilitate their participation in the "Day without Latinxs and Immigrant Rights" if students' parents and/or guardians sign permission slips approving their students' participation, with the understanding that such students will receive an excused absence; and be it
- FURTHER RESOLVED, That all school-based administrators receive guidance from the Administration in a timely way so that any misunderstandings can be worked out well in advance.

Referred to the Committee on Student Achievement and School Innovation.

Resolution 2223R-018

By Directors Peterson and Herndon

- WHEREAS, The Deaf and Hard of Hearing (D/HH) program in Milwaukee Public Schools is long overdue for review and revision; and
- WHEREAS, The D/HH program, in its current state, is ineffective and is lacking an understanding of modern D/HH educational practices; and
- WHEREAS, Since the 1990s, the Department of Public Instruction has recognized the need to have total communication and unsegregated programs for D/HH students, given that such programs can provide wholistic education within the broad spectrum of communication needs rather than segregating students into one of two extreme language binaries; and
- WHEREAS, With 30-plus years of studies conducted on best practices for D/HH education, Bi-modal Bilingualism, also known as the Bi-Bi model, has stood out; and
- WHEREAS, The Bi-Bi approach facilitates and enhances bilingual development in both English and American Sign Language, without hindering development of spoken language (Mitchiner, Nussbaum, & Scott, 2012); and
- WHEREAS, Many school districts with D/HH programs have adopted bi-modal bilingualism as a multi-sensory approach that is additive rather than subtractive; and
- WHEREAS, There are ongoing issues within MPS's D/HH program regarding staffing, program locations and initial placements of young children in the D/HH program; now therefore, be it
- RESOLVED, That the Administration and D/HH interpreters and teachers jointly establish a D/HH education task force that includes D/HH teachers, MPS sign language interpreters, other staff members, the MPS administration, and parents of students identified as D/HH; and, be it
- FURTHER RESOLVED, That the Department of Public Instruction, Wisconsin Education Services Program (WESP-DHH), the University of Wisconsin-Milwaukee and other community stakeholders be invited to participate on the task force; and be it
- FURTHER RESOLVED, That the task force conduct a thorough review of the current state of the MPS D/HH programing including, but not limited to these tasks::

- review current Deaf education research and use it to evaluate the efficacy of the current MPS D/HH program;
- review and compare Deaf educational approaches like the bilingual/bimodal model to the split language model that is currently being used in MPS;
- survey key stakeholders, including:
 - MPS staff members (interpreters, teachers, support staff) who directly work with the MPS D/HH population;
 - current families of D/HH students; and
 - families with D/HH children who have left the district;
- review efficiency of current program location(s) and consider the pros and cons of centralization or combination of services of MPS's D/HH programs taking into account where current D/HH students live and attend school and space considerations for all units and staff offices;
- review staffing needs as impacted by possible changes in D/HH program locations including numbers of staff and certification requirements and levels of sign language efficiency,
- review of initial assessments and qualifying indicators for D/HH services; and, be it:

FURTHER RESOLVED, That the Administration report back to the board during the June 2023 board cycle as to the composition of the task force and with a proposed timeline for completion of this review.

Referred to the Committee on Student Achievement and School Innovation.

Resolution 2223R-019

By Director Peterson

WHEREAS, Through its adoption of Resolution 1920R-016, "Our House is on Fire" (adopted March 2017) the District encourages schools to develop school-based Green Teams with the involvement of educators, students, parents and community to expand school-based and District-wide curricular and sustainability projects and that the District develop a Green Revolving Fund (GRF), seeded in part by cost savings (fee reductions) from sustainability initiatives, to allow the Green Revolving Fund to grow over time to support additional investments and to provide financial incentives for school-based and District-wide green projects; and

WHEREAS, In adopting Resolution 2223R-007 (July 2022), the Milwaukee Public Schools joined Milwaukee County and the City of Milwaukee in adopting the international climate reduction targets, which includes the interim target of cutting greenhouse emissions by 45% by 2030; and

WHEREAS, Many school districts and universities across the nation have established Green Revolving Funds and their experience is a resource we can learn from; and

WHEREAS, The creation of a GRF would encourage schools and departments to increase their commitment to sustainability; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools establish a pilot GRF to be included in the FY24 (2023-2024) budget; and be it

FURTHER RESOLVED, The funds for the pilot be established by demonstrating City of Milwaukee stormwater utility fee reductions resulting from innovative green schoolyard stormwater management practices and expanded to other areas such as energy efficiency projects reducing electricity usage; and be it

FURTHER RESOLVED, The Administration, through Financial Planning and Budget Services and Procurement and Risk Management, work with the existing District Sustainability Team to develop the methods to calculate fee reductions for inclusion in the annual budget process, establish mechanisms and criteria to allocate those funds, including a process by which applicants match GRF allocated funds to assure a joint interest and commitment to following through on recommended GRF supported projects; and be it

FURTHER RESOLVED, That the GRF project recommendations and tracking process be the responsibility of the Sustainability Project Specialists within the Department of Facilities and Maintenance Services; and, be it

FURTHER RESOLVED, That in the June 2023 Board cycle, the Sustainability Project Specialists report on a framework for the plan, including the roles of key District departments, timelines, and goals for the GRF pilot.

Referred to the Committee on Accountability, Finance, and Personnel

The Board adjourned at 6:56 p.m.

JACQUELINE M. MANN, Ph.D.
Board Clerk

**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 28, 2023**

Special meeting of the Board of School Directors called to order by President Peterson at 5:35 p.m.

Present — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Taylor, and President Peterson — 8.

Absent and Excused — Director Siemsen — 1.

The Board Clerk read the following call of the meeting:

March 23, 2023

To the Members of the Board of School Directors:

The special meeting of the Milwaukee Board of School Directors is scheduled to take place in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for consideration of the items of business listed in this notice.

Members of the public who wish to attend the meeting in person must adhere to MPS mask policies regardless of vaccination status or past COVID-19 infection. As is customary at Special Meetings, no public hearing will be given on matters discussed at this meeting.

This meeting will be broadcast on WYMS radio-88.9 FM, or on Time-Warner/Spectrum Channel 13, and via livestream and the MPS YouTube Stream at: <https://mpsmke.com/boardcast>.

Executive Session Notice

With respect to Item 1, below, and pursuant to Wis. Stat., §19.85(1)(g), the Board may retire to closed session to confer with legal counsel for the Board who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

In regard to Item 2, below, and pursuant to the provisions of Wisconsin Statutes, §19.85(1)(c), the Board may retire to executive session for the purpose of considering employment, promotion, compensation, or performance-evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

**Special Board Meeting
5:30p.M., Tuesday, March 28, 2023**

1. Action on a Request to Retire to Closed Session Regarding Litigation in Which the Board Is or Is Likely to Become Involved
2. Update with Possible Action on the Performance Evaluations of the Superintendent of Schools and of the Board Clerk/Chief Officer, Office of Board Governance

JACQUELINE M. MANN, Ph.D.
Board Clerk

(Item 1) Action on a Request to Retire to Closed Session Regarding Litigation in Which the Board Is or Is Likely to Become Involved

Background

In regard to this item, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board Rule
Implication Statement**

Board Rule 1.18, Legal Representation

Recommendation

The recommendation is that the Board retire to closed session, pursuant to Wisconsin Statutes, §19.85(g), to confer with legal counsel.

* * * * *

**(Item 2) Update with Possible Action on the Performance Evaluations of the
Superintendent of Schools and of the Board Clerk/Chief Officer, Office of Board
Governance**

Background

The Board may retire to executive session on this item, pursuant to Wisconsin Statutes 19.85(1)(c).

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board Rule
Implication Statement**

Board Governance Policy BG 3.01, Board-appointed Officials

Recommendation

That the Board retire to closed session, pursuant to Wisconsin Statutes, §19.85(1)(c).

* * * * *

Director O'Halloran moved to retire to closed session to consider the above items, pursuant to Wisconsin Statutes, §1985(1)(g) and §1985(1)(c), respectively.

The motion passed, the vote being as follows:

- Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Taylor, and President Peterson — 8.
- Noes — None.

The Board retired to closed session at 5:41 p.m.

The Board reconvened in open session at 8:31 p.m.

In regard to Item One, Director Taylor moved to:

1. authorize legal counsel to execute any settlement-related documents and to take any other necessary actions to effectuate the proposed JUUL settlement; and
2. authorize the Board's President and the Superintendent to take any necessary steps to effectuate the settlement on behalf of Milwaukee Public Schools.

The motion passed, the vote being as follows:

- Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Taylor, and President Peterson — 8.
- Noes — None.

Director Taylor moved to retired to closed session to consider Item 2 on the agenda.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Taylor, and President Peterson — 8.
Noes — None.

The Board retired to closed session at 8:35.

The Board adjourned from closed session at 10:11 p.m.

JACQUELINE M. MANN, Ph.D.
Board Clerk