



Milwaukee Public Schools Mission Statement

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

MPS Members

Carletta Noland	Lonnie Anderson	Michael Harris	Melanie Stewart	Patricia Ellis	Annie Knopp	Daniel Hennessey
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Academic Goal	Cultivating Culture and Climate Goal	Human Resources Goal
Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.	Every student will thrive as a result of a positive school climate, culture and environment in which all students are supported, valued, and respected.	Every student will have access to a highly qualified teacher and leader that strives for the best education for all students.
<p style="text-align: center;">Academic District Strategies</p> <p>Professional Learning <i>Utilize continuous improvement planning and processes to improve teaching and instruction in core content through research-based strategies for adult professional learning.</i></p> <p>On Track to Graduation <i>Ensure that all students' courses are programmed/scheduled and on track to four-year graduation and postsecondary success to ensure a positive future for students.</i></p> <p>Standards-Aligned Instruction <i>Ensure equitable access to standards-aligned instruction, strategies, materials, and resources that allow students to demonstrate understanding of meaningful engagement and tasks.</i></p>	<p style="text-align: center;">Culture/Climate District Strategies</p> <p>Multi-tiered Systems of Support <i>Create a culture and climate that embraces and implements strong multi-tiered systems of support to ensure that each student receives the necessary support for academics, behavior, SEL, and attendance to increase engagement and learning.</i></p> <p>Family/Community Partnerships and Engagement <i>Create opportunities for students, staff, families, and the community to discuss, listen, share, and learn from one another.</i></p> <p>Facilities & Environment <i>Analyze investment projects for impact on student learning (e.g., AGR furniture refresh compared to student achievement) Determine correlations between facility improvements or vandalism data and other school statistics such as behavioral instances.</i></p>	<p style="text-align: center;">Human Resources District Strategies</p> <p>Highly Qualified Workforce <i>Ensure that schools are staffed with highly qualified teachers and staff; embed systems and supports designed to attract, select, and retain staff.</i></p>

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Academic Goal Every student will reach academic excellence at every grade level and graduate on time ready to meet their future success.	Department/s Responsible Lead(s)	Evidence of Completion and Quality/Fidelity	D = Driving Forces R = Restraining Forces	
Strategy 1	PROFESSIONAL LEARNING: Utilize continuous improvement planning and processes to improve teaching and instruction in core content through research-based strategies for adult professional learning.			
Action Step	Provide professional learning with appropriate methods of application (theory into practice) and with clear expectations of implementation. (e.g., PLI, Instructional Rounds, Instructions for leaders, Induction programs, Teachers' Institutes)	ODO, CI, OSA Other departments responsible for PD Lonnie Anderson, Dr. Felicia Saffold Dr. M. Stewart Dr. Carletta Noland Dr. Patricia Ellis	<ul style="list-style-type: none"> → PD Completion → CFUs at time of learning → Walkthrough data → Artifacts of learning or implementation showing positive student outcomes → Crosswalk of data, i.e., overall teachscape data. → A 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the Wisconsin Forward, DLM, and PreACT/ACT. → A 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the Wisconsin Forward, DLM, and PreACT/ACT. 	D=Need for all academic staff to understand, apply and implement Ambitious Instruction: Accelerating Learning. Preparing all staff to know requirements and skills of their position that must be implemented. R= High turnover in staff. Minimal professional learning time, collaboration and planning time within the workday.

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<p>Action Step</p>	<p>Review the staff workday to embed additional opportunities for staff to learn and collaborate during the work hours (e.g., policies, schedules). All CSI Schools must have guaranteed time each day/week for mandatory collaboration and professional learning that focuses on their evidence-based strategy. Collaboration: 90 minutes a week built into the workday. Professional Learning: An additional before/after school session beyond the current administrative session.</p>	<p>Office of Human Resources Chief of Human Resources review and based on current policy Michael Harris Office of School Administration (Dr. Cotton and team-meeting time given to school leaders for school-based PD and provide topics (CCAR)) Dr. Carletta Noland Office of Academics Jennifer Mims-Howell</p>	<ul style="list-style-type: none"> → Formation of committee → Several plans to share from other communities (e.g., local, CGCS) → Consider for adoption 	<p>D= The need for all staff to have a level of knowledge and skills to implement their positions at maximum level.</p> <p>R= Feedback from staff and leaders that there is insufficient time for building/district adult learning time, schedules that do not allow collaboration between staff members, or opportunities to visit other classrooms/schools.</p>
<p>Strategy 2</p>	<p>ON TRACK TO GRADUATION: Ensure that all students' courses are programmed/scheduled and on track to four-year graduation and postsecondary success (meaningful diploma).</p>			
<p>Action Step</p>	<p>Minimize course failures (across subgroups).</p>	<p>Office of Academics Dr. Felicia Saffold Dr. John Hill Lorena Gueny Travis Pinter Dr. M. Stewart</p>	<ul style="list-style-type: none"> → Increased use of acceleration and scaffolding strategies → Increase in opportunities for intervention and/or tutoring → Increase in percent of students successfully 	<p>D= Over 30K failures were recorded per semester in 2021-22.</p> <p>R= 30% of staff have been identified as assigning 70% of failures.</p>

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			<p>completing courses i.e., earning A, B, & C</p> <ul style="list-style-type: none"> → Increase in GPA by grade level → Increase in 4-year graduation rate 	
<p>Action Step</p>	<p>Assure students are getting the courses needed to graduate and prepare for their future goals (across subgroups).</p>	<p style="text-align: center;">Office of Academics and Office of School Administration</p> <p style="text-align: center;">Dr. John Hill Dr. Felicia Saffold Lorena Gueny Travis Pinter</p> <p style="text-align: center;">Dr. Carletta Noland</p> <p style="text-align: center;">Michael Harris (Staffing and Compensation Issues)</p>	<ul style="list-style-type: none"> → Increase in 4-year graduation rate → Increase in percentage of advance courses, dual enrollment, Industry-recognized credentials, and Work-Based learning as reported on the state report card. → Increase in students successfully earning passing scores on AP/IB exams → Increased access to courses necessary for graduation → Increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash 	<p>D= Course failures have exceeded 30K per semester. Students may not be able to earn required credits without additional programming (e.g., summer school, credit recovery coursework)</p> <p>R= The differential in the number of courses being offered per semester at high schools in the district (e.g., one school offers 20 courses while others approximately 130 courses per semester). Insufficient number of certified teachers in schools.</p> <p>D= Recruiting for highly skilled trades people does not align with public teacher salary schedules</p>

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Strategy 3	STANDARDS ALIGNED INSTRUCTION: Ensure equitable access to standards-aligned instruction, strategies, materials, and resources that allow students to demonstrate understanding of meaningful engagement and tasks.			
Action Step	Assure all support staff (i.e., coaches, SST, AGR, SPC, teacher leaders, RICs, PST, coordinators) know and can clearly communicate grade level expectations and pacing for student learning in core subjects	<p style="text-align: center;">RAD, C&I, Specialized Services, Induction</p> <p style="text-align: center;">Annie Knopp Dr. Felica Saffold Travis Pinter</p>	<ul style="list-style-type: none"> → Develop and organize grade level resources that are easily accessible for each grade and subject → All support staff must be able to direct and support staff accurately on grade level instruction. 	<p>D= Student outcome data indicates the majority of students are performing below grade level. Need to recalibrate all staff due to changes in standards and instructional materials as to grade level expectations and pacing for each grade level of instruction or course.</p> <p>R= Deficit thinking Restraining factors are limiting our expectations of student learning (e.g., what parents do/don't do, student behavior, attendance)</p>
Action Step	Expect all teachers to deliver and support students meeting grade or course level expectations	<p style="text-align: center;">Office of Academics and Office of School Administration</p> <p style="text-align: center;">Dr. Felicia Saffold</p>	<ul style="list-style-type: none"> → Alignment between grading and standardized testing → Fewer failures at the high school level → Tier 1 implemented with fidelity → Tier2 & 3 implemented with fidelity → Student achievement across subgroups 	<p>D=Student outcome data indicates the majority of students are performing below grade level. Need to recalibrate all staff due to changes in standards and instructional materials as to grade level expectations and pacing for each grade level of instruction or course.</p> <p>R= Lack clarity of grade level expectations and pacing, availability of (and time for) teacher professional development and mentoring support</p>

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Cultivating Culture and Climate Goal Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued, and respected.	Department/s Responsible	Evidence of Completion and Quality/Fidelity	D = Driving Forces R = Restraining Forces	
Strategy 4	MULTI-TIERED SYSTEMS OF SUPPORT: Create a culture and climate that embraces and implements strong multi-tiered systems of support to ensure that each student receives the necessary support for academics, behavior, SEL, and attendance to increase engagement and learning.			
Action Step	Provide districtwide and school-based professional development to ensure PBIS and Restorative Practices are being implemented with clear expectations and measurable outcomes to build, strengthen, and enhance culture and climate (across subgroups).	Equity, Access, and Inclusion PBIS Coaches and Supervisor Dr. Patricia Ellis Office of School Administration	<ul style="list-style-type: none"> → Improved climate and culture survey results from students, staff, and families → Reduction in suspension and referral rates/survey data → Maintain a 95% attendance rate → Increase the number of students regularly attending (90%). → Reduce the racial/ethnic disproportionality in referrals, identifications, and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support → Tiers 1, 2, and 3 implemented with intentionality and fidelity → Utilizing diverse systems of support to meet individual and collective needs 	<p>D= The need to implement PBIS and Restorative Practices in ways that foster a positive culture and climate to support academic achievement and reduce ongoing disproportionality challenges. There is a need to refresh, rejuvenate, relearn, and reassess the past and present implementation of PBIS and/or Restorative Practices to maximize positive outcomes.</p> <p>R= Clarifying language, beliefs, and practices associated with PBIS and Restorative Practices that focus on a single, comfortable component versus striving to utilize the rich and diverse wealth of supports, systems, and strategies within each.</p>

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Action Step	<p>Ensure all support staff (i.e., coaches, SSTs, teachers, school leaders, paraprofessionals, school leaders, secretaries, and others) know, can clearly communicate, and intentionally implement Restorative Practices.</p>	<p>Equity, Access, and Inclusion</p> <p>Restorative Practices Coaches and Supervisor</p> <p>Dr. Patricia Ellis</p>	<ul style="list-style-type: none"> → All support staff must be able to provide guidance for and modeling of Tier 1 Universal Supports for all students → Utilization of differentiated intervention strategies to address diverse needs/challenges → Improved climate and culture survey results from students, staff, and families → Reduction in suspension rates → Reduction in referral rates → Reduction in disproportionality 	<p>D= Current outcomes reflect inconsistent implementation from school to school. Professional development and other opportunities can help to clarify and enhance implementation of restorative practices schoolwide and districtwide to strengthen climate and culture, collaboration, and communication.</p> <p>R= Moving beyond a single approach to multiple approaches of implementation to maximize the impact of restorative practices based on schools' diverse needs.</p>
Strategy 5	FAMILY/COMMUNITY PARTNERSHIPS & ENGAGEMENT: Create opportunities for students, staff, families, and the community to discuss, listen, share, and learn from one another.			
Action Step	<p>Develop data collection systems to monitor family engagement and focus on engaging families from specific populations to narrow the achievement gap.</p>	<p>Strategic Partnerships, Research and Assessment, Bilingual</p> <p>Christy Stone Dr. M. Stewart</p>	<ul style="list-style-type: none"> → Review data from family interest survey and data collected from Parent Coordinators related to school engagement practices → Keep records of family participation/attendance at school specific events 	<p>D= Need to have an inclusive approach to building and cultivating relationships between school and families.</p> <p>R= Lack of data showing what families really think, how they feel and what they need to be active in their child's education.</p>

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			→ Use program evaluation tools to identify areas in need of improvement	
Strategy 6	FACILITIES & ENVIRONMENT: Utilize available data to document the impact of the built environment on the users. Utilize data and results to guide future facility strategic planning, improvements, and purchases.			
Action Step	Correlate facilities improvements and impact on student outcomes (e.g., Furniture refreshes (AGR, lunchroom), air-conditioning, outdoor classrooms, greenspaces, self-regulation spaces)	RAD Facilities Dr. M. Stewart M. Lenski	<ul style="list-style-type: none"> → Develop reports of correlated data (e.g. student outcomes, attendance, behavior, staff retention) with facility information to identify trends. → Use correlated data to guide future facility improvements. 	<p>D= The district has updated and created innovative learning spaces without analyzing the impact on student outcomes.</p> <p>R= Improvements were implemented without the expectation of evaluation related to student outcomes in the development plans. Therefore, pre-modification information may be difficult to obtain.</p>

Human Resources Goal Every student will have access to a highly qualified teacher and leader that strives for the best education for all students.	Department/s Responsible	Evidence of Completion and Quality/Fidelity	D = Driving Forces R = Restraining Forces	
Strategy 7	Ensure that all students (every student in every MPS school) have access to certified high-quality teachers and leaders.			
Action Step	Recruit and hire certified teachers for all schools	Human Resource Department Talent Management M. Harris	<ul style="list-style-type: none"> → Increase the number of fully licensed teachers from 81% to 85% for the 2022–23 SY → Staff 85% of CSI schools at 70 % for the 2022–23 SY (teachers) → Staff 70% of classified positions in the district for the 2022 -23 SY (school secretary, 	<p>D= Too many schools have vacancies and/or non-certified staff.</p> <p>D= Declining enrollment with same staffing expectations</p> <p>D= Other districts providing virtual options for teachers</p> <p>R=Lack of available teachers locally, school sizes vary by enrollment causing inefficiencies in staffing.</p>

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			<p>paraprofessionals, CHA's, food service assistant, and security)</p> <ul style="list-style-type: none"> → 100% of schools with vacancies for the 2023-24 school year will participate in the Spring School-based Interview process → Recruit 50 high school graduates to fill classified positions in the district for FY24 	R=Classified staff hiring competes with outside/private employment with higher wages, less education, and responsibilities
Action Step	All departments and schools formalize their onboarding, training, and maintenance of written standardized operating procedures	All	<ul style="list-style-type: none"> → Develop standard onboarding procedures - created by departments/schools → Document implementation of learning by staff 	<p>D= Turnover in staff results in historical knowledge being lost and not passed on, inconsistent training.</p> <p>R= When documents do exist, implementation is not done or monitored.</p> <p>R= Employee experience varies by school and department</p>
Action Step	Review and revise leader hiring, and placement procedures, tools, and practices aligned to current research.	<p>Office of School Administration</p> <p>Carletta Noland</p> <p>Human Resource Department Talent Management M. Harris</p>	<ul style="list-style-type: none"> → Comprehensive hiring and placement plan that outlines procedures, tools and practices for hiring school leaders → Pre/post survey of team members (e.g., current administrators, interview teams, regionals) → Review of the plan based on research 	<p>D= More consistent hiring and placement procedures, tools and practices that are aligned to current research</p> <p>R= Reluctance to change current ways of operating</p>

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Mid-year DIP Data Review - Study and Act of Continuous Improvement Template

**Review your data and student achievement data that you have been collecting
Synthesize your findings include actual data pertaining to established DIP Goals.**

CELEBRATIONS	OPPORTUNITIES
<p>Based on the continuous improvement plan you developed what data shows evidence of progress? Explain.</p> <p>Data Statements:</p>	<p>Based on the continuous improvement plan you developed what data shows evidence of areas that need to be addressed? Explain.</p> <p>Data Statements:</p>
<p>What student data shows evidence of progress? Explain.</p> <p>Data Statements:</p> <ul style="list-style-type: none"> • 	<p>What student data shows evidence of areas that need to be addressed? Explain.</p> <p>Data Statements:</p>
<p>If the major actions identified in the continuous improvement plan have not had the desired effect, what might you attribute to the cause? (Needs Assessment/Root Cause Analysis) What additional support/s may be needed? <i>Include reflection from your synthesis</i></p> <ul style="list-style-type: none"> ○ 	
<p>What actions will you include in your 2nd semester plans as a result of your synthesis? <i>Include actionable statements and next steps from your synthesis to be included as actions in the continuous improvement plan.</i></p> <ul style="list-style-type: none"> ○ 	