DRAFT

MILWAUKEE
PUBLIC SCHOOLS

Equity Guidebook

July 2020

Contents

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MILWAUKEE PUBLIC SCHOOLS

Dear MPS Students, Staff, and Families,

In August 2017, Milwaukee Public Schools adopted Administrative Policy & Procedure 1.06 to address equity. While the Milwaukee Board of School Directors unanimously passed the policy and procedure, the MPS administration also held a strong belief that we should begin using an equity lens to serve our students. In Milwaukee Public Schools, our definition of equity is "an allocation of district resources, supports, and opportunities that is based on the needs of students and staff" (Administrative Policy 1.06, "Equity in MPS," [2][b]).

As the district leader, it is my goal to ensure that all students have the opportunity to be successful. While many of our students experience great success in our district and beyond, we must focus our attention on students who may need additional and different supports to achieve the same success. In determining what supports are needed for students and communities, we "acknowledge the disparities that impact historically marginalized groups and . . . identify priorities based on areas of greatest needs" (Administrative Procedure 1.06, "Efforts to Achieve Equity," [1][a]).

This acknowledgment takes a community brave enough to address systemic obstacles. In light of recent events in our city and across our nation, an equity mindset is more critical than ever before. Only by placing equity at the forefront of our decisions and actions can we cultivate equal opportunities for academic achievement and post-secondary success. This document provides guidance to support the education of our students in intentional ways. We can achieve equity with the advocacy of our full village.

Sincerely,

Dr. Keith P. Posley
Superintendent of Schools

FIVE PRIORITIES FOR *SUCCESS*

IMPROVE DISTRICT AND
SCHOOL CULTURE

ENSURE FISCAL RESPONSIBILITY
AND TRANSPARENCY

INCREASE ACADEMIC ACHIEVEMENT
AND ACCOUNTABILITY

DEVELOP OUR
STAFF

STRENGTHEN COMMUNICATION
AND COLLABORATION

Introduction and Background

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.
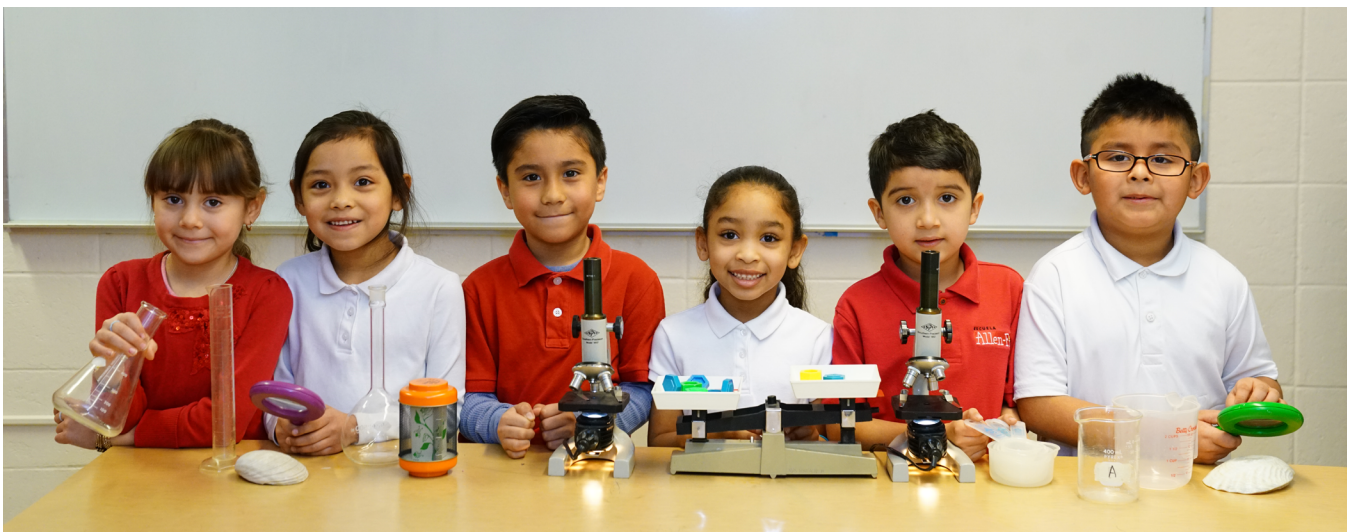
Brief Historical Background of Desegregation of Milwaukee Public Schools

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, charging the school board with unconstitutionally maintaining segregation in its schools.

Acting on a suit filed in 1965 by a group of parents of Black and white children, Federal Judge John W. Reynolds in 1976 ruled that segregation had been intentionally created and maintained by the Milwaukee Board of School Directors.

Judge Reynolds's findings revealed that 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.

An article in the *New York Times* dated January 20, 1976, stated that in his decision, Judge Reynolds said, "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."

Judge Reynolds ordered that the board develop a desegregation plan.

Lee R. McMurrin, superintendent of schools during this time period, stated, "The decision had been expected."

In October 1976, when the latest racial count was made, Milwaukee Public Schools had an enrollment of 114,180 students. Demographic data revealed that 60 percent were white, 34 percent were Black, and 6 percent consisted of other minorities. Most Black students attended predominantly Black schools. In addition, most Hispanic students attended predominantly Hispanic schools.

Although Judge Reynolds ruled Milwaukee schools were illegally segregated and ordered the school board to immediately take steps to integrate schools, the board appealed the decision to the U.S. Supreme Court, which ordered a new trial. The case was finally settled in 1979, and the school board agreed to implement a five-year desegregation plan. Around this same time period, the school board adopted a statement condemning school segregation and indicating that it had every intention of integrating.

In 1976, about two-thirds of the student population attending Milwaukee Public Schools was white. The final settlement in 1979 resulted in the white student population declining to below fifty percent.

As a way to address segregation, the district received national recognition for creating several citywide specialty schools (also known as magnet schools), designed to attract Black and white students from different neighborhoods. At the same time, a voluntary metropolitan desegregation plan known as the Chapter 220 program permitted city–suburban student transfers.

Demographic data for 2019 reveal that Milwaukee Public Schools has 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.

The year 2020 marks the forty-fourth anniversary of Judge Reynolds's ruling to desegregate Milwaukee Public Schools. 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 citizens. 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:
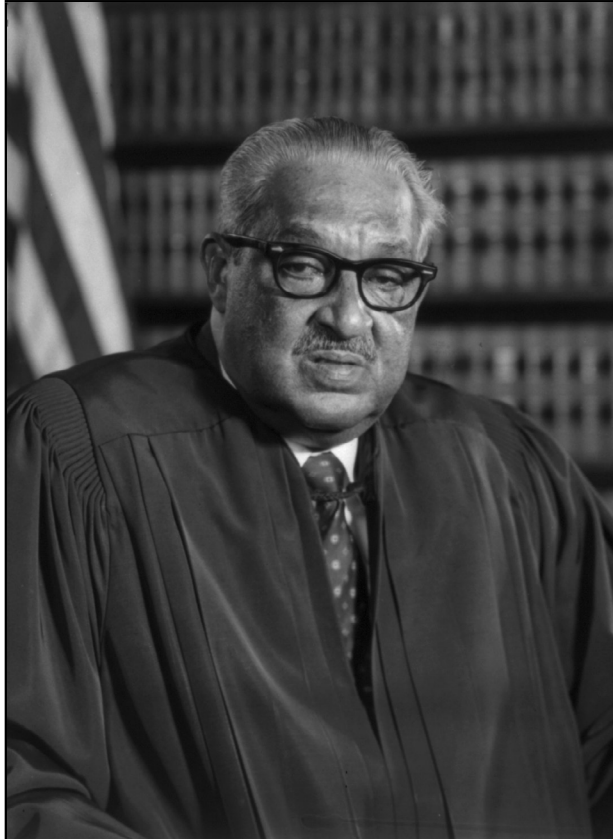
"What is the quality of your intent? Certain people have a way of saying things that shake us at the core. Even when the words do not seem harsh or offensive, the impact is shattering. What we could be experiencing is the intent behind the words. When we intend to do good, we do. When we intend to do 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?

Why Is an MPS Equity Guidebook Needed?

> **"** *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 **"**

It has been over forty years since the district was ordered to desegregate. However, in that "order," there was no mention of how desegregation would address equity, access, and inclusion as it relates to academic achievement and accountability, cultural awareness and responsiveness, staffing, finance, and or the inclusion of stakeholder voices, especially those representing communities of color.

Considering these and other factors, in August 2017, the Milwaukee Board of School Directors unanimously established Administrative Policy 1.06—Equity in MPS and Administrative Procedure 1.06—Efforts to Achieve Equity to deliberately address equity, access, and inclusion for all students, staff, families, and community partners. The development of an Equity Guidebook to ensure best practices was intentionally included in the language of MPS Administrative Policy 1.06—Equity in MPS.

The *MPS Equity Guidebook* was developed to align with the board's policies and procedures and the *MPS Five Priorities for Success.* Development of the guidebook engaged the diverse voices of students, families, educators, staff, and community partners from 2018 to 2020. To ensure an even deeper alignment with district practices, the guidebook and matrix reflect strategies, activities, and qualitative/quantitative data that take into consideration ambitious instruction, comprehensive support and improvement (CSI) Inequity Tool data, professional development engagement and data, school improvement plans, students' engagement in councils, formal and informal school-based and district-based surveys, parent/guardian feedback, community partners, and other tools that will help to measure the district's progress related to equity, access, and inclusion. Because we are aware that local, national, and global events impact what happens in schools, at Central Services, and in communities, this guidebook will be updated as needed to reflect and address such changes by providing new or updated information and resources.

The purpose of this guidebook is threefold.

First, this guidebook should motivate each of us to look inward at how our beliefs and practices regarding race, racism, biases, ethnicity, culture, language, etc., impact how equity, access, and inclusion are acted upon in the various roles we play. Then courageously engage 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, upon reflection of decision making, attitudes, beliefs, and practices related to race, ethnicity, culture, language, bias, injustice, oppression, stereotypes, racism, and other "isms" in Milwaukee. We intentionally and deliberately selected resources that will promote individual and collective learning, reflection, growth, change, and transformation to benefit students, families, educators, staff, community partners, and other stakeholders in ways to significantly reduce and eliminate ongoing disparities.

The resources in the guidebook address a diverse range of topics because we all have diverse areas of need, growth, awareness, experiences, challenge, and strength. These resources not only inform, but also push us to think and act in ways that encourage us to grow personally and professionally.

The guidebook resources may be used individually, in small groups, or in large groups with stakeholders from children to adults. A minimum of two key activities/strategies under each goal area should be addressed within the matrix that will be submitted to Central Services in April of each year beginning during the 2020–21 school year.

However, before using any of the materials, you are encouraged to preview the resources to ensure that they are grade appropriate, aligned to the standards you are planning to teach, and relevant for the topics you are diving into deeper. Also, you may consider using self-checklists, observed practices, formal/informal surveys, professional development data, CSI Inequity Tool data, School Improvement Plan (SIP) data, areas of personal or collective need, areas of interest, areas of strength, or areas of challenge to build, support, and sustain desired practices/outcomes.

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 equity, access, and inclusion represent the individual and collective beliefs, practices, and expectations of all who work for, attend, and/or support Milwaukee Public Schools.

Our students, families, employees, and community need to know and see that their race, ethnicity, culture, language, disability, gender, social class, etc., will be acknowledged, respected, and valued.

Dismantling academic disparities, racism, oppression, bias, sexism, language disparities, disproportionate outcomes, classism, microaggressions, macroaggressions, etc., will take maximizing awareness, understanding, opportunities, and healing by our intentional and deliberate actions to change and transform individually and collectively for the benefit of all.

Events of the past and present reveal lessons and wisdom. When the voices and actions of the hopeful, honest, and committed are strong, great things can be accomplished. In the words of Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

Dr. King Jr. once stated, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

Numerous events in 2020 serve as a call to dismantle injustice, oppression, racism, sexism, classism, and all other "isms." They serve as a call to move beyond conversations and discourse to action. They serve as a call to move beyond saying what may not be possible to what could be possible with action. They serve as a reminder that we live in a more global city, country, and world that reflect a rich and powerful diversity of ethnicities, cultures, languages that are crying out for action, justice, peace, respect, awareness, and hope. These events are also pushing us out of our comfort zone to demonstrate who we really are and where we really stand in "times of challenge and controversy." In the words of a Hopi elder, let us show by our actions, words, and deeds that "We are the ones we've been waiting for."

How to Use the MPS Equity Guidebook

The guidebook is divided into three parts.

Part I: Five Equity Goals
- Five Equity Goals
- Goal Partners
- MPS Five Priorities for Success
- Administrative Policy
- Current State
- Desired State
- Progress Toward the Desired State
- Timeline/Focus Areas
- Key Activities/Strategies
- MPS Organizational Chart

All stakeholders (children and adults) are asked to read or be introduced to each goal area and identify ways in which their school, department, or organization is making progress toward the desired state using a minimum of two of the activities/strategies aligned to each goal area and/or additional activities and strategies. Progress toward the desired state will need to be monitored using the MPS equity matrix (see Appendix C). Quantitative and/or qualitative data provided by students, teachers, school and district staff, school and district leaders, families, and/or community partners should be used as evidence to complete the matrix.

We hope that the goals, strategies, resources, and other materials in this guidebook will support your current and future work related to equity, access, and inclusion.

Part II: Appendices and Resources
- Milwaukee Board of School Directors Equity-Related Policies and Procedures
- Board Resolutions Related to Equity, Access, and Inclusion
- Equity Guidebook Matrix 2020–21 to 2023–24
- Comprehensive School Improvement Resource Inequity Data Tool
- School Improvement Plan (SIP)
- Guiding Questions to Build, Support, and Sustain Equity, Access, and Inclusion
- Milwaukee Public Schools Courageous Conversations about Race, Racism, and Protests Toolkit
- Anti-Bias and Equity Self-Checks
- Arts-Based Equity Activities
- Asian American/Hmong Resources
- Bilingual and Multicultural Education Information
- Black Lives Matter Information and Resources
- Black Male and Latino Achievement Listening Session Protocols
- Booklists for Children, Young People, Educators, District and School Staff, Parents/Guardians, and Community Partners
- Civil Rights and Social Justice Resources
- Resources for Creating Equity, Access, and Inclusion in the District, Schools, and Community
- Culturally Responsive Practices Information and Resources
- ESL and ELL Information and Resources
- Excellence for All Information
- Gender Inclusion/LGBTQ Guidance
- Guiding Questions for Reflection/Journaling
- School Improvement Plan
- Hispanic/Latino/Latina/Latinx Information and Resources
- Muslim American Resources
- Indigenous People/Native American Information and Resources

- Linguistically Responsive Teaching and Student Engagement Resources
- MPS High-Quality Professional Learning Evidence-Based Rubric
- Positive Behavioral Interventions and Supports (PBIS)
- Professional Learning Books
- Resilient Educators Resources
- Social-Emotional Learning Resources
- Special Needs Resources
- Talking to Students and Adults about Bias, Race, Racism, Ethnicity, Culture, and Language Resources
- Women/Female/Girls Information and Resources

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

1. **Equity, access, and inclusion work will not be easy or comfortable.** Whether we are talking to people who share our point of view or our cultural, ethnic, or linguistic group, or whether we are with those who have different points of view, talking about race, class, gender, language, and other similar topics is going to make some people feel uncomfortable. However, we must push past our fears and uncertainty. Small steps can lead to great strides in this work.

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 press onward.

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 being sincerely heard.

   Guiding Questions in Appendix F, along with the *Spark Protocol* in Appendix L, can help to further support conversations and actions that support equity, access, and inclusion.

Part III: MPS Equity Guidebook Glossary

PART I
MPS Equity Goals

> "As we let our light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence actually liberates others."
>
> – Marianne Williamson

WHAT'S INSIDE

Components

Goal Partners

MPS Five Priorities for Success

Administrative Policy

Current State

Desired State

Progress Toward the Desired State

Timeline/Focus Areas

Key Activities/Strategies

MPS Organizational Chart

MPS Equity Goals

GOAL 1 | **EQUITY IN ACADEMICS**

Goal Partners: Office of Academics, Office of Communications and School Performance, Office of School Administration, Office of the Superintendent, and the MTEA

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:

As a district, MPS has some pre-K to grade 12 schools that consistently demonstrate increased academic achievement and other growth indicators such as attendance and graduation rates. However, such growth is not occurring districtwide. For the past three years, the district has been identified as "Meets Few Expectations" on the state report card. In addition, individual and collective disaggregated school data reveal persistent racial, special needs, and linguistic disparities/inequities districtwide.

Although attaining the districtwide designation of "Meets Expectations" or higher is within reach, unevenly addressing achievement gaps, especially for students of color, must be intentionally and systematically addressed in a coordinated and collective manner to make consistent and deliberate progress.

In addition, Milwaukee is identified as one of the most segregated and racist cities in the United States, with racism in the city of Milwaukee being declared a public health crisis by elected officials.

Desired State:

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 State as of May 2020:

- Increased graduation rate in 2019 by 2.4%
- Conducted the MPS seventeenth annual Foro Latino Resource Fair to improve access and support children with special needs and their families
- Received approval for four schools (ALBA, Marvin Pratt, Stuart, and Morse Middle School) to become IB candidate schools
- Refined implementation of Ambitious Instruction 2.0
- Implemented CSI Inequity Tool

Timeline/Focus Areas:

Beginning with the 2020–21 school year through the 2023–24 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 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 3.0 with fidelity and accountability
- 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 and/or best-based practices
- Use culturally relevant practices, materials, resources, etc., pre-K to grade 12
- Provide students with critical learning support
- Engage in learning walks to collect evidence of high-quality instruction practices and student engagement aligned to school improvement plans
- Work collaboratively to analyze data using an equity-based protocol to inform practices/actions that accelerate/maximize student learning
- 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 (see examples of differentiated student assessments in Appendices and Resources section)
- 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, SpringBoard

- 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 culture for all students, especially at-risk populations 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., instruction coaches, PBIS coaches, restorative practices coaches

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 AWARENESS AND RESPONSIVENESS

Goal Partners: Office of Communications and School Performance, Office of Human Resources, Office of Academics, Office of School Administration, Office of Finance, Office of the Superintendent, and the MTEA

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 State:

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 State as of May 2020:

- Offered "Why Race Matters" professional development
- Celebrated state recognition of one hundred MPS schools for behavior, reading, and/or mathematics
- Held "Beyond Diversity" workshops
- Facilitated restorative practices professional development
- Engaged newly hired teachers in culturally responsive professional development
- Held monthly Principal Leadership Institutes
- Offered districtwide professional development for pre-K to grade 12 teachers

Beginning with the 2020–21 school year through the 2023–24 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)*
▸ Maintain a repository of districtwide equity best practices (Equity Procedure 1.06, 2a, 2c, 2e, 2g, 2j)

Key Activities/Strategies:

Promote culturally and linguistically responsive practices

▸ Monitor and positively respond to student engagement/social-emotional concerns including but not limited to providing direct social-emotional learning instruction, restorative practices, PBIS, etc.
▸ Offer ethnic studies courses at the high school and middle school grade levels to provide more relevant learning experiences for students of color and to increase all students' global/cultural competence
▸ 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.

GOAL 3 EQUITY IN HUMAN RESOURCES

Goal Partners: Office of Human Resources, Office of Finance, Office of School Administration, Office of Academics, Office of Communications and School Performance, Office of the Superintendent, and the MTEA

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 2019–2020 academic year, MPS has 89.9% students of color, 82.6% economically disadvantaged students, and 20.1% special needs students enrolled in pre-K to grade 12 schools. Currently, more than 60% of hired teachers do not share the same ethnic, racial, linguistic, or cultural background and/or experiences with their students.

Teacher shortages nationally and locally; the lack of a systemic and intentional identification process of future teachers at the elementary, middle, high school, or postsecondary levels; and adults of color choosing to pursue other occupations contribute to a lack of diverse teachers within classrooms districtwide.

Desired State:

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 Desired State as of May 2020:

- Developed a three-year plan to enhance human resource operations
- Developed and implemented a districtwide plan to recruit, onboard, and retain highly qualified staff with an emphasis on teachers of color
- Created MPS University to internally address and meet the diverse needs of schools throughout the district
- Implemented "Grow Your Own Pathway to Teaching" program
- Assigned LTE induction specialists to support newly hired teachers

Timeline/Focus Areas:

Beginning with the 2020–21 school year through the 2023–24 school year, MPS will achieve the following:

- Conduct ongoing in-person and virtual job fairs focusing on targeted areas *(Equity Procedure 1.06, 2d)*
- Prioritize recruitment efforts and assignments for schools with a disproportionate number of vacancies in high-needs areas; e.g. mathematics, science, bilingual *(Equity Procedure 1.06, 2a, 2d)*
- 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

Goal Partners: Office of Finance, Office of Human Resources, Office of School Administration, Office of Communications and School Performance, Office of Academics, Office of the Superintendent, and the MTEA

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 State:

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 State:

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 State as of May 2020:

- Brought forth a referendum by the Milwaukee Board of School Directors for additional funding to help MPS attract and retain high-quality certified teachers, offer more career and technical education programs, and expand art, music, physical education, and language programs
- Engaged in community listening sessions and other comprehensive processes to find solutions that meet the diverse needs of students, families, and educators
- Followed through on equitable student centered funding priorities using general operating funds from state aid, property taxes, federal aid, and local sources
- Budgeted in the MPS School Operations Fund ninety one cents for every dollar used to educate and support children in Milwaukee
- Provided a pay raise to most employees as part of an overall compensation and retention strategy

Beginning with the 2020–21 school year through the 2023–24 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 Ambitious Instruction 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

- 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 practicing; e.g. Regional Resolution Rooms, Ambitious Instruction Budget Conversations
- 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

Goal Partners: Office of Communications and School Performance, Office of Academics, Office of School Administration, Office of Human Resources, Office of Finance, District Advisory Council representatives, pre-K to grade 12 student organizations, Superintendent's Student Advisory Council, PTAs/PTOs, School Engagement Councils, community partners/organizations, MTEA, and the Office of the Superintendent

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 have diverse needs. Of the MPS population, 89.9% are students of color, 82.6% are economically disadvantaged, and 20.1% of the district's students have been identified as having special needs.

Desired State:

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 underrepresented populations. Such intentionality would significantly enhance current efforts to achieve measurable change districtwide.

Local and national organizations and partners not only will need to be committed to understanding our students, families, and schools based on research but also, more importantly, they will need be willing to fully engage in the school in order to ensure alignment with the school's/district's goals, needs, etc., and ensure that evaluations using quantitative and qualitative data can identify ways that their engagement is supporting academic achievement, meeting resource needs, etc., using quantitative and qualitative data.

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 State as of May 2020:

- Conducted community survey and public listening sessions to gather input about important education topics from students, families, educators, staff, and community members to determine how MPS can strengthen and enrich students' academic experience and opportunities
- Translated more documents or met oral needs of families based on their linguistic needs or cultural traditions
- Held District Advisory Council meetings
- Facilitated Superintendent's Student Advisory Council
- Implemented the Black and Latino Male Achievement Mentoring Program and Manhood Academy

Timeline/Focus Areas:

Beginning with the 2020–21 school year through the 2023–24 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 school culture and climate surveys to ensure access to all; e.g., language
  (Equity Procedure 1.06, 2a, 2e, 2i, 2j)
- 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
- Nurture and coach students in leadership skills and provide them with meaningful and relevant leadership opportunities; e.g., Superintendent's Student Advisory Council, school-based councils/organizations
- 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

MPS Organizational Chart

Citizens of Milwaukee

Office of Board Governance

Milwaukee Board of School Directors

Office of Accountability & Efficiency

Superintendent

Deputy Superintendent

Deputy Superintendent

Office of Human Resources

- Benefits, Pension & Compensation Services
- Employee Rights & Employee Relations
- Talent Management

Office of Finance

- Financial Planning & Budget Services
- Financial Services
- Nutrition Services
- Procurement & Risk Management
- Recreation & Community Services

Office of Academics

- Bilingual/ Multicultural Education
- College and Career Readiness
- Curriculum & Instruction
- Organizational Development & Supports
- Specialized Services

Office of School Administration

- Black and Latino Male Achievement
- Business & Transportation Services
- Facilities & Maintenance
- School Safety & Security
- School Services
- Student Services

Office of Communications & School Performance

- Communications and Marketing
- Contracted School Services
- Equity, Access and Inclusion
- Strategic Partnerships & Customer Services
- Strategy & Enterprise Initiative
- Technology Services

PART II
Appendices and Resources

> " I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated. "
>
> – Malala Yousafzai

WHAT'S INSIDE

Anti-Bias and Equity Self-Checks

Arts-Based Equity Activities

Asian Americans/Hmong

Bilingual and Multicultural Education

Black Lives Matter

Black Male and Latino Achievement Listening Session Protocols
and Book Recommendations

Booklists for Children, Young People, Educators, District and School Staff,
Parents/Guardians, and Community Partners

Civil Rights and Social Justice

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

Culturally Responsive Practices

ESL and ELL

Excellence for All

Gender Inclusion/LGBTQ

Guiding Questions

Indigenous People/Native Americans

Hispanics/Latinos/Latinas/Latinx

Linguistically Responsive Teaching and Student Engagement

Meaningful Dialogue and Participation

MPS High-Quality Professional Learning Evidence-Based Rubric

Muslim Americans

Policy and Procedures

Positive Behavioral Interventions and Supports (PBIS)

Resilient Educators

Restorative Practices

School Improvement Plan

Social-Emotional Learning

Special Needs

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

Women/Females/Girls

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

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: Exceptional Education Programs

Administrative Policy 7.14: Gifted Students: Programs
Administrative Procedure 7.14: Gifted Students: Programs

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 Plan
Administrative Procedure 7.32(2): Career Guidance

Administrative Policy 7.35: Student Progress Reports to Parents/Guardians

Administrative Policy 7.36: Promotion and Retention of Students

Administrative Policy 8.15: Observance of Religious Practices/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 General Policies
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

There is 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
Revised 7/15/2020

- **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), 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 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, 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 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, 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, Director Luis A. (Tony) Baez, *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, 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, Director Bob Peterson and 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: Equity Guidebook Matrix 2020–2024 Definitions and Matrix

> " *Alone we are smart. Together we are brilliant.*
> – Steven Anderson "

MPS will utilize multiple quantitative and qualitative data sources to identify the district as having *institutionalized, emerging,* or *developing* equity, access, and inclusion practices that pertain to the equity goal areas of academics; cultural awareness and responsiveness; human resources; finance, and students, families, educators, and school community stakeholders.

Districtwide data sources that will be utilized include but will not be limited to the DPI State Report Card, CSI Inequity Tool, Ambitious Instruction Budget Conversations, culture and climate surveys, Superintendent's Student Advisory Council engagement and feedback, student equity teams, district-based/school-based professional development offerings, community partners engagement, formal and informal family and community feedback, and engagement at the school and district level.

For the purpose of the *MPS Equity Guidebook,* districtwide progress is defined and identified as follows:

Institutionalized	MPS has embedded and made equity, access, and inclusion practices visible and viable throughout the district and throughout the community. The district continues to assess its efforts, practices, and strategies to ensure that they are intentional, prioritized, deliberate, and sustained in the equity goal areas of academics; cultural awareness and responsiveness; human resources; finance; and students, families, educators, and community stakeholders. This designation is based on 80% or higher districtwide data sources.
Emerging	MPS is ensuring the ongoing development and implementation of equity, access, and inclusion practices as strategic priorities in building meaningful and relevant districtwide and collaborative partnerships to support progress in the equity goal areas of academics; cultural awareness and responsiveness; human resources; finance; and students, families, educators, and community stakeholders. This designation is based on 60% or higher of districtwide data sources.
Developing	MPS is focused on ensuring the development and implementation of its individual and collective capacity to build, expand, enrich, enhance, and sustain its equity, access, and inclusion practices as strategic priorities in the equity goal areas of academics; cultural awareness and responsiveness; human resources; finance; and students, families, educators, and community stakeholders. This designation is based on 40% or higher of districtwide data sources.

GOAL 1 | **Equity in Academics**

MPS Priority 1: Increase Academic Achievement and Accountability

◆ 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)*

Focus Areas	Individual or Group Responsible*	Evidence of Progress toward Goal, *2020–21*	Notes/Findings	Institutionalized	Emerging	Developing
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 Procedure1.06 - 2a, 2c, 2d)*						
Refine, implement, and monitor districtwide professional development to ensure opportunities support the diverse needs of school leaders and classroom teachers *(Equity Procedure 1.06 – 2c, 2d)*						

Next Steps: _____

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*Individual or group; e.g., teacher(s), student(s), school administrator(s), district support staff, PBIS coach(es), restorative practices coach(es), school social worker(s), school counselor(s), community partner(s), parents/guardians

GOAL 2 | **Equity in Cultural Awareness and Responsiveness**

MPS Priority 2: Improve District and School Culture

◆ MPS will create a districtwide culture of reflection and awareness building. *(Administrative Policy 1.06, 4a)*

Focus Areas	Individual or Group Responsible*	Evidence of Progress toward Goal, *2020–21*	Notes/Findings	Institutionalized	Emerging	Developing
Implement social-emotional learning practices and professional development *(Equity Procedure 1.06 – 2b, 2c, 2f, 2g)*						
Implement culturally responsive practices and professional development *(Equity Procedure 1.06 – 2c, 2f, 2g)*						
Implement restorative practices professional development *(Equity Procedure 1.06 – 2c, 2f, 2g)*						
Maintain a repository of districtwide Equity Best Practices *(Equity Procedure 1.06 – 2a, 2c, 2e, 2g, 2l)*						

Next Steps: _____

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*Individual or group; e.g., teacher(s), student(s), school administrator(s), district support staff, PBIS coach(es), restorative practices coach(es), school social worker(s), school counselor(s), community partner(s), parents/guardians

| GOAL 3 | Equity in Human Resources |

MPS Priority 3: Develop Our Staff

- 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)*

Focus Areas	Individual or Group Responsible*	Evidence of Progress toward Goal, 2020–21	Notes/Findings	Institutionalized	Emerging	Developing
Conduct ongoing in-person and virtual job fairs focusing on targeted areas *(Equity Procedure 1.06 – 2d)*						
Prioritize recruitment efforts and assignments for schools with a disproportionate number of vacancies in high needs areas, e.g. mathematics, science, bilingual *(Equity Procedure 1.06 – 2a, 2d)*						
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)*						

Next Steps:

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*Individual or group: e.g., teacher(s), student(s), school administrator(s), district support staff, PBIS coach(es), restorative practices coach(es), school social worker(s), school counselor(s), community partner(s), parents/guardians

GOAL 4 | Equity in Finance

MPS Priority 4: Ensure Fiscal Responsibility and Transparency

● 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)*

Focus Areas	Individual or Group Responsible*	Evidence of Progress toward Goal, *2020–21*	Notes/Findings	Institutionalized	Emerging	Developing
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, e.g. staffing, technology *(Equity Procedure 1.06 – 2a, 2c, 2d)*						
Facilitate Ambitious Instruction budget conversations *(Equity Procedure 1.06 – 2a, 2c, 2d)*						
Enhance Regional Resolution Rooms to support schools in maximizing their budget allocations *(Equity Procedure 1.06 – 2a, 2c, 2d)*						
Allocate budgets based on equity *(Equity Procedure 1.06 – 2a, 2c, 2d)*						

Next Steps:

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*Individual or group; e.g., teacher(s), student(s), school administrator(s), district support staff, PBIS coach(es), restorative practices coach(es), school social worker(s), school counselor(s), community partner(s), parents/guardians

GOAL 5 — Equity for Students, Families, Educators and Community Stakeholders

MPS Priority 5: Strengthen Communication and Collaboration

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

Focus Areas	Individual or Group Responsible*	Evidence of Progress toward Goal, *2020–21*	Notes/Findings	Institutionalized	Emerging	Developing
Ensure that all school-based teams operate using an equity lens *(Equity Procedure 1.06 – 2b, 2c, 2e, 2f, 2i, 2j)*						
Review and refine school culture and climate surveys to ensure access to all, e.g., language *Equity Procedure 1.06 – 2a, 2e, 2i, 2j)*						
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 post-secondary 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)*						

Next Steps:

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*Individual or group; e.g., teacher(s), student(s), school administrator(s), district support staff, PBIS coach(es), restorative practices coach(es), school social worker(s), school counselor(s), community partner(s), parents/guardians

RESOURCE INEQUITY DATA TOOL
2019 - 2020

Aligning school and district resources with your equity goals is foundational to ensuring that all students have educational opportunities and supports that match their needs. This tool is designed to help you

▶ Compare school, district, and state data to see where your school and district stand relative to others;
▶ Ask some key questions to find patterns in the data; and
▶ Consider action steps to better align your resources with your goals.

Examining resources is very complex. Adjusting resources is both a technical and adaptive challenge. As such, while this tool helps meet a requirement for schools identified under the Every Student Succeeds Act (ESSA) and begins a discussion about resource inequities, teams need to cautiously consider the unintended consequences of making or not making changes.

Remember that it is within your sphere of influence to address assumptions, beliefs, practices, and behavior of adults working in your school and district. It is not within your sphere of influence to change parents, families, or the background histories that students carry with them. Frame the next steps in your school's continuous improvement process as actions that educators will take.

Following the contextual enrollment data on the next page, this data tool contains five sections, providing an opportunity to examine resource distribution in the following key areas:

❶ Access to high-quality and appropriately licensed educators
❷ Access to a full range of courses
❸ High-quality instructional materials
❹ Family engagement

Note: This Resource Inequity Data Tool is designed as a resource for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI/ATSI) schools developing improvement plans in collaboration with stakeholders under ESSA. Reviewing the data in the tool may benefit all schools whether identified under ESSA or not. Use of this Resource Inequity Data Tool is not required for any schools, but identifying and addressing resource inequities generally is required for CSI and ATSI schools. The data within this tool are not intended to represent a complete list of possible resource inequities.

Sample Enrollment Data Chart, 2019–20

District:	Milwaukee Public Schools
School:	
Context:	Enrollment Demographics

Awareness of these basic demographics will help you examine the data
in other sections and identify disparities.

ENROLLMENT *(2019–20 Third Friday of September)*	School		District		State	
	Number	Percent	Number	Percent	Number	Percent
Total						
Race/Ethnicity*						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic/Latino						
Native Hawaiian or Other Pacific Islander						
Two or More Races						
White						
Student Groups						
Students with Disabilities						
Economically Disadvantaged						
English Learners						

*Sum of Race/Ethnicity groups does not equal total enrollment. Race/Ethnicity data are missing for some students.

Section 1: Access to High-Quality and Appropriately Licensed Educators, 2019–20
Part A: The Data

TEACHERS (2019–20)[1]	School		District		State	
	FTE	Percent	FTE	Percent	FTE	Percent
Total						
Qualifications[2]						
Fully licensed						
Out-of-field or licensed with stipulations						
No license						
Tenure[3]						
3+ years' experience in assignment area code						
< 3 years' experience in assignment area code						
Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic/Latino						
Native Hawaiian or Other Pacific Islander						
Two or More Races						
White						

[1] Teacher and principal data come from the WISEstaff data collection (formerly the PI-1202 Fall Staff Reports) and the annual license audit performed by the Teacher Education, Professional Development, and Licensing team.

[2] Qualifications values may not sum to the value in the "total" row. This occurs when the quality of data submitted by a school or district is insufficient to determine teacher license status.

[3] The count of teachers newly hired includes the following positions: speech/language pathologist (position code 84), librarian (position code 86), library media specialist (position code 87), and instructional technology integrator (position code 88). This change has been implemented in both this tool and the Inequitable Distribution of Teachers (IDT) Report based on conversations with the Teacher Education, Professional Development, and Licensing team.

Section 1: Access to High-Quality and Appropriately Licensed Educators, 2019–20
Part A: The Data

PRINCIPALS (2019–20)[1]	School		District		State	
	FTE	Percent	FTE	Percent	FTE	Percent
Total						
Tenure						
3+ years' experience in assignment area code						
< 3 years' experience in assignment area code						
Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic/Latino						
Native Hawaiian or Other Pacific Islander						
Two or More Races						
White						

[1] Teacher and principal data come from the WISEstaff data collection (formerly the PI-1202 Fall Staff Reports) and the annual license audit performed by the Teacher Education, Professional Development, and Licensing team.

Part B: Data Inquiry Questions

With your district or school's leadership team, compare school, district, and state data and identify significant differences. Your team may have additional questions.

- Does the school have a higher percentage of teachers who are out-of-field or licensed with stipulations than the district or state? If so, what are some practices that may be contributing to this?

- Does the school have a higher percentage of uncertified teachers than the district or state? If so, what are some practices that may be contributing to this?

- Does the school have a higher percentage of teachers with less than three years of experience than the district or state? If so, what are some practices that may be contributing to this?

- Are the teacher demographics proportionately aligned to the student demographics? If not, what are some practices that may be contributing to this?

Section 2: Access to Full Range of Courses, 2019–20
Part A: Advanced Course Enrollment

These data include Advanced Placement (AP) and International Baccalaureate (IB) courses, dual enrollment, Project Lead the Way, and Early College Credit Program courses. All offer rigorous college preparatory or college-level curricula with the potential for college credit with a qualifying test score or direct university credit.

"Student participation" is defined as enrollment in one or more courses, regardless of grade earned.

ADVANCED COURSES (2019–20, Grades 9–12)	School		District		State*	
	Number	Percent	Number	Percent	Number	Percent
Participation in AP/IB Courses						
Total						
Race/Ethnicity						
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic/Latino						
Native Hawaiian or Other Pacific Islander						
Two or More Races						
White						
Student Groups						
Students with Disabilities						
Economically Disadvantaged						
English Learners						

[1] Numbers in this table are based on the WISEdata student snapshot for Year-End Attendance, Discipline, Completion, Roster, and Career Education.

[2] Middle schools may see data on this chart if a student is taking a high school course.

*State totals reflect enrollment in AP, IB, and dual enrollment courses only.

District Demographics based on Total Enrollment

	American Indian	Asian	Black/ African American	Hawaiian Pacific Islander	Hispanic	Two or More Races	White	English Learners	Economically Disadvantaged	Students with Disabilities
District Percentage										
State Percentage										

Part B: Data Inquiry Questions

▶ Does participation in AP/IB and dual enrollment courses proportionally reflect the student groups in the school?

▶ If not, which groups are not proportionally reflected?

▶ If not, what are some practices that may be contributing to this disparity?

Section 3: High-Quality Instructional Materials
Part A: The Data

Research shows that engaging students with high-quality, grade-level, standards-aligned instructional materials while engaging educators with ongoing, job-embedded professional learning on those materials can result in student achievement gains. Please list 2019–2020 instructional materials used below for math and literacy.

INSTRUCTIONAL MATERIALS CURRENTLY IN USE	*Last Updated*	*Used for Title I and/or Special Ed*
Literacy Instructional Materials		
Mathematics Instructional Materials		

INSTRUCTIONAL MATERIALS MISSING

Literacy Instructional Materials Missing		
Literacy Instructional Materials Missing		
Mathematics Instructional Materials Missing		

Part B: Data Inquiry Questions

▶ What is the overall level of alignment of your district or school's instructional materials to academic standards in literacy and mathematics? Which practices may be contributing to any lack of alignment?

▶ Do all students—including those receiving Title I, special education, or English language instruction services—have access to grade-level, standards-based instructional materials? If not, what are some practices that may be contributing to this lack of access?

▶ Do all students have access to culturally responsive instructional materials? If not, what are some practices that may be contributing to this lack?

▶ How often do we provide to teachers professional development that supports their use of our district's or school's instructional materials for literacy and/or mathematics? What is the impact of the professional development? How do we measure that impact?

Section 4: Family Engagement
Part A: The Data

The Wisconsin Department of Public Instruction does not currently collect statewide data related to family engagement. We encourage examination of your local data. In the below table, please use the following definitions:

Families engaged: Family members attended two or more school events this year that were linked to learning and/or family members communicated on multiple occasions with school staff.

Families who participated in shared decision making: Family members served on school advisory councils, helped devise school mission and vision, or helped plan and conduct school activities.

FAMILY ENGAGEMENT AND LEADERSHIP	School		District	
	Number	Percent	Number	Percent
Total Families				
Engagement and Leadership				
Families engaged				
Families who participated in shared decision making				
Survey Activity				
Were families surveyed?				
If yes, were results of surveys shared with staff and families?				

Part B: Data Inquiry Questions

● Are families meaningfully engaged as partners and decision makers in the school/district?
– If so, what practices are being used to successfully engage families?
– If not, which school/district practices may be contributing to a lack of family engagement?
– What barriers of time, understanding, or access do families face?

● Are families we engage as partners and decision makers representative of all student groups?
– What families have *not* participated in shared decision making? Why not?
– What barriers of time, understanding, or access do families face?

● How do we engage families in decision making using multiple forms of data?
– What data do we share with families as decision makers on our school team?
– How do we help families understand our school's student outcome and survey data?
– How do we ensure that families' voices are valued during continuous improvement planning?

❶ Based on our team's analysis of data and discussion, utilizing the inquiry questions, what issues rise to the top requiring action?

Example response: *A team has identified some specific resource inequities in Section 2: Access to High-Quality and Appropriately Licensed Educators. The team discusses that the school experiences a high turnover rate of teaching staff.*

❷ Based on our team's identified area(s) of need, what practices have we identified as possible?

Example response: *After a root cause analysis, the team identifies that the high turnover rate is a result of new educators to the building not being mentored and supported to implement the instructional materials.*

Planning for Action Steps

How were areas of inequity identified and addressed for the previous school year? Are there still areas of concern that exist and need to be resolved? What next steps will be taken to correct identified areas of inequity for the 2020–21 school year?

Source: Wisconsin Department of Public Instruction

MPS MILWAUKEE PUBLIC SCHOOLS

School Name
Table of Contents
2020–21 Goals
Monthly Team Minutes
Instruction
Goal #1 Action Step
Goal #2 Action Step
Goal #3 Action Step
Goal #4 Action Step
Climate & Culture
Goal #5 Action Step
Goal #6: Action Step
Goal #7: Acton Step A
Goal #7: Action Step B
Goal #7: Action Step C
Family Engagement Action Step
Academic Data Review & Root Cause Analysis
District Improvement Plan Goals Data Charts
Goal #1 Data
Goal #2 Data
Goal #3 Data
Goal #4 Data
Goal #5 Data
Goal #6 Data
Goal #7 Data
Continuous Improvement Review & Reflection
Fall Review
Winter Review
End of Year Review

School Improvement Plan 2020–21 Goals

Milwaukee Public Schools has adopted 7 metrics to measure success as part of the 2020-21 District Improvement Planning process. The same 7 metrics will also be used to measure school success as part of the school improvement planning process. The 2020-21 School Improvement Plan (SIP) will include action steps and tasks aligned to support the successful completion of the goals listed below.

❶ Our school will demonstrate a **TBD%** 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 ACT from the spring of 2018-19 to the spring of 2020-21.

❷ Our school will demonstrate a **TBD%** 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 ACT from the spring of 2018-19 to the spring of 2020-21.

❸ Our school will increase the percentage of students (overall and in each disaggregated group) graduating by **TBD%** as measured by the four-year graduation rate in WISEdash.

❹ During the current school year, our school will attain a test participation rate of **95%** or higher for STAR, Forward, DLM, ACT Aspire, and ACT.

❺ During the current school year, our school will maintain a **95%** attendance rate.

❻ During the current school year, our school will increase the percentage of students attending 90% or more by **TBD%** as compared to the 2018–19 school year.

❼ During the current school year, our school will reach proportionality in the percentage of suspensions and behavior referrals for Black students, especially for Black male students with an IEP.

   a. PLP notes should equal or exceed the number of referrals and suspensions for the learning environment.

   b. Do not exceed referrals/suspensions by 5% of your Black student population (e.g., if the Black student population is 45%, ODRs/suspensions should not exceed 50%).

   c. If Black student population is 85% or more, then the school suspension rate should not exceed 5% of the district White rate.

Monthly Team Minutes

Notes for all teams are submitted monthly through the link to Qualtrics here:

http://tinyurl.com/mpsminutes2021

Bookmark this link in your browser for easier access.
Use the table below to help you track your monthly minutes.
Details are also available in the Qualtrics dashboard.

School Improvement Plan 2020–21 Calendar

	Learning Team Date Submitted	BIT Academic Team Date Submitted	BIT Behavior Team Date Submitted	PBIS Team Date Submitted
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

School Improvement Plan 2020–21 Action Steps

Instruction: Our school will implement an intentional focus on curriculum alignment throughout all grades. This continuum of high quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a focus on the mastery of reading, writing, and mathematical skills.

GOAL #1 Action Step **Tier 1 Instruction/Learning Team**						
Our school will demonstrate a TBD% 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 ACT from the spring of 2018–19 to the spring of 2020–21.						
Our school will create, implement, and monitor an overarching instructional plan to address reading, writing, and math focus areas and strategies throughout the 2020–21 school year through the use of evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning will be aligned to curriculum, assessments and standards focusing on a topic for a minimum of 50 hours of time. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation and student learning. Ongoing support must be evident such that staff are provided coaching, mentoring, observations and feedback to successfully implement their learning.						
	Tasks	**Start Date**	**Due Date**	**Person Responsible**	**Evidence to Show Completion and Quality/ Fidelity of Tasks***	**Task Completed**
Tier 1 Instruction Professional Learning: Six to Nine Week Phases of Implementation	New Professional Learning Subject/Topic: Grade/Level(s):					
	Implement in classrooms – Observation/walkthroughs related to topic in selected classrooms					
	Coaching, Support & Feedback					
	Assessment					
	Review teacher practice & student impact data, determine next steps					

*Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #2 Action Step
Tiers 2 & 3 Intervention/BIT Academic Team

Our school will demonstrate a TBD% 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 ACT from the spring of 2018–19 to the spring of 2020–21.

Our school will provide a system of academic intervention support - both teacher-led and on-line (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for academic interventions have been identified and are scheduled into a session that will lead to fidelity for each child. Schools will implement eMLSS Response to Intervention (Rtl) practices for both academic and behavioral needs of all students. All Rtl practices start with Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable Multi-Level System of tiered Supports.

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Identify all eligible students (red and yellow on Winter 2019-20 STAR) who will be placed in a teacher-led intervention. Submit that list to the Department of Research, Assessment, and Data. *(To be completed one week after the start of school.)*				List submitted to the Department of Research, Assessment, and Data.	
Identify all eligible students (red and yellow on Winter 2019–20 STAR) who will be placed in an online intervention. Submit that list to the Department of Research, Assessment, and Data. *(To be completed one week after the start of school.)*				List submitted to the Department of Research, Assessment, and Data.	
School-wide academic intervention schedule (both teacher-lead and on-line) uploaded into the Google folder.		8/1/20		Document in Google folder.	
Modify and submit updates to teacher-led and online intervention groups based on Fall 2020-21 STAR data.					

Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #3 Action Step
(HIGH SCHOOLS ONLY)

Our school will increase the percentage of students (overall and in each disaggregated group) graduating by TBD% as measured by the four-year graduation rate in WISEdash.

Our school will successfully implement the required procedures, processes, and programs to increase graduation rates.

Resource document: https://drive.google.com/file/d/12dlbfbnzTg-8X-8oCgQzHeDLDFl1fVWV/view?usp=sharing

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Create tasks					

Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #4 Action Step
Learning Team

During the current school year, our school will attain a test participation rate of 95% or higher for STAR, Forward, DLM, ACT Aspire, and ACT.

Suggested Resources: **Creating a positive testing experience.pdf**
How to help a child with test anxiety.pdf
How to Help your student prepare for state assessment (1).pdf
Make learning a priority.pdf

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Create a testing schedule after the fall student schedule is determined.					

Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

Climate & Culture

Our school believes that a supportive environment requires embracing equitable practices, building strong emotional/social structures and developing safe and secure environments for educational risk taking, which is expected for each and every individual. To that end, our school will implement a school-wide support system for the implementation of PBIS strategies within an equitable Multi-Level System of Support (eMLSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black students and students with special needs. Our school will implement eMLSS response to intervention (RtI) practices for both the academic and behavioral needs of all students. All RtI practices start with Tier 1, core behavioral support for all students. Schools must ensure their Tier 1 behavior supports meet the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core behavioral supports at fidelity, schools support students through an equitable Multi-Level System of tiered Supports. Lessons and programs need to meet the ESSA Tiers of Evidence.

GOAL #5 Action Step
Tier 1 Attendance/PBIS

During the current school year, our school will maintain a 95% attendance rate.

Our school will provide Tier 1 support for all students aimed to create a positive school climate and culture in which all students are active members of the school and classroom community with multiple positive relationships with adults and peers in the school. This positive climate and culture will be used to promote regular, on time attendance for students in which all staff members are engaged at Tier 1 in promoting and monitoring individual student attendance.

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Create a meeting schedule and identify Tier 1 Coordinator, BIT Coordinator, Discipline Champion, and SEL/RP Champion.		9/1/20	Administrator	Submit names. Schedule uploaded into Goal 5 folder of Google SIP Drive.	
Create and monitor school-wide and classroom-level culturally responsive community-building activities. Enter any identified school-wide or classroom community-building activities under the "Evidence" column.		9/1/20	Tier 1 Team		
System created for school-wide and classroom-level monitoring and acknowledgement of attendance achievements and growth.		9/1/20	Tier 1 Team	System created:	
SIP Critical Attendance Systems and Practices Checklist.		9/1/20	Administrator	Section 1 & 2 Section 3	

*Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #6 Action Step
Tier 2 & 3 Attendance/BIT Behavior & Attendance Team

During the current school year, our school will increase the percentage of students attending 90% or more by TBD% as compared to the 2018-19 school year.

Our school will implement an attendance plan to address the issues related to chronic absenteeism within an equitable Multi-Level System of Support (eMLSS).

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
List of eligible students based on 2019-20 attendance and behavior data has been determined. • Identify at least 2 students (with attendance rates of 80-90%) per staff member to participate in attendance CICO • Identify students with multiple PLP Classroom Behavior notes for behavior Tier 2 interventions (depends on school data)		9/1/20	BIT Team	Upload into folder for Goal 6 in SIP Google Drive	
BIT Meeting Calendar created.		9/1/20	BIT Team	Upload into folder for Goal 6 in SIP Google Drive	
Assess system fidelity (70% of students responding to interventions).		12/20/20	BIT Team	Upload fidelity report into Goal 6 in SIP Google Drive	
Assess system fidelity (70% of students responding to interventions).		4/1/20	BIT Team	Upload fidelity report into Goal 6 in SIP Google Drive	

*Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #7 Action Step A
Tier 1 Climate & Culture/PBIS Team

During the current school year, our school will reach proportionality in the percentage of suspensions and behavior referrals for Black students, especially for Black male students with an IEP.

a. PLP notes should equal or exceed the number of referrals and suspensions for the learning environment.
b. Do not exceed referrals/suspensions by 5% of your Black student population (e.g., if the Black student population is 45%, ODRs/suspensions should not exceed 50%).
c. If Black student population is 85% or more, then the school suspension rate should not exceed 5% of the district White rate.

Our school will institute and execute a functioning PBIS team as part of an equitable Multi-Level System of Support (eMLSS) to implement and monitor PBIS practices utilizing the approved district meeting template. Our school will implement eMLSS Response to Intervention (Rtl) practices for both the academic and behavioral needs of all students. All RtI practices start with Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable Multi-Level System of tiered Supports. Lessons and programs need to meet the ESSA Tiers of Evidence.

PBIS team networking resources: http://tinyurl.com/mpspbisnetworking

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Review with all staff members the classroom-managed behaviors and strategies/ interventions to use with T-chart.		9/1/20	PBIS Team	T-chart uploaded to Goal 7 folder. T-Chart contains specific strategies to use.	
Create a meeting schedule and identify Tier 1 Coordinator, BIT Coordinator, Discipline Champion, and SEL/RP Champion.		9/1/20	Administrator	Submit names. Submit meeting schedule to Goal 7 folder in SIP Google Drive.	
Identify changes to systems and/or adult behaviors that will create a positive school climate for all students. List action steps under the "Evidence" column.		9/1/20	PBIS Team		
Staff members create a Racially Responsive Classroom Management plan with the Five Universal Supports.		9/1/20			

Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #7 Action Step B
Tier 1 Brave Space to Talk About Race

Our school will address issues of bias by learning strategies to be implemented at vulnerable decision points and creating a brave space to talk about race among staff and with students.

Why Race Matters resources: http://tinyurl.com/mpswhyracematters
PBIS team networking resources: http://tinyurl.com/mpspbisnetworking

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Conduct professional development on implicit bias.	8/1/20		Discipline Champion	Agenda and check for understanding submitted via Qualtrics link provided to Discipline Champion	
Conduct district-wide professional development on discipline, in line with MPS Resolution with OCR.		9/1/20	Discipline Champion	Agenda and check for understanding submitted via Qualtrics link provided to Discipline Champion	
Identify specific strategies and practices in the classroom to meet the needs of Black students. Examples		10/1/20	Tier 1 Coordinator		
Identify specific school systems and policies being adjusted to address the needs of all Black students. Examples		10/1/20	Discipline Champion		

*Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

GOAL #7 Action Step C
Tiers 2 & 3 Climate & Culture/BIT Behavior Team

Our school will address discipline disproportionality through an equitable Multi-Level System of Support (eMLSS). Our school will implement eMLSS Response to Intervention (RtI) practices for both the academic and behavioral needs of all students. All RtI practices start with Tier 1, core instruction for all students. Our school will ensure that Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable Multi-Level System of tiered Supports. Lessons and programs need to meet the ESSA Tiers of Evidence.

BIT Coordinator Networking Site: http://tinyurl.com/mpsbitnetworking

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Review 2019-20 PLP and ODR data for all students to screen students for potential intervention.		9/1/20	BIT Coordinator	Upload data and potential students for intervention into Goal 7 folder in SIP Google Drive	
Create a meeting schedule.		9/1/20	BIT Team	Submit meeting schedule to Goal 7 folder in SIP Google Drive	
Review with all staff members what their role is within PBIS TIer 2 and overview of CICO, SAIG, and BAIP interventions.		10/1/20	BIT Coordinator	Upload PD and sign-in in Goal 7 folder of your SIP Google Drive	
Identify students for Tier 2 behavior interventions.			BIT Coordinator	Create Tier 2 intervention plan in Infinite Campus	
Identify CICO Greeters/Mentors, SAIG facilitators, and BAIP staff members.		10/1/20	BIT Coordinator	List staff members here or upload into Goal 7 folder of your SIP Google Drive	
Train multiple or all staff members in creating Tier 2 plans and updating progress monitoring data in Infinite Campus.		10/1/20	BIT Coordinator or IC Trainer	List staff members here or upload into Goal 7 folder of your SIP Google Drive	
Ensure Tier 2 interventions are racially and culturally responsive by including space for student voice and choice in intervention plan.		10/1/20	BIT Coordinator		
Assess system fidelity (70% of students responding to interventions).		12/20/20	BIT Team	Upload fidelity report into Goal 7 in SIP Google Drive	
Assess system fidelity (70% of students responding to interventions).	8/1/20	4/1/20	BIT Team	Upload fidelity report into Goal 7 in SIP Google Drive	

*Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

Family Engagement Action Step
Tier 1 Attendance/PBIS

Our school will engage families in the school improvement process throughout the year. The feedback gathered will be used to inform the creation and improvement of the ongoing school improvement process.

Tasks	Start Date	Due Date	Person Responsible	Evidence to Show Completion and Quality/ Fidelity of Tasks*	Task Completed
Assign someone on staff (Parent Coordinator) to identify school-based events (e.g., open house, parent-teacher conferences, sporting events, game nights, etc.) where parents will be in attendance.			Parent Coordinator		
Create a plan to systematically collect input from parents related to the strategies used in the SIP.					
Build a tool to capture the input from parents.			Parent Coordinator		
Create tasks for each event to gather input related to SIP strategies.			Parent Coordinator		
Create tasks to share the input, after each event, with the staff through the principal.			Parent Coordinator		
Create a system to inform and thank parents for the input they provided.			Parent Coordinator		

*Examples of evidence and sample tasks click here: https://drive.google.com/drive/folders/1RYZDcysASdPYxXYvC0n43A2J9BHJ6Xyd

Academic Data Review & Root Cause Analysis

Utilize STAR data, the school's ESSA report, the 2018–19 Wisconsin Forward data, ACT data, school wide Educator Effectiveness data, any school-based assessment data, and the findings from the Resource Inequity Data Tool. Analyze the data as a whole and by sub-groups. What rises to the top that needs action relative to Tier 1 core instructional needs? Describe the team's findings below in the data review section. Include specific data trends that arise in your analysis.

Three Year STAR Data

School-Based Student Assessment Data Summary (Please include data you wish to use in your analysis, if available.)

Year	Reading	Math	Writing
2017–2018			
2018–2019			
2019–2020			

Root Cause Analysis

Reading Data Review	Math Data Review
What are the specific trends in the student achievement data (by disaggregated groups, grade levels) you have identified in your review of multiple sources and years?	*What are the specific trends in the student achievement data (by disaggregated groups, grade levels) you have identified in your review of multiple sources and years?*
Reading *Based on the data review, what are the underlying core issues that you can impact?* (barriers to success) *What reading instructional practices are impacting student achievement?*	**Math** *Based on the data review, what are the underlying core issues that you can impact?* (barriers to success) *What math instructional practices are impacting student achievement?*

Root Cause Analysis

❶ **Why is the student achievement trend happening?**

Reading	Math

❷ **Why is #1 happening?**

Reading	Math

❸ **What Tier 1 instructional practice is causing #2?**

Reading	Math

❹ **Why is #3 happening?**

Reading	Math

❺ **Why is #4 happening? This is your Tier 1 instructional practice that is influencing your student achievement trends.**

Reading	Math

CAUTION: If any answer is something you cannot control, go back up to the previous answer (e.g., poverty, race, ethnicity).

District Improvement Plan Goals Data Charts

Goal #1 Data

STAR 2020–21

Early Literacy										Reading										Mathematics									
Increase On & Above Target					Decrease Well & Significantly Below Target					Increase On & Above Target					Decrease Well & Significantly Below Target					Increase On & Above Target					Decrease Well & Significantly Below Target				
Fall	Goal +5%	Winter	Goal +5%	Spring	Fall	Goal −10%	Winter	Goal −10%	Spring	Fall	Goal +5%	Winter	Goal +5%	Spring	Fall	Goal −10%	Winter	Goal −10%	Spring	Fall	Goal +5%	Winter	Goal +5%	Spring	Fall	Goal −10%	Winter	Goal −10%	Spring

Forward/DLM — *Proficient to Advanced*

2018–19 Overall ELA % Proficient to Advanced	2020–21 Overall ELA % Proficient to Advanced Goal (+5%)	2020–21 Overall ELA % Proficient to Advanced	2018–19 Overall Math % Proficient to Advanced	2020–21 Overall Math % Proficient to Advanced Goal (+5%)	2020–21 Overall Math % Proficient to Advanced
%	%	%	1%	%	%
Sub-Groups			**Sub-Groups**		
American Indian	%	%	American Indian	%	%
Asian	%	%	Asian	%	%
Black	%	%	Black	%	%
Hispanic	%	%	Hispanic	%	%
Pacific Islander	%	%	Pacific Islander	%	%
White	%	%	White	%	%
Two or More Races	%	%	Two or More Races	%	%
Male	%	%	Male	%	%
Female	%	%	Female	%	%
English Language Learner (ELL)	%	%	English Language Learner (ELL)	%	%
Economically Disadvantaged	%	%	Economically Disadvantaged	%	%
Students with Disabilities	%	%	Students with Disabilities	%	%

ACT Aspire/DLM — *Proficient to Advanced*					
2018–19 Overall ELA % Proficient to Advanced	**2020–21 Overall ELA % Proficient to Advanced Goal (+10%)**	**2020–21 Overall ELA % Proficient to Advanced**	**2018–19 Overall Math % Proficient to Advanced**	**2020–21 Overall Math % Proficient to Advanced Goal (+10%)**	**2020–21 Overall Math % Proficient to Advanced**
%	%	%	1%	%	%
Sub-Groups			**Sub-Groups**		
American Indian	%	%	**American Indian**	%	%
Asian	%	%	**Asian**	%	%
Black	%	%	**Black**	%	%
Hispanic	%	%	**Hispanic**	%	%
Pacific Islander	%	%	**Pacific Islander**	%	%
White	%	%	**White**	%	%
Two or More Races	%	%	**Two or More Races**	%	%
Male	%	%	**Male**	%	%
Female	%	%	**Female**	%	%
English Language Learner (ELL)	%	%	**English Language Learner (ELL)**	%	%
Economically Disadvantaged	%	%	**Economically Disadvantaged**	%	%
Students with Disabilities	%	%	**Students with Disabilities**	%	%

ACT/DLM — *Proficient to Advanced*					
2018–19 Overall ELA % Proficient to Advanced	**2020–21 Overall ELA % Proficient to Advanced Goal (+10%)**	**2020–21 Overall ELA % Proficient to Advanced**	**2018–19 Overall Math % Proficient to Advanced**	**2020–21 Overall Math % Proficient to Advanced Goal (+10%)**	**2020–21 Overall Math % Proficient to Advanced**
%	%	%	1%	%	%
Sub-Groups			**Sub-Groups**		
American Indian	%	%	**American Indian**	%	%
Asian	%	%	**Asian**	%	%
Black	%	%	**Black**	%	%
Hispanic	%	%	**Hispanic**	%	%
Pacific Islander	%	%	**Pacific Islander**	%	%
White	%	%	**White**	%	%
Two or More Races	%	%	**Two or More Races**	%	%
Male	%	%	**Male**	%	%
Female	%	%	**Female**	%	%
English Language Learner (ELL)	%	%	**English Language Learner (ELL)**	%	%
Economically Disadvantaged	%	%	**Economically Disadvantaged**	%	%
Students with Disabilities	%	%	**Students with Disabilities**	%	%

Goal #2 Data

Forward/DLM — *Below Basic*

2018–19 Overall ELA % Below Basic	2020–21 Overall ELA % Below Basic Goal (–10%)	2020–21 Overall ELA % Below Basic	2018–19 Overall Math % Below Basic	2020–21 Overall Math % Below Basic Goal (–10%)	2020–21 Overall Math % Below Basic
%	%	%	1%	%	%
Sub-Groups			**Sub-Groups**		
American Indian	%	%	**American Indian**	%	%
Asian	%	%	**Asian**	%	%
Black	%	%	**Black**	%	%
Hispanic	%	%	**Hispanic**	%	%
Pacific Islander	%	%	**Pacific Islander**	%	%
White	%	%	**White**	%	%
Two or More Races	%	%	**Two or More Races**	%	%
Male	%	%	**Male**	%	%
Female	%	%	**Female**	%	%
English Language Learner (ELL)	%	%	**English Language Learner (ELL)**	%	%
Economically Disadvantaged	%	%	**Economically Disadvantaged**	%	%
Students with Disabilities	%	%	**Students with Disabilities**	%	%

ACT Aspire/DLM — *Below Basic*					
2018–19 Overall ELA % Below Basic	2020–21 Overall ELA % Below Basic Goal (–10%)	2020–21 Overall ELA % Below Basic	2018–19 Overall Math % Below Basic	2020–21 Overall Math % Below Basic Goal (–10%)	2020–21 Overall Math % Below Basic
%	%	%	1%	%	%
Sub-Groups			**Sub-Groups**		
American Indian	%	%	American Indian	%	%
Asian	%	%	Asian	%	%
Black	%	%	Black	%	%
Hispanic	%	%	Hispanic	%	%
Pacific Islander	%	%	Pacific Islander	%	%
White	%	%	White	%	%
Two or More Races	%	%	Two or More Races	%	%
Male	%	%	Male	%	%
Female	%	%	Female	%	%
English Language Learner (ELL)	%	%	English Language Learner (ELL)	%	%
Economically Disadvantaged	%	%	Economically Disadvantaged	%	%
Students with Disabilities	%	%	Students with Disabilities	%	%

ACT/DLM — *Below Basic*					
2018–19 Overall ELA % Below Basic	**2020–21 Overall ELA % Below Basic Goal (–10%)**	**2020–21 Overall ELA % Below Basic**	**2018–19 Overall Math % Below Basic**	**2020–21 Overall Math % Below Basic Goal (–10%)**	**2020–21 Overall Math % Below Basic**
%	%	%	1%	%	%
Sub-Groups			**Sub-Groups**		
American Indian	%	%	**American Indian**	%	%
Asian	%	%	**Asian**	%	%
Black	%	%	**Black**	%	%
Hispanic	%	%	**Hispanic**	%	%
Pacific Islander	%	%	**Pacific Islander**	%	%
White	%	%	**White**	%	%
Two or More Races	%	%	**Two or More Races**	%	%
Male	%	%	**Male**	%	%
Female	%	%	**Female**	%	%
English Language Learner (ELL)	%	%	**English Language Learner (ELL)**	%	%
Economically Disadvantaged	%	%	**Economically Disadvantaged**	%	%
Students with Disabilities	%	%	**Students with Disabilities**	%	%

Goal #3 Data

	2018–19 Overall Graduation Rate	2019–20 Graduation Rate Goal (+4%)	Goal Reached? Yes or No	2020–21 Graduation Rate Goal (+4%)	Goal Reached? Yes or No
	%	%	☐ Yes ☐ No	1%	%
Sub-Groups					
American Indian	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Asian	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Black	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Hispanic	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Pacific Islander	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
White	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Two or More Races	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Male	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Female	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
English Language Learner (ELL)	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Economically Disadvantaged	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No
Students with Disabilities	%	%	☐ Yes ☐ No	%	☐ Yes ☐ No

Goal #4 Data

STAR Participation

Fall	Winter	Spring
Early Literacy – % **Reading – %** **Math – %**	**Early Literacy – %** **Reading – %** **Math – %**	**Early Literacy – %** **Reading – %** **Math – %**

Forward/DLM Participation

2018–19 Forward Participation		2019–20 Forward Participation	
ELA – %	**Math – %**	**ELA – %**	**Math – %**
Science – %	**Social Studies – %**	**Science – %**	**Social Studies – %**

ACT Aspire/DLM Participation

2018–19 ACT Aspire Participation		2019–20 ACT Aspire Participation	
ELA – %	**Math – %**	**ELA – %**	**Math – %**

ACT/DLM Participation

2018–19 ACT Participation	2019–20 ACT Participation

Goal #5 Data

Cumulative Monthly Attendance Rate

Year	August	September	October	November	December	January	February	March	April	May	June
2019–20	%										
2018–19	N/A										

Goal #6 Data

Students who attend 90% or above

| 2019–20 Percentage: _____ | | 2020–21 Percentage Goal: _____ | |

Year	August		September		October		November		December		January		February		March		April		May		June	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2020–21		%		%		%		%		%		%		%		%		%		%		%

Goal #7 Data

	Black Student Enrollment %	% of Suspensions for Black Students	% of Behavior Referrals/ODRs for Black Students	% of PLP Behavior Notes for Black Students
October	%	/	%	/
November	%	/	%	/
December	%	/	%	/
January	%	/	%	/
February	%	/	%	/
March	%	/	%	/
April	%	/	%	/
May	%	/	%	/

Continuous Improvement Review & Reflection

On an ongoing basis, our schools will monitor and review their engagement in the continuous improvement process, analyze and summarize changes in educator practices and student outcomes, and adjust/revise the schools' action plan based on the data.

Fall Review
List the names and roles of the team members participating in this review:
SPC Comments:

Summarize how you have engaged with diverse families and community stakeholders, particularly those representing historically marginalized/currently marginalized students, in all parts of the planning process. How have you communicated with Limited English Proficient family members?
SPC Comments:

Focusing on your Tier 1 Instruction Action Step, list and explain the improvement strategy aligned to the needs of adults and positively impacting student learning that the school has been using.
SPC Comments:

For each of the following, summarize the evidence collected based on the Tier 1 Instruction strategy that you have been using: • Quality of implementation • Impact on teacher practices • Impact on student learning
SPC Comments:

After analyzing the data, what next steps will the school need to take?
SPC Comments:

Winter Review
List the names and roles of the team members participating in this review:
SPC Comments:

Summarize how you have engaged with diverse families and community stakeholders, particularly those representing historically marginalized/currently marginalized students, in all parts of the planning process. How have you communicated with Limited English Proficient family members?
SPC Comments:

Focusing on your Tier 1 Instruction Action Step, list and explain the improvement strategy aligned to the needs of adults and positively impacting student learning that the school has been using.
SPC Comments:

For each of the following, summarize the evidence collected based on the Tier 1 Instruction strategy that you have been using: • Quality of implementation • Impact on teacher practices • Impact on student learning
SPC Comments:

After analyzing the data, what next steps will the school need to take?
SPC Comments:

End of Year Review

List the names and roles of the team members participating in this review:

SPC Comments:

Summarize how you have engaged with diverse families and community stakeholders, particularly those representing historically marginalized/currently marginalized students, in all parts of the planning process. How have you communicated with Limited English Proficient family members?

SPC Comments:

Focusing on your Tier 1 Instruction Action Step, list and explain the improvement strategy aligned to the needs of adults and positively impacting student learning that the school has been using.

SPC Comments:

For each of the following, summarize the evidence collected based on the Tier 1 Instruction strategy that you have been using:
- Quality of implementation
- Impact on teacher practices
- Impact on student learning

SPC Comments:

After analyzing the data, what next steps will the school need to take?

SPC Comments:

Equity
Guidebook

Appendix
F

MPS
MILWAUKEE
PUBLIC SCHOOLS

Appendix F: Guiding Questions to Build, Support, and Sustain Equity, Access, and Inclusion

> 66 *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. 99

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

Appendix G: Milwaukee Public Schools Courageous Conversations about Race, Racism, and Protests Toolkit

What Is in a Name?

Charismatic people are often described as entering a room and making the person they are talking to feel like the most important person in the room. Watch these charismatic people; they know the power of someone's name. Your name will be the first thing they ask for, it will be the last thing they say as they leave, and almost every question they ask will use your name. "So Mike, tell me what brings you here?" "Does your family live here, Jane?" Every use of your name is screaming your importance, yelling out just how special you are, every utterance saying I am listening to you and you alone, turn toward me and tell me your story. A person's name is the doorway into their world; a person's name has the power to open a connection into their world, a connection to show them who you are, a connection to pass your feelings of that person through and a connection to show them how you see them. A person's name has power over them, more than you might think, but always remember they know your name too.

Source: https://goodmenproject.com/featured-content/the-power-of-using-someones-name-ldvs/ August 10, 2017

Say the names of Dontre Hamilton, Eric Garner, Sandra Bland, John Crawford, Ezell Ford, Michael Brown, Dante Parker, Tanisha Anderson, Akai Gurley, Tamir Rice, Rumain Brisbon, Jerame Reid, Tony Robinson, Miriam Carey, Eric Harris, Walter Scott, Kayla Moore, Freddie Gray, Breonna Taylor, Ahmaud Arbery, George Floyd, and others you may know or be aware of who have experienced similar fates. As you say each name, how do you feel? What do you think? What is a doorway into their world? What power do their names possess during times of civil disobedience and unrest? How are their names similar to your students', children's, or neighbors' names? How do their lives reflect oppression, racism, bias, and inequity? How do their names cry out for social justice and anti-racism? Why should their names matter to you, your family, your community, and the world in which we live?

The names of these individuals, along with many others publicly known and unknown, now silently speak to why so many are protesting unjust, unfair, and questionable practices all too often experienced by men and women, young and old related to race, racism, and the need for activism.

The following words by Elie Wiesel reveal what many have come to deeply feel and passionately express:

> And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation … Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. When men and women are persecuted because of their race … or political views, that place must — at that moment—become the center of the universe.

Milwaukee Public Schools Administrative Policy 1.01 Vision, Mission, Core Beliefs, and Goals includes in its core beliefs:

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.

These core beliefs speak to the urgent need for us to come together to engage in meaningful conversations and positive actions because *"silence is also a speech"* (Proverb).

BE INSPIRED

If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.

— BISHOP DESMOND TUTU

How can we individually and collectively engage in anti-racist and anti-bias interactions that reflect our humanity, our sense of social justice, and our cultural awareness of ourselves and others?

BE INSPIRED

When you judge other people without wanting to know the true story behind their actions, is usually when there is something inside of you that is so broken that if you found out what you believed about them was a lie, you wouldn't want to accept it or make amends.

— SHANNON L. ALDER

The peaceful protests, acts of violence, demonstrations of compassion and support, acts of disrespect, and rays of hope throughout communities locally, nationally, and worldwide cannot be ignored or denied.
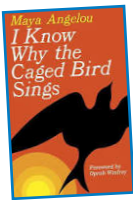
Caged Bird by Maya Angelou helps one to better understand the depth of fear, rejection, anger, and stress that individuals of color may experience daily in contrast to those who are not Black and Brown. It also speaks to how these different points of view too often play out in daily life.

Caged Bird

– Maya Angelou

A free bird leaps on the back of the wind
and floats downstream till the current ends
and dips his wing in the orange sun rays
and dares to claim the sky.

But a bird that stalks down his narrow cage
can seldom see through his bars of rage
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own.

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.

Our lived and shared experiences impact our worldview, responses, and calls to action. How can you move forward with courage to display compassionate, supportive, and anti-racist actions? Consider ways you can act to accomplish the following for yourself and others:

Make a personal and collective commitment to:

- Take care of the mental and emotional health of our youth, our colleagues, our neighbors, and ourselves.
- Listen with your head and your heart to what others are saying. Know that you do not need to be an expert or have an answer to listen.
- Show that you care and are concerned.
- Tell our youth you _hear them_ and _are here for them_.
- Make time and space for young people and adults to reflect and to share their feelings.
- Share your experiences related to race, racism, nonviolent/violent protests, activism, Black Lives Matter, Civil Rights movement, social justice, elevating youth voices, and intergenerational voices.
- Pay attention to news, media, and other information sources.
- Work to be actively anti-racist.
- Educate yourself on the "current actions" and "past history" of race and racism that has led to present-day protests, demonstrations, and youth and intergenerational involvement in activism.
- Acknowledge what has happened. Acknowledge that what has happened/is happening is hurtful, sad, hard, painful, frustrating, disappointing, difficult, uncomfortable, confusing, stressful, complex, and challenging.
- Know that "symptoms of trauma" such as anger, crying, withdrawal, irritability, distancing, etc., should not be taken personally. If a young person or adult does not want to talk or share, that is okay. Acknowledge their feelings and support them where they are at this moment in time.
- Be aware of your personal biases/beliefs and how they may impact conversations and actions with those who share similar and dissimilar thoughts and behaviors.
- Be aware of how microaggressions/macroaggressions can impact open and honest communication about heartfelt concerns and lived experiences.

Each time a man stands up for an ideal or acts to improve the lot of others, or strikes out against injustice, he sends a message forth a tiny ripple of hope.

— ROBERT F. KENNEDY

I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.

— NELSON MANDELA

Honest, thoughtful, and impactful conversations related to race, racism, and protests are not always easy, but we must take the time to actively engage in such conversations. Courageously looking deep within, we must ask ourselves how many more lives need to be lost before we act. How many more families and schools must grieve the loss of loved ones? How many more people have to suffer property and personal loss because people who are hurt, hurt people? How many are too many who have to grow up and become adults with the weight of knowing that their race may lead to racist acts against them regardless of how hard they try to fit in, follow the rules, or achieve? How many gifts and talents will not be identified, realized, or shared because fear, hatred, disrespect, and other factors serve as barriers and stumbling blocks to opportunities?

At times, such conversations can feel unbearable and uncomfortable. However, such conversations can also be enlightening and help us to grow individually and collectively.

The following are resources for educators, families, and community members to begin and/or continue much-needed conversations about race, racism, and protests. In addition, you will find resources for addressing trauma, restorative practices, creative ways that students can express themselves, and other ideas that support anti-racist growth and development. Please take the time to read and/or view the materials/resources you have selected prior to using them with young people and/or adults. These activities and resources support thoughtful engagement, important conversations, critical analysis, problem solving, research, deeper understanding, and the need for change. If used with an open-mind and caring heart, lessons learned can become powerful, lifelong lessons that can make anti-racist beliefs, practices, and behaviors a reality for current and future generations.

Note: These resources will be updated as needed.

Resources for Having Conversation about Race, Racism, and Protests

Title	Description	Link
Anti-Racism for Kids 101: Starting to Talk about Race	Part 1 provides helpful tips to talk to young children about acknowledging and celebrating all races. Includes age-appropriate literature recommendations. *Pre-K to Grade 3*	https://booksforlittles.com/racial-diversity/
Talking about Race: Being Anti-Racist	Comprehensive site includes definitions of types of racism and bias. Includes opportunities to "Stop and Think!", participate in "Let's Talk Activities," and raise questions to ask when racist behavior occurs. A video about "Overcoming Biases" and an infographic about the "Nine Important Elements of Anti-Racist Education" are also featured. Created by the National Museum of African American History, this site includes the work of Enid Lee, Ibram X. Kendi, Verna Myers, and others who are highlighted. *Grades 6–12, Parents/Guardians, Community Organizations*	https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist
One Talk at a Time	Provides support for Latinx American, Asian American, African American, and Black youths and their families to have conversations about race and ethnicity. Some materials are also available in Spanish. *Parent Resource*	https://www.caminoslab.org/onetalk

Title	Description	Link
How to Talk to Kids about Race and Racism	Article includes video clips with parents and police sharing their personal stories and the importance of discussing race and racism with young people. Includes African American media personalities discussing the impact of race and racism and them and their family.	https://www.today.com/parenting-guides/how-talk-kids-about-race-racism-t179138
Creating Space to Talk about Race in Your School	Lists ten ways to talk about race within a classroom setting. Link to discussion guide, booklist, and other resources that are available. *Grades 4–12*	http://educationvotes.nea.org/wp-content/uploads/2017/04/Talk-About-Race-in-the-Classroom.pdf
How to Talk to Your Children about Protests and Racism	Age-appropriate suggestions for talking to young people about protests and racism. *Pre-K to Grade 12*	https://www.msn.com/en-us/news/us/how-to-talk-to-your-children-about-protests-and-racism/ar-BB14Szbz
The Civil Rights Movement	Junior Scholastic Teaching Kit teacher-approved stories, resources, and worksheets. *Grades 5–8*	https://junior.scholastic.com/pages/content-hubs/the-civil-rights-movement.html
Why Martin Luther King Jr.'s Lessons about Peaceful Protests Are Still Relevant	Excerpt from *Time* magazine about Dr. Martin Luther King Jr.'s life and legacy. Includes links to extend and deepen learning.	https://time.com/5101740/martin-luther-king-peaceful-protests-lessons/
White Parents, Here's How to Start Talking to Your Children about Race	Six steps that can be taken to begin a conversation about race. Additional links address the following topics: NPR's "Talking Race with Young Children" Anti-Racism for Beginners: a Tool Kit "Something Happened in Our Town: A Child's Story About Racial Injustice" (for ages 4 to 8) "Stamped: Racism, Antiracism and You" (for ages 12 and over) Coretta Scott King Book Award Winners: books for children and young adults *K4–Grade 12*	https://www.forbes.com/sites/unicefusa/2020/06/08/how-white-people-can-talk-to-their-kids-about-racism/#22eb713553ca
Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families	Article focuses on how students and families can discuss race and racism to unlearn previously held beliefs.	https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism
A Conversation on Race: A Series of Short Films about Identity in America	A series of short films about identity in America from intergenerational viewpoints.	https://www.nytimes.com/interactive/projects/your-stories/conversations-on-race
Teaching about Race, Racism, and Police Violence	Site provides lesson plans for teaching tolerance.	https://www.washingtonpost.com/news/answer-sheet/wp/2016/07/11/teaching-about-race-racism-and-police-violence-resources-for-educators-and-parents/

Title	Description	Link
Embrace Race	Resources that include booklists, webinars, articles, action guides, and personal stories that help parents/guardians talk to their children about race and racism. PDFs are available in English and Spanish.	https://www.embracerace.org/resources
Race Talk: Engaging Young People in Conversations about Race and Racism	Suggestions and strategies for classroom teachers to have conversations with young people about race and racism.	https://www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about
Talking with Children about Racism, Police Brutality, and Protests	Strategies and discussion activities are appropriate for pre-K through high school and can be used by educators or parents/guardians.	https://www.ahaparenting.com/ask-the-doctor-1/talking-with-children-about-racism-police-brutality-and-protests?mc_cid=6dba22afd0&mc_eid=c408925269
PBS Learning Media Resources on Race, Racism. Protests, Civil Rights, and More	Resources from PBS Learning Media to support educators and families while discussing race, racism, protesting, civil rights, Black history and historical individuals, bias, past and current events, and more.	https://azpbs.org/2020/06/pbs-learningmedia-resources-on-race-racism-protests-civil-rights-and-more/
TED Talks to Help You Understand Racism in America	Videos to help understand racism in America. *Grades 9–12 and Adults*	https://www.ted.com/playlists/250/talks_to_help_you_understand_r
Exposing Bias: Race and Racism in America	Race as a social construct is discussed with Harvard University Extension instructors and anthropologists Michael Baran and James Herron. *Grades 9–12 and Adults*	https://blog.dce.harvard.edu/extension/exposing-bias-race-racism-america
Confronting Anti-Black Racism	Materials help middle and high school students to understand the long history of anti-Black racism in the United States and think about ways to address it in their own families and communities. Resources include news coverage of recent protests, videos on the origins of the Black Lives Matter movement and protests against police brutality within the past decade, iconic PBS documentaries on the histories of race and racism in America, and activities addressing civic engagement and elevating students' voices. *Grades 5–12*	https://www.pbslearningmedia.org/collection/confronting-anti-black-racism/
Teaching Ideas and Resources to Help Young People Make Sense of the George Floyd Protests	*New York Times* teaching ideas and resources include articles, videos, etc. Includes opportunities for students to analyze, think, reflect, and consider the roles of those in leadership positions. *Grades 5–12*	https://www.nytimes.com/2020/06/03/learning/lesson-plans/teaching-ideas-and-resources-to-help-students-make-sense-of-the-george-floyd-protests.html

Title	Description	Link
How Much Racism Do You Face Every Day?	A quiz to see how you compare to 101 Black teenagers who participated in a study. *Grades 9–12 and Adults*	https://www.nytimes.com/interactive/2020/us/racism-african-americans-quiz.html
Your Kids Aren't Too Young to Talk about Race: Resource Roundup	Podcasts, books, articles, and tips for teachers, parents, and community members. *Pre-K to Grade 12*	https://www.prettygooddesign.org/blog/Blog%20Post%20Title%20One-5new4?fbclid=IwAR38iNJWYHO23BJwk0vRqK6TmZe9aOPo2MsnPNd5Kh-w81211zyBn71m2PU&utm_source=Empowered+Parent&utm_campaign=ff21895e62-EMAIL_CAMPAIGN_2020_06_03_04_27&utm_medium=email&utm_term=0_93b5b85f04-ff21895e62-181374813
Mighty Times: The Children's March	This Academy Award–winning documentary film tells the heroic story of the young people in Birmingham, Alabama, who brought segregation to its knees. Includes teaching resources. Links to additional resources include "Teaching SNCC" and the Sixteenth Street Baptist Church Bombing. *Grades 3–8*	https://www.zinnedproject.org/materials/childrens-march
Race: The Power of an Illusion	Background readings and resources to support the three-part series. *Grades 6–12, Parents, Guardians, Educators, Community Partners*	http://www.pbs.org/race/000_General/000_00-Home.htm
Racism and Health	Racism may be intentional or unintentional. It operates at various levels in society. Racism is a driving force of the social determinants of health (like housing, education, and employment) and is a barrier to health equity. To achieve health equity and create the Healthiest Nation in One Generation, we must address injustices caused by racism. *Grades 9–12, Teachers, Parents, Guardians, Community Partners*	https://www.apha.org/topics-and-issues/health-equity/racism-and-health
***New York Times:* First Encounters with Race and Racism: Teaching Ideas for Classroom Conversations**	This is a lesson plan from the New York Times on how to engage youths in conversations about race, including discussion questions, videos on race and implicit bias, and voices from youths about their experiences with racism.	First Encounters with Race and Racism: Teaching Ideas for Classroom Conversations

Resources for Parents/Guardians, Teachers, and Community Partners to Address Trauma

Title	Description	Link
When We Normalize Racism and Bigotry, We Do Violence to Our Mental Health	This brief statement from Mental Health America calls for attention to the impact of violence (including witnessing violent events in media reports) on our mental health, especially the mental health of marginalized communities. The statement also contains links with additional information and resources.	https://mhanational.org/when-we-normalize-racism-and-bigotry-we-do-violence-our-mental-health
Addressing Race and Trauma in the Classroom: A Resource for Educators	This resource from the National Child Traumatic Stress Network (NCTSN) is designed to help educators understand the interplay of race and trauma in the classroom. The guide reviews historical trauma and racial trauma, explains the impact of trauma on different age groups, and offers supplemental resources.	NCTSN: Addressing Race and Trauma in the Classroom
Managing Strong Emotional Reactions to Traumatic Events: Tips for Families and Teachers	This resource from the National Association of School Psychologists provides a brief review of anger—a common reaction to trauma—and reminds adults of how the reactions of children and youth are influenced by adult responses.	https://casponline.org/pdfs/publications/Managing_Strong_Emotional_Reactions_2016.pdf
Racism and Violence: How to Help Kids Handle the News, Child Mind Institute	Guidance and advice for helping children process their feelings, and ideas to help parents/guardians reflect with their child on challenging questions versus turning away.	https://mylowerlab.org/2020/06/05/racism-and-violence-how-to-help-kids-handle-the-news-child-mind-institute/
Seven Ways to Help a Child to Heal from Trauma	When children experience abuse, abandonment, or other deep hurts, the adults in their lives may not know how to help them. This article is meant to help parents and caregivers support the children, adolescents, and even adults in their lives who are overcoming the damage caused by an abusive relationship or other types of trauma.	https://www.goodtherapy.org/blog/7-ways-to-help-child-heal-from-trauma-0327185

Title	Description	Link
Parenting a Child Who Has Experienced Trauma	This fact sheet discusses the nature of trauma, its effects on children and youth, and ways to help your child. By increasing your understanding of trauma, you can help support your child's healing, your relationship with him or her, and your family as a whole.	https://www.childwelfare.gov/pubPDFs/child-trauma.pdf
Emotional and Psychological Trauma	Causes and ways to address trauma.	https://www.helpguide.org/articles/ptsd-trauma/coping-with-emotional-and-psychological-trauma.htm

"We Shall Overcome"

Lyrics by Joan Baez

We shall overcome, We shall overcome,
We shall overcome, some day.

Oh, deep in my heart, I do believe
We shall overcome, some day.

We'll walk hand in hand, We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,

We shall live in peace, We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,

We shall all be free, We shall all be free,
We shall all be free, some day.

Oh, deep in my heart,

We are not afraid, We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,

We shall overcome, We shall overcome,
We shall overcome, some day.

Oh, deep in my heart, I do believe
We shall overcome, some day.

Resources for Cultural Responsiveness, Restorative Practices, Social Justice, and Student Activism

Title	Description	Link
Culturally Responsive Teaching	Resources and strategies to engage students by connecting to and honoring their cultures, experiences, and backgrounds.	https://www.edutopia.org/topic/culturally-responsive-teaching
Teaching for Change—Building Social Justice Starting in the Classroom	Collection of teaching ideas and resources. The Movement for Black Lives challenges the ongoing murders of African Americans by the police and the long history of institutionalized racism. This resource collection was originally published in August of 2014 after the murder of Michael Brown in Ferguson, Missouri.	https://www.teachingforchange.org/teaching-blacklivesmatter *Movement for Black Lives* link: https://m4bl.org/
PBS Black Culture Connection	Includes The Talk, Prideland, Say It Loud, Fannie Lou Hamer—Stand Up, and other resources for parents, guardians, educators, and students. *Grades 9–12*	http://www.pbs.org/black-culture/home/
Student Activism in School Getting Your Voice Heard—Resources **Inspiration and Expert Advice for Making a Difference On And Off Campus**	This guide explains what it means to be a student activist and where to find support for certain causes. It also provides tools and guidance on how to create goal-oriented, effective rallies for change. Topics include diversity and racism, LGBTQ and gender equality, politics and government, social justice movements, and more.	https://www.accreditedschoolsonline.org/resources/student-activism-on-campus/
Circle Forward	Sample scripts for hosting talking circles from the Circle Forward book specifically related to grief, loss, and trauma.	Circle scripts

BE INSPIRED

It is insufficient to only tell your children that racism and racists are bad. It is insufficient to simply explain "We love people of all colors." It is lazy and near damaging to proclaim a love for all people but never make the leap of actually reaching out to people of color or adding tangible diversity to your life. In a world filled with empty rhetoric, our children don't need to hear words from us without action.

They need to see us embody the beliefs we claim to hold dear.

— BELLAMY SHOFFNER

Resources for Educators to Heal

Title	Description	Link
Mental Health America: Supporting Others	This article shares simple actions that anyone can take to help others who are going through difficult times.	https://mhanational.org/supporting-others
Radical Self-Care in the Face of Mounting Racial Stress	Radical self-care in the face of mounting racial stressThis article encourages the cultivation of hope through acts of affirmation.	Psychology Today: Radical Self-Care in the Face of Mounting Stress
The American Nightmare	This think piece provides insight to the mental, social, and historical impacts of systemic racism in America on Black people and how we have arrived at our current state in America.	The American Nightmare
Your Black Colleagues May Look Like They're Okay — Chances Are They're Not	This article highlights the stressors of working while Black during a pandemic in which race is both a factor and a trigger. This article supports empathetic thinking and social awareness.	Your Black Colleagues May Look Like They're Okay — Chances Are They're Not
Avoiding Racial Equity Detours	Describes four detours to racial equity work and how we can identify and avoid them.	Avoiding Racial Equity Detours
Milwaukee Public Schools	Aurora Employee Assistance 24/7 Hotline	Hotline number is 800-236-3231

Resources for the Impact of Media

Title	Description	Link
Facing History and Ourselves: How Journalists Minimize Bias	This lesson from Facing History and Ourselves asks youths to consider how biases and stereotypes influence the way we interpret the world around us and how both journalists and media consumers address issues of bias in themselves and others.	How Journalists Minimize Bias
Five Key Questions and Concepts that Can Change the World	It is important that we cultivate critical media dispositions and skills in our youth so that they consume information effectively.	Edutopia: Social Media and 5 Key Concepts Free lessons from the Center for Media Literacy using five key concepts/questions that can be used with students every day.
Here's What You Need to Know about Breonna Taylor's Death	This article provides a timeline of the events surrounding the killing of Breonna Taylor, whose death has received national attention and whose name has been included alongside Ahmaud Arbery and George Floyd in discussions about violence against Black Americans.	Here's What You Need to Know About Breonna Taylor's Death
When They See Us: Improving the Media's Coverage of Black Men and Boys	This article shows how media coverage shapes the ability of individuals and communities to receive fair and equal justice and how persistent trends of distorted media depictions of Black men and boys contribute to negative stereotypes, inequitable treatment, and unequal opportunities.	https://www.opportunityagenda.org/explore/resources-publications/when-they-see-us-media
Teaching Tolerance: Living with the Bear	This article discusses how constant exposure to violence via social media is harming our youth and how we can give them the support they need.	Living with the Bear
Teaching Tolerance: Teaching Students about Confirmation Bias	This article focuses on concerns about the impact of fake news by helping youth know and understand confirmation bias (our tendency to more readily believe information that supports— or confirms—our existing worldviews and to exclude information that might contradict previously held assumptions).	Teaching Students about Confirmation Bias
Teaching Tolerance: A Classroom Discussion about the Media, Trust, and Knowledge	This article encourages students to think through problems in the contemporary media landscape to help them become more active, open-minded knowledge seekers.	A Classroom Discussion about the Media, Trust, and Knowledge

In a racist society, it is not enough to not be non-racist. We must be anti-racist.

– ANGELA DAVIS

Being Anti-Racist: What Does it Mean and Why Is it Important?

Guidance: These resources explore what it means to be anti-racist and its importance to our role as educators, parents, and citizens. We must first listen, then learn, discuss, and act.

Title	Description	Link
National Museum of African American History and Culture: Being Anti-Racist	This handout explores and offers guidance on the following topics: • What does it mean to be anti-racist? • Becoming an anti-racist as a white person • Becoming an anti-racist as a person of color	Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing
Teaching Tolerance: White Anti-Racism—Living the Legacy	A conversation about power, privilege, identity, and what it means to be anti-racist with community activists • Diane Flinn, a white woman and managing partner of Diversity Matters • Georgette Norman, an African American woman and director of the Rosa Parks Library and Museum • Sejal Patel, a South Asian American woman and community organizer in South Asian immigrant communities • Yvette Robles, a Chicana and community relations manager in Los Angeles.	White Anti-Racism: Living the Legacy
Education Week: The Urgent Need for Anti-Racist Education	As educators, we do not just teach content; we teach life lessons. Here are changes we can make to ensure that we are breaking down racist beliefs and systems of white supremacy in our own classrooms.	The Urgent Need for Anti-Racist Education
ASCD: How to Be an Anti-Racist Educator	Included in this article are five actions we can take to be anti-racist educators for our youth, including "Engage in Vigilant Self-Awareness," "Study and Teach Representative History," and "Talk about Race with Youth."	How to Be an Anti-Racist Educator
Edutopia: Creating an Anti-Racist Classroom	This resource helps us to reflect on our own biases and about our own practices in the classroom as we engage in anti-racist work.	Creating an Anti-Racist Classroom

**Additional Resources for Deeper Conversations and Supporting Students Remotely:
Race, Racism, Black Lives Matter, and Other Related Topics**

The following resources explore our responsibility as educators, parents, and community members to discuss race, racism, Black Lives Matter, and other related topics in a much deeper and personal way.

Because students and adults are at different stages of awareness and have been impacted by life experiences related to race, racism, Black Lives Matter, and other related topics in different ways, they may need time to process/heal from such experiences. Providing an "opt-out" at this deeper level of engagement should be an option for students and for some adults too. No matter how well-planned and expertly facilitated these conversations are, they can be re-traumatizing to Black youth and adults.

Guidance: Use these resources with extra care, respect, sensitivity, and compassion.

Title	Description	Link
Facing History and Ourselves: Teaching in the Wake of Violence	This resource is a guide for teachers for navigating conversations with their students after news of a mass shooting, terrorist attack, police violence, and other violent events.	Facing History and Ourselves: Teaching in the Wake of Violence (p.90) https://www.facinghistory.org/educator-resources/current-events/teaching-wake-violence
Teaching Tolerance: Black Lives Matter Still Matters	This resource outlines why it is important to teach young people of all races about the Black Lives Matters movement, its origins, and its continued relevance.	Black Lives Matter Still Matters
WeTeachNYC: Fostering Community During Remote Learning—Teacher Reflection Guide	This guide provides reflection questions and ideas for teachers seeking to foster a welcoming and affirming remote learning environment. This guide can be used for individual reflection and as a jumping-off point for group reflection.	Fostering Community During Remote Learning: Teacher Reflection Guide
Anti-Defamation League: George Floyd, Racism, and Law Enforcement *"Table Talk: Family Conversations about Current Events"*	This reading provides suggestions for how educators, parents, families, and caregivers can discuss George Floyd, police violence, racism, and protests with youth. It also includes discussion questions and suggestions for how to take action.	Table Talk: Family Conversations about Current Events
Talking about Race: The National Museum of African American History and Culture	Talking about race, although hard, is necessary. These tools and guidance are designed to empower your journey and inspire conversation. Many of the tools for educators are pre-K to grade 12. And there are great resources for individual work, no matter your role.	https://nmaahc.si.edu/learn/talking-about-race

BE INSPIRED

Dreams are lovely. But they are just dreams. Fleeting, ephemeral, pretty. But dreams do not come true just because you dream them. It's hard work that makes things happen. It's hard work that creates change.

— SHONDA RHIMES

Support Black Students without Inducing Further Trauma

Title	Description	Link
Teaching Tolerance: Black Minds Matter	This resource outlines the impact of racial disparities in mental health access and treatment and how schools and educators can play a major role in helping to mitigate those disparities.	[Black Minds Matter](#)
Teaching Tolerance: Don't Say Nothing. Silence Speaks Volumes. Our Students Are Listening.	This resource outlines the importance and duty of educators to acknowledge and discuss race and racism with youth.	[Don't Say Nothing. Silence Speaks Volumes. Our Students Are Listening.](#)
Teaching Tolerance: Ending Curriculum Violence	This article from Teaching Tolerance explores how despite the best intentions, teachers can create "curriculum violence" that can have detrimental effects on our youth.	[Ending Curriculum Violence](#)

Talking About Race, Violence, Racism, and Black Lives Matter with Non-Black Students

Title	Description	Link
***New York Times:* A Conversation on Race**	This resource is a series of videos on different racial and ethnic groups describing their experiences with racism that include the following: • A Conversation with my Black Son • A Conversation about Growing Up Black • A Conversation with Black Women on Race • A Conversation with Latinos on Race • A Conversation with Asian-Americans on Race • A Conversation with Native Americans on Race • A Conversation with White People on Race • A Conversation with Police on Race	[A Conversation on Race](#)
Letters For Black Lives: An Open Letter Project on Anti-Blackness	This resource includes letters written by Asian American and Latinx American youth to their parents about the importance of centering Black lives in any discussion on race, discrimination, and injustice. It is an example for how non-Black students can engage in learning and reflection on race, racism, and Black Lives Matter.	[Letters For Black Lives](#)
Safe Space Radio: Tips and Strategies "Talking to White Kids about Race and Racism"	This resource provides tips for educators and parents on how to have a conversation on race and racism with white youth.	[Tips and Strategies: Talking to White Kids about Race and Racism](#)
Anti-Defamation League: How Should I Talk about Race in My Mostly White Classroom?	This resource provides guidance and considerations for how to engage in reflection and discussion on race and racism with white youth.	[How Should I Talk about Race in My Mostly White Classroom?](#)

Conversations with Elementary Students

Title	Description	Link
Children Community School: Social Justice Resources	This site contains resources and considerations for how to discuss race and social justice topics including racism, police brutality, and protests with youth.	Children Community School: Social Justice Resources
Edutopia: Teaching Young Children about Bias, Diversity, and Social Justice	This resource contains five strategies for engaging youth in learning and discussion on bias, diversity, and social justice.	Teaching Young Children about Bias, Diversity, and Social Justice
Oakland Library: Talking to Kids about Racism and Justice: A List for Parents, Educators, and Caregivers	This resource provides a list of educational resources to engage young people (pre-K and up) in learning about racism and justice. *Pre-K and up*	Talking to Kids about Racism and Justice: A list for Parents, Educators, and Caregivers

BE INSPIRED

It is inevitable that as we develop a critical analysis of the various axes of identity — race, gender, class, ability, and more — we will experience deeply personal and political moments of self-realization — about ourselves and our relationships with others as well as about the way this culture functions. It is important and positive that we make those kinds of developments in identifying how oppression works, internally and externally. Yet we must not get so caught up in our own self-discoveries that we unthinkingly put the emotional weight of those breakthrough moments on others who live daily with the realities we are just beginning to understand.

— M. (A CRITIQUE OF ALLY POLITICS)

A Change is Going to Come

Lyrics by Sam Cooke

I was born by the river in a little tent
Oh, and just like the river I've been running ever since
It's been a long, a long time coming
But I know a change gon' come, oh yes it will
It's been too hard living, but I'm afraid to die
'Cause I don't know what's up there beyond the sky
It's been a long, a long time coming
But I know a change gon' come, oh yes it will
I go to the movie and I go down town
Somebody keep telling me don't hang around
It's been a long, a long time coming
But I know a change gon' come, oh yes it will
Then I go to my brother
And I say, "Brother, help me please."
But he winds up knockin' me
Back down on my knees
There been times that I thought I couldn't last for long
But now I think I'm able to carry on
It's been a long, a long time coming
But I know a change gon' come, oh yes it will

Appendix H: More Equity, Access, and Inclusion Resources

> *A mind that is stretched by a new experience can never go back to its old dimensions.*
>
> —Oliver Wendell Holmes Jr.

Materials included in this appendix may be used by schools, families, community partners and Central Services staff to support ongoing growth and development in the areas of equity, access, and inclusion. Please review the materials prior to use to ensure that the selected materials are appropriate for grade levels and that they align to selected standards or goals or for the purpose they will be used.

Wisconsin Department of Public Instruction and U.S. Government

Promoting Excellence for All: Strategies that Close Achievement Gaps
https://dpi.wi.gov/excforall

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

Advancing Equity through Social-Emotional Learning
https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/dpi_equity_report_web.pdf

Talking to Students about Race
https://dpi.wi.gov/news/dpi-connected/resources-talking-students-about-race

U.S. Government Resources
https://www.usa.gov/life-in-the-us#item-37637

Culturally Responsive Practices

> *Preservation of one's own culture does not require contempt or disrespect for other cultures.*
>
> *We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community—and this nation.*
>
> —Cesar Chavez

Reaching Educational Equity: It Is Possible
http://www.responsiveclassroom.org/sites/default/files/pdf_files/rc_educational_equity.pdf

Cultural Concerns in Addressing Barriers to Learning
http://www.smhp.psych.ucla.edu/pdfdocs/cultural/culture.pdf

Culturally Responsive Differentiated Instruction Strategies
https://research.steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differientiated%20Instruction.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 Resources
https://www.colorincolorado.org/culturally-responsive-resources

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Culturally Responsive, Anti-Bias, and Equity Checklists

> Human greatness does not lie in wealth or power, but in character and goodness. People are just people, and all people have faults and shortcomings, but all of us are born with a basic goodness.
>
> **– Anne Frank**

Organizational Structure Self-Assessment
https://www.naceweb.org/career-development/organizational-structure/diversity-and-inclusion-self-assessment/

Personal Self-Assessment on Anti-Bias Behavior
https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf

Affirming Racial Equity Tool
https://www.jefferson.kyschools.us/sites/default/files/AffirmingRacialEquityTool.pdf

Building for Equity School Self-Assessment
https://www.cce.org/uploads/files/02-CCE-BuildingforEquityTools_School-Self-Assessment-Tool.pdf

Re-imagining Migration Checklist
https://reimaginingmigration.org/wp-content/uploads/2019/01/Culturally-Responsive-Teaching-Checklist_Re-Imagining-Migration.pdf

Early Childhood Cultural Awareness Checklist
(intended to improve the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence, and linguistic competence in early childhood settings)
https://www.mdek12.org/sites/default/files/cultural_awareness_checklist_ec.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 Competence
https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf

Restorative Practices

The Benefits of Restorative Practices
https://yrpofri.org/benefits-of-restorative-practices/

Restorative Practices: A Guide for Educators
http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf

Healing Circles for Teachers
https://www.mindfulschools.org/inspiration/healing-circles-for-teachers-as-a-restorative-self-care-practice/

Implementing Restorative Practices in the Classroom
https://www.gettingsmart.com/2017/03/implementing-restorative-practices-in-the-classroom/

Restorative Resources
https://www.restorativeresources.org/educator-toolkit.html

Restorative Practices
https://creducation.net/conflict_resolution_education_practice_areas/restorative_practices/

A Restorative Practices Guide: How Schools Can Build Community and Address Conflicts
https://www.c4rj.org/images/c4rj-schools-toolkit-revised-2017.pdf

Teaching Restorative Practices with Classroom Circles
https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf

Restorative Practices—Informal and Formal Processes for Addressing Behavior
https://www.idra.org/resource-center/restorative-practices-informal-and-formal-processes-for-addressing-behavior/

Experiencing Homelessness: Resources for Students and Families

MPS Parents Guide to Community Resources
https://dpi.wi.gov/sites/default/files/imce/homeless/pdf/MPS_Parents_Guide_to_Community_Resources_2018.pdf

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

Black Lives Matter

> *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

Black Lives Matter School Resources
https://blacklivesmatteratschool.com/teaching-materials/
https://neaedjustice.org/black-lives-matter-school-resources/

D.C. Area Black Lives Matter Resources (School and Community)
https://www.dcareaeducators4socialjustice.org/black-lives-matter/resources/

How to Talk to Kids about George Floyd
https://www.npr.org/2020/06/04/868600478/q-a-how-to-talk-to-kids-about-george-floyd

Choosing to See the Racial Stress that Afflicts Our Black Students
https://kappanonline.org/racial-stress-black-students-anderson-saleem-huguley/

African American Resources
http://www.thenetworkwi.com/african-american

Reflecting on George Floyd's Death and Police Violence toward Black Americans
https://www.facinghistory.org/educator-resources/current-events/reflecting-george-floyds-death-police-violence-towards-black-americans?utm_source=hellobar&utm_medium=topbar-desktop

Jawanza Kunjufu Articles and Books
http://connection.ebscohost.com/tag/KUNJUFU%252C%2BJawanza

Hispanic/Latino/Latina/Latinx

Hispanics: Education Issues
http://www.nea.org/home/HispanicsEducation%20Issues.htm

Hispanic Heritage Book Lists and Resources
https://www.scholastic.com/teachers/articles/teaching-content/hispanic-heritage-book-lists-and-web-resources/

Do You Speak American? Spanish and Chicano English High 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

National Hispanic Heritage Month Resources for Teachers
https://www.hispanicheritagemonth.gov/for-teachers/

PBS Latino Americans
http://www.pbs.org/latino-americans/en/education/

Latinx/Hispanic History K–12 Educators: Lesson Plans
https://simmonslis.libguides.com/c.php?g=980824&p=7092857

The Crisis in the Education of Latino Students
http://simmonslis.libguides.com/c.php?g=980824&p=7092857

Latin American and Iberian Resources
https://laii.unm.edu/info/k-12-educators/assets/documents/literature-guides/they-call-me-guero.pdf

Teaching with Historic Places: Hispanic American/Latino American History
https://www.hispanicheritagemonth.gov/for-teachers/

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 the Real Problem Facing Latinos in America
https://www.nbcnews.com/news/latino/racism-not-lack-assimilation-real-problem-facing-latinos-america-n974021

The Brutal History of Anti-Latino Discrimination in America
https://www.history.com/news/the-brutal-history-of-anti-latino-discrimination-in-america

A History of Anti-Hispanic Bigotry in the United States
https://www.washingtonpost.com/outlook/a-history-of-anti-hispanic-bigotry-in-the-united-states/2019/08/09/5ceaacba-b9f2-11e9-b3b4-2bb69e8c4e39_story.html

18 Major Moments in Hispanic History
https://www.huffpost.com/entry/18-major-moments-hispanic-history_n_55f70275e4b042295e370d3c

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Linguistically Responsive, ESL, ELL

Language, Linguistics, and English Language Learners (ELL)
http://thenetworkwi.com/language-linguistics-ell

The "Rigor Gap" Affects English Learners, New Study Finds
https://www.newamerica.org/education-policy/edcentral/the-rigor-gap-affects-english-learners-new-study-finds/

43 Excellent ESL Resources for Students
http://www.studentguide.org/43-excellent-esl-resources-for-students/

ELL Strategies and Best Practices (in English and Spanish)
https://www.colorincolorado.org/ell-strategies-best-practices
https://www.colorincolorado.org/es/enseñanza-de-los-estudiantes-bilingües/estrategias-y-mejores-prácticas

Engaging ELL Families: 20 Strategies for School Leaders
http://www.adlit.org/article/42781/

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

What America Got Wrong About Ebonics
https://www.youtube.com/watch?v=J3D2iyBqlCk

Muslim Americans

Education Resources on Refugees, Muslim People, and Anti-Muslim Bigotry
https://www.adl.org/education/resources/tools-and-strategies/refugees-muslim-people-and-anti-muslim-bigotry

Ramadan Guide for School Administrators and Teachers
https://www.whyislam.org/americanmuslims/ramadanguide/

Myths and Facts about Muslim People and Islam
https://www.adl.org/education/resources/tools-and-strategies/myths-and-facts-about-muslim-people-and-islam

Indigenous People

The Disproportionality Network
http://www.thenetworkwi.com

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

Native People of Wisconsin Teachers Guide and Student Materials
https://wisconsinfirstnations.org/native-people-wisconsin/

First Peoples Principles of Learning
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles_of_learning.pdf

Photos of Native American Protests
https://timeline.com/photos-native-american-protest-5ca98e4627d6

Native American Activism
https://www.zinnedproject.org/materials/native-american-activism-1960s-to-present/

American Indian Movement
https://emke.uwm.edu/entry/american-indian-movement/

Native Peoples of Wisconsin Books and Resources for Children and Teenagers
https://ccbc.education.wisc.edu/books/native.asp

Native Americans Tribes List
https://www.legendsofamerica.com/na-tribelist/

Wisconsin Native Communities
http://kidsforward.org/wisconsins-native-communities/

Wisconsin 38 Most Influential Native Americans
https://madison365.com/mostinfluentialnativeamericans2020/

Ending the Era of Harmful "Indian" Mascots
http://www.ncai.org/proudtobe

Wisconsin First Nations Resources
https://wisconsinfirstnations.org

Tribal Nations of Wisconsin
https://dpi.wi.gov/amind/tribalnationswi

Wisconsin American Indian Nations and Tribal Communities Resources
https://dpi.wi.gov/early-childhood/diversity/native-american

American Indians/Native Americans/First Nations
http://www.thenetworkwi.com/american-indians

Supporting Success for Indigenous Students
http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf

Teacher and Librarian Resources for Native American Children's and Young Adult Books
https://cynthialeitichsmith.com/lit-resources/read/diversity/native-am/teaching/native_resources/

Asian Americans/Hmong

Hmong
http://www.thenetworkwi.com/hmong

Asian-American Experiences, 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/

Japanese Internment
https://www.history.com/topics/world-war-ii/japanese-american-relocation

Civil Rights Japanese Americans
https://www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm

Care Package – Smithsonian Asian Pacific American Center
https://smithsonianapa.org/care/

American Indian Education in Wisconsin
https://dpi.wi.gov/sites/default/files/imce/amind/pdf/american-indian-education-in-wi.pdf

LGBTQ

Pride Month Resources
https://dpi.wi.gov/news/dpi-connected/june-2020-50th-anniversary-pride-month

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

For Educators: Supporting LGBTQIA Youth Resource List
https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list

PBS Teachers Guide to LGBT = Youth Resources
https://www.pbs.org/newshour/extra/2015/06/teachers-guide-to-lgbt-youth-resources/

LGBTQ Materials for Classroom Use UW–Madison
https://researchguides.library.wisc.edu/teachingLGBTQmaterials/lgbtqcurricula

WEAC Ethnic Minority and LGBTQ Resources
http://weac.org/professional-resources/ethnic-minority-and-lgbtq-resources/

LGBT Resource Center
https://out.ucr.edu/resources/helpful-handouts

CCBC LGBTQ booklist for Children and Young Adults
https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=446

Special Education

Racial/Ethnic Disproportionality in Special Education
https://www.racialequitytools.org/resourcefiles/dataanalysisworkbook.pdf

Disproportionality: Inappropriate Identification of Culturally and Linguistically Diverse Children
http://www.nea.org/assets/docs/HE/mf_PB02_Disproportionality.pdf

Special Education's Hidden Racial Gap
https://www.huffpost.com/entry/special-education_n_5a187948e4b0649480745066

Creating Positive School Experiences for Students with Disabilities
https://www.readingrockets.org/article/creating-positive-school-experiences-students-disabilities

Understanding Federal Disability and Special Needs Policy —
Family Resources and Special Education Toolkit
https://www.pta.org/home/family-resources/Special-Education-Toolkit/Understanding-Federal-Disability-and-Special-Needs-Policy

College Resources for Students with Disability
https://www.affordablecollegesonline.org/college-resource-center/resources-for-students-with-disabilities/

Special Needs
https://www.militaryonesource.mil/family-relationships/special-needs/

Grief Speaks
http://griefspeaks.com/id96.html

Council for Exceptional Children—Resources for Teaching Remotely
https://www.cec.sped.org/Tools-and-Resources

Wisconsin Department of Health Services
https://www.dhs.wisconsin.gov/cyshcn/overview.htm

Women and Girls

What Schools Teach about Women's History Leaves a Lot to Be Desired
https://www.smithsonianmag.com/history/what-schools-teach-womens-history-180971447/?page=3

Educational Equity for Women and Girls
https://neaedjustice.org/educational-equity-for-women-and-girls/

Resources for Educators: Girls Equity and Empowerment Resource List
https://mcc.gse.harvard.edu/resources-for-educators/girls-equity-and-empowerment-resource-list

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

Where Are the Women?
https://www.womenshistory.org/social-studies-standards

Barriers and Bias: The Status of Women in Leadership
https://www.aauw.org/resources/research/barrier-bias/

Incarcerated Women and Girls
https://www.sentencingproject.org/publications/incarcerated-women-and-girls/

Women, Minorities, and Persons with Disabilities in Science and Engineering
https://nsf.gov/statistics/2017/nsf17310/static/downloads/nsf17310-digest.pdf

Gender Equality
https://www.unicef.org/gender-equality

STEM and STEAM: A Guide for Women, Minorities, and Persons with Disabilities
https://www.grantham.edu/engineering-and-computer-science/stem-and-steam/

> 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://neaedjustice.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

Dismantling Racism for Social Change Groups: A Resource Book
http://www.resourcesharingproject.org/sites/resourcesharingproject.org/files/
DismantalingRacismforSocialChangeGroups.pdf

Racial Justice and Anti-Racism Resources
https://www.agpa.org/home/practice-resources/racial-justice-and-anti-racism-resources

Teacher Bias: The Elephant in the Classroom
https://www.thegraidenetwork.com/blog-all/2018/8/1/teacher-bias-the-elephant-in-the-classroom

Anti-Bias Education Articles (English and Spanish)
https://www.teachingforchange.org/anti-bias-education-articles

Dear White Teacher: Rethinking Schools
https://rethinkingschools.org/articles/dear-white-teacher/

The School-to-Prison Pipeline
https://www.tolerance.org/magazine/spring-2013/the-school-to-prison-pipeline

Reframing Classroom Management
http://www.tolerance.org/sites/default/files/TT_Reframing_Classroom_Managment_Handouts.pdf

Ending the School to Prison Pipeline
https://neaedjustice.org/ending-the-school-to-prison-pipeline/

School-to-Prison Pipeline Toolkit
http://schottfoundation.org/sites/default/files/resources/School%20to%20prison%20toolkit%20FINAL.pdf

Marching On: Selected Books about the Civil Rights Movement for Children and Teens
https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=628

20 Picture Books for 2020: Readings to Embrace Race, Provide Solace, and Do Good
https://www.embracerace.org/resources/20-picture-books-for-2020

Books about Racism and Social Justice
https://www.commonsensemedia.org/lists/books-about-racism-and-social-justice

Selecting Anti-Bias Children's Books
https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/

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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 ❞

</div>

Racial Equity and Anti-Racist Teaching in Early Childhood Education
https://secure.ncte.org/library/NCTEFiles/RacialEquity.pdf

Anti-Racism for Kids 101: Starting to Talk to Kids about Race
https://booksforlittles.com/racial-diversity/?fbclid=IwAR10tOspDiIdef-_3iCGmnzPAwna6DPcSckAx9XTh2waj
dnkVVGj81hW5DY

Resources for Talking with Children about Race
https://www.portdiscovery.org/news-room/resources-talking-children-about-race

Confronting Anti-Black Racism
https://www.pbslearningmedia.org/collection/confronting-anti-black-racism/?elqTrackId=334EAC7463F01D3
3DE82ADE732780E31&elqTrack=true#.Xu4naS2ZO_I

A History: The Construction of Race and Racism: Dismantling Racism Project
https://www.racialequitytools.org/resourcefiles/Western%20States%20-%20Construction%20of%20Race.
pdf

Dismantling Racism: A Resource Book
http://www.resourcesharingproject.org/sites/resourcesharingproject.org/files/
DismantalingRacismforSocialChangeGroups.pdf

Classroom Resources
https://www.tolerance.org/classroom-resources

Center for Racial Equity in Education
https://creed-nc.org/

Fundamental Racial Equity Tools
https://www.racialequitytools.org/Fundamentals

Race and Ethnicity
https://www.tolerance.org/topics/race-ethnicity

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/

National Museum of African American History and Culture: Talking about Race
https://nmaahc.si.edu/learn/talking-about-race

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

The Experiences of Teachers of Color
https://www.gse.harvard.edu/news/uk/18/06/experiences-teachers-color

Self-Efficacy Resources
https://sites.google.com/a/wayland.k12.ma.us/self-efficacy-resources/resources

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
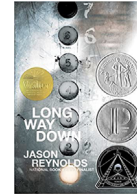
Long Way Down
by Jason Reynolds

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
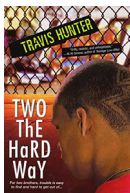
Two the Hard Way
by Travis Hunter
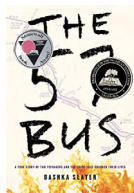
The 57 Bus
by Dashka Slater
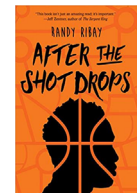
After the Shot Drops
by Randy Ribay

MPS Reads

Each month, a list of featured books will be available to assist teachers, librarians, and families in finding quality books to encourage independent reading; offer titles that allow students to see themselves, explore other cultures, and discover more about the world in which they live; and ignite a passion for reading. For more books, visit: **mpsmke.com/mpsreads**.

Penn GSE News: The Best Books of 2018 for Young Readers
https://www.gse.upenn.edu/news/Ebony-Elizabeth-Thomas-best-books-2018-young-readers

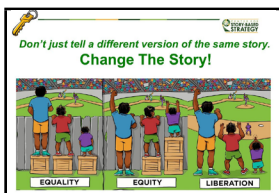**Looking for Excellent "Diverse" Books for Children? Start Here!**
https://www.embracerace.org/resources/where-to-find-diverse-childrens-books

Diverse Books for Children

Best Books for Young Readers
https://www.gse.upenn.edu/news/Ebony-Elizabeth-Thomas-best-books-2018-young-readers

Looking for Excellent "Diverse" Books for Children? Start Here!
https://www.embracerace.org/resources/where-to-find-diverse-childrens-books
https://ccbc.education.wisc.edu/books/detailLists.asp?idBookListCat=7

Posters and Poetry

Who Am I? Identity Poem Activity
https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/who-am-i-identity-poems.pdf

Equity versus Equality
https://i.pinimg.com/originals/9c/3e/9a/9c3e9a6f0a15efb5c86f37ecb5cda3fb.jpg
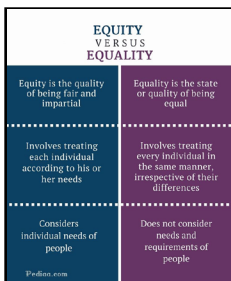
Equality, Equity, Liberation Poster
https://external-preview.redd.it/C5M1aEsEgfk2AkmFdnxjFVjyElYGEz2m2_-K5gzOYdw.jpg?s=bbc6ac3f26d0ff85fe13634b3d1275a1079231a7
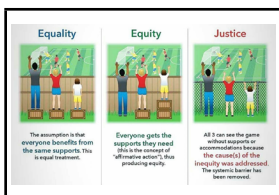
Equality, Equity, Justice Poster
https://i.pinimg.com/originals/4d/65/03/4d6503e398eb6863008c914a16b68719.jpg

"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 I Could Be (poem)
https://i.pinimg.com/originals/fe/07/75/fe0775d617d8634695866836938deded.jpg

Latinx Voices in Poetry
https://www.poetryfoundation.org/collections/144542/us-latinx-voices-in-poetry

Until We Are All Free—Racial Justice Art
https://static1.squarespace.com/static/55fc7c51e4b09a69209d32f0/t/57c74df3b3db2b209273ea10/1472679420241/Until-We-Are-All-Free-Racial-Justice-Art-Story-Sessions.pdf

Until We Are Free
http://www.untilweareallfree.com/#art-culture-resources

Love and Dignity Beyond Bars and Borders
https://static1.squarespace.com/static/55fc7c51e4b09a69209d32f0/t/57c74dd39de4bbcd7896e228/1472679381974/Until-We-Are-All-Free-Art-Kit.pdf

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

> *Ask "How will they learn best?" not "Can they learn?"*
>
> – Jaime Escalante

W.K. Kellogg Foundation: Equity Resource Guide
https://www.racialequitytools.org/resourcefiles/Racial_Equity_Resource_Guide.pdf

How School Leaders Can Address Equity and Engagement
https://inservice.ascd.org/getting-the-word-out-part-i-how-school-leaders-can-address-equity-and-engagement/

Facing History and Ourselves
https://www.facinghistory.org/topics

Systemic Inequality: Displacement, Exclusion, and Segregation
https://www.americanprogress.org/issues/race/reports/2019/08/07/472617/systemic-inequality-displacement-exclusion-segregation/

Facing History and Ourselves Educator Resources
https://www.facinghistory.org/educator-resources

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

The Criminalization of Black Girls in Schools
https://www.theatlantic.com/education/archive/2016/03/the-criminalization-of-black-girls-in-schools/473718/

Common Causes of the Achievement Gaps (includes short video reflecting student voices)
https://us.corwin.com/en-us/nam/equity-causes-of-achievement-gaps

Poverty Matters but It's Not Destiny
https://educationpost.org/poverty-matters-but-its-not-destiny/

The Belief Gap *(includes voices of students)*
https://educationpost.org/conversation/blog/the-belief-gap/
Someone believed in Kim.
Someone believed in Dashaun.
Someone believed in Lily.
Someone believed in Jabari.

Supporting Success for Indigenous Students
http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf

The Brutal History of Anti-Latino Discrimination in America
https://www.history.com/news/the-brutal-history-of-anti-latino-discrimination-in-america

**The Discomfort of White Adults Should Never Take Priority
Over the Success of Black and Brown Students**
https://educationpost.org/the-discomfort-of-white-adults-should-never-take-priority-over-the-success-of-our-black-and-brown-students/

**Don't Just Focus on Abolishing the School-to-Prison Pipeline:
Also Build the School Activism Pipeline** *(a reflection activity for secondary students)*
https://phillys7thward.org/2017/11/dont-just-focus-abolishing-school-prison-pipeline-also-build-school-activism-pipeline/

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

Ways Well-Meaning White Teachers Bring Racism into Our Schools (and What to Do Instead)
https://everydayfeminism.com/2015/08/10-ways-well-meaning-white-teachers-bring-racism-into-our-schools/

Honoring Native American Language and Culture to Raise Achievement
https://edtrust.org/the-equity-line/honoring-native-american-language-and-culture-to-raise-achievement/

9 Things Non-Black Parents Can Do in the Wake of Police Brutality
https://www.huffpost.com/entry/things-non-black-parents-can-do-police-brutality_l_5ed55668c5b6c76936d8a8ad

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)

Resilient Educator and Healing *(includes well-being strategies, cultivating diversity
and inclusion, STEAM resources, trauma-informed practices in schools, etc.)*
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

20 Types of Learning Journals
https://www.teachthought.com/literacy/20-types-of-learning-journals-that-help-students-think/

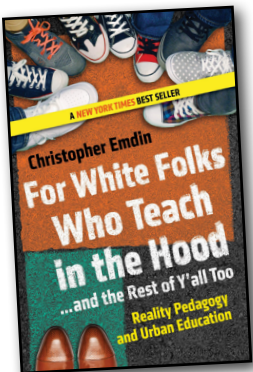**Rethinking Family Engagement during School Closure**
https://www.tolerance.org/magazine/rethinking-family-engagement-during-school-closures

Guidance on Culturally Responsive-Sustaining Remote Teaching and Learning
https://www.oregon.gov/ode/educator-resources/standards/Documents/Guidance%20on%20Culturally%20Responsive-Sustaining%20Remote%20Teaching%20and%20Learning.pdf

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Books for Professional Learning
(All summaries copied from www.goodreads.com)

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

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

● ● ●

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

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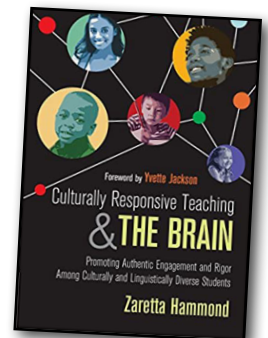
Dr. Sharroky Hollie's *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*

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

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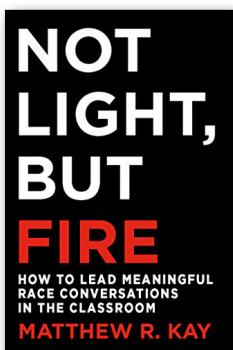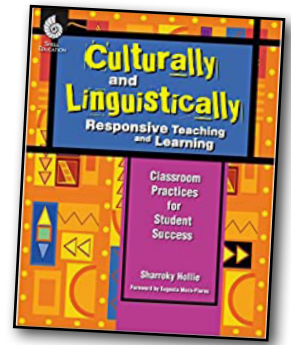
Matthew Kay's *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom*

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 he 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

○ ○ ○

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

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.
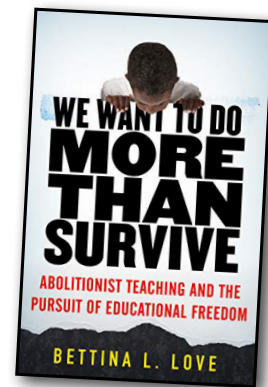
To dismantle the education survival complex and to achieve education freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists such as Ella Baker, Bayard 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

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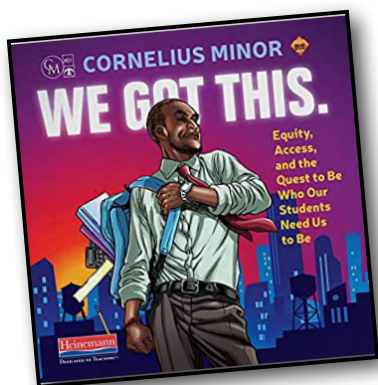
Cornelius Minor's *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*

"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

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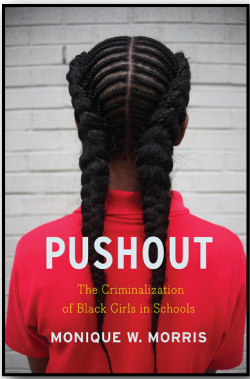
Monique Morris's Pushout: The Criminalization of Black Girls in Schools

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

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

"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.
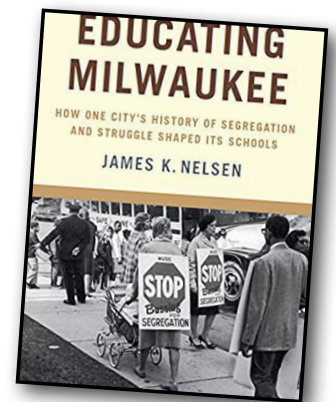
178 pages of text followed by extensive notes (pp. 179–252; bibliography pp. 253–271 plus acknowledgments and index

If I Knew You

by Nixon Waterman

If I knew you and you knew me,
If both of us could clearly see,

And with an inner sight divine,
The meaning of your heart and mine,

I'm sure that we would differ less,
And clasp our hands in friendliness;

Our thoughts would pleasantly agree,
If I knew you and you knew me.

Appendix I: Positive Behavioral Interventions and Supports (PBIS)

> " *If* a child doesn't know how to read, we teach.
> If a child doesn't know how to swim, we teach.
> If a child doesn't know how to multiply, we teach.
> If a child doesn't know how to drive, we teach.
> If a child doesn't know how to behave, we . . . teach? . . . punish?
> Why can't we finish the last sentence as automatically as we do the others? "
>
> – Tom Herner, NASDE President, 1998

Bulletin Boards

Schools are encouraged to dedicate a bulletin board in their school solely to PBIS. This bulletin board can be used to provide updates to everyone about what is occurring with PBIS, remind students of the expectations, and be used to publicize acknowledgments or for any other purpose to increase the involvement of everyone with PBIS. Schools should also have posters in the hallways and classrooms that draw everyone's attention to them and publicize PBIS and the expectations.

More MPS Examples

After Stage 1 screening, the school's building intervention team will consider additional data such as the nature of the office discipline referral, credits, grades, attendance, teacher input, work samples, observation, etc., to determine whether a student should receive a Tier 2 intervention and which intervention.

▶ The 10 Critical Features of Tier 2 Interventions
▶ More information on the MPS RtI Process
▶ Tiers Flowchart

All interventions must be progress monitored on Infinite Campus under RtI. For more information on Infinite Campus, please speak with your PBIS external coach or visit our Professional Development web page.

Check-In/Check-Out Decision-Making Guide

Students can carry a daily progress report (DPR) as with check-in/check-out (CICO), or teachers can complete a daily survey of the student's progress toward their specific behavior goal. A group of school psychologists, school social workers, and school counselors created SAIG Curriculum for K–12th Grade Students that schools may use.

A school should have one team that works on creating a behavior assessment/intervention plan (BAIP) for all students in need of a higher-tiered intervention. The team requests that the teacher complete a Teacher Interview on the student's behavior prior to the meeting. The team then holds a meeting with the teacher to complete the process.

Progress Monitoring

The team can decide to continue to use a CICO DPR or develop an individualized DPR that includes the specific replacement behavior of the student. Team should create a BAIP intervention plan in Infinite Campus and update data weekly.

MPS examples

- ⏵ Student is constantly moving and making noises
- ⏵ Student does not transition into a new activity
- ⏵ Student refuses to work
- ⏵ Physical and verbal aggression

More resources can be found on our MPS FBA/BIP web page.
More resources are available on our MPS Educational Wraparound web page.
More information is available on our MPS RENEW web page.

More PBIS-related information

About a Multi-Tiered System of Support (RtI/PBIS)

Family Resources

RtI Process

PBIS

Specific Learning Disability

Resources

Project AWARE

- ⏵ WI PBIS Network
- ⏵ Maryland PBIS
- ⏵ MPS PBIS YouTube
- ⏵ UWM Teaching Minutes
- ⏵ MPS PBIS Pinterest
- ⏵ MPS PBIS Twitter
- ⏵ PBIS World
- ⏵ PBIS App
- ⏵ MPS Violence Prevention

MPS

MILWAUKEE
PUBLIC SCHOOLS

*Equity
Guidebook*

Appendix
J

> *Where there's hope, there's life. It fills us with fresh courage
> and makes us strong again.*
>
> **– Anne Frank**

Social-Emotional Learning from a Culturally Responsive Lens
https://www.cfchildren.org/blog/2015/03/social-emotional-learning-from-a-culturally-responsive-lens/

Leveraging Social-Emotional Learning 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/

Support Students outside the Classroom with Social and Emotional Learning
https://www.microsoft.com/en-us/education/educators/social-emotional-learning

Determined To Be Somebody, Someday

By W. Herbert Brewster

*The present conditions and dark circumstance,
May make it appear that I have not a chance;
The odds may be against me, this fact I admit,
I haven't much to boast of—just a little faith and grit,
In spite of the things that stand in my way,
I'm Determined To Be Somebody, Someday.*

*There's no royal blood a-coursing in my veins,
No great family background for me remains.
I haven't had a chance as others have had,
But, it makes no difference what folks think or say,
I'm Determined To Be Somebody, Someday.*

*Some may think that I have made a poor start,
Well, maybe I have; but I'll handle that part.
At the end of each round, I'll be on my feet,
For there's something in Me, that's hard to beat;
The fight may be tough, but I'm in it to stay,
For, I'm Just Determined To Be Somebody, Someday!*

*My head may be bloody, and my skin may be red, white, brown or black.
But Nothing shall throw me off the track
I'll climb the ladder, round and round
Until my feet strike higher ground
And when I do, just remember what I say,
I'm Determined To Be Somebody, Someday.*

Appendix K: Supporting Meaningful Dialogue and Participation

The Five Levels of Listening
http://www.coachingcultureatwork.com/wp-content/uploads/2018/04/Coaching-Skills-The-Five-Levels-of-Listening.pdf

Norms of Collaboration Toolkit
https://www.thinkingcollaborative.com/norms-collaboration-toolkit/

ESSA Guidance
https://ccsso.org/sites/default/files/2017-11/LEA-and-SL-EngagementHandbook_8.10.17.pdf

Community Schools Guidance
http://www.communityschools.org/assets/1/AssetManager/Stakeholder%20Engagement.pdf

"Springing from the Earth"

From *The Human Revolution,* by Daisaku Ikeda

Traveler,

From whence do you come?

And where do you go?

The moon has set,

But the sun has not yet risen.

In the chaos of darkness before the dawn

Seeking the light,

I advance

To dispel the dark clouds from my mind

To find a great tree unbowed by the tempest

I emerge from the Earth.

Appendix L: Black and Latino Male Achievement — Student Listening Session Protocols and Questions, and Spark Protocol

Semi-Structured Student Group Interviews (SSSGI) Protocol and Questions *(Elementary/Middle School)*

Run of Show
- ▶ 10 minutes – Intro and SLS Expectations
- ▶ 20 minutes – Writing
- ▶ 30 minutes – "Talk-Back"
- ▶ 30 minutes – Co-Creation of Solutions

Co-Creation of Solutions		
Ambitious Instruction	**Culture and Climate**	**Peer Relations**
▶ *How do your teachers make learning exciting?* ▶ *How would you make learning exciting?*	▶ *How could your school make you feel safe?* ▶ *Engaged?*	▶ *How would you encourage more student cooperation?*

Ambitious Instruction – Beyond basic communication of facts and skills, it is more about deeper meaning/learning, authentic practices, and creating new knowledge and capabilities in students.

Culture and Climate – Relationships among faculty, students, and parents that contribute to student engagement and connectedness to school. In addition, it is a predictor of academic success when school is a source of positive recognition, contribution, pride, and purpose for students' lives.

Peer Relations – Positive peer relationships contribute to positive self-image, social competence, and academic achievement; they may work as a buffer against negative impact of external factors (i.e., family troubles).

Ambitious Instruction

❶ Your teacher uses/teachers use your personal lives to make a connection with what you're learning:

☐ **Never**　　☐ **Some of the time**　　☐ **Most of the time**　　☐ **Always**

❷ How does your teacher/how do your teachers use your personal lives to make a connection with what you're learning? Give 1–2 examples.

_____

_____

_____

❸ My teacher takes/teachers take steps to make sure I am successful (especially if I am struggling):

☐ **Never**　　☐ **Some of the time**　　☐ **Most of the time**　　☐ **Always**

❹ Give 1–2 examples of how they take steps to make sure that you are successful.

_____

_____

_____

Culture and Climate

5 The decorations in my school (classroom, hallways, offices, common areas, etc.) reflect who I am. Give an example to support your answer.

☐ Not At All   ☐ Somewhat   ☐ Mostly   ☐ Totally

6 My school has positive relationships between staff and students, meaning I feel safe with staff, I feel connected to the staff, and I feel engaged with the staff. Give an example to support your answer.

☐ Not At All   ☐ Somewhat   ☐ Mostly   ☐ Totally

_____

_____

_____

Peer Relations

7 How many friends do you have that are a positive influence on your school work and behavior?

☐ 0   ☐ 1–3   ☐ 4–6   ☐ 7+

8 Are there clubs or groups your school could have to make it a better place?

_____

_____

_____

Semi-Structured Student Group Interviews (SSSGI) Protocol and Questions *(High School)*

Run of Show
- ▶ 10 minutes – Intro and SLS Expectations
- ▶ 20 minutes – Writing
- ▶ 30 minutes – "Talk-Back"
- ▶ 30 minutes – Co-Creation of Solutions

Co-Creation of Solutions		
Ambitious Instruction	**Culture and Climate**	**Peer Relations**
▶ *How do your teachers make learning exciting?* ▶ *How would you make learning exciting?*	▶ *How could your school make you feel safe?* ▶ *Engaged?*	▶ *How would you encourage more student cooperation?*

Ambitious Instruction – Beyond basic communication of facts and skills, it is more about deeper meaning/ learning, authentic practices, and creating new knowledge and capabilities in students.

Culture and Climate – Relationships among faculty, students, and parents that contribute to student engagement and connectedness to school. In addition, it is a predictor of academic success when school is a source of positive recognition, contribution, pride, and purpose for students' lives.

Peer Relations – Positive peer relationships contribute to positive self-image, social competence and academic achievement; they may work as a buffer against negative impact of external factors (i.e., family troubles).

Ambitious Instruction

❶ Your teacher uses/teachers use your personal lives to make a connection with the content:

☐ Never ☐ Some of the time ☐ Most of the time ☐ Always

❷ How does your teacher use/how do your teachers use your personal lives to make a connection with the content?

_____
_____
_____

❸ My teacher takes/teachers take steps to ensure our success (especially if I'm struggling):

☐ Never ☐ Some of the time ☐ Most of the time ☐ Always

❹ Provide specific examples of how they take steps to ensure that you are successful.

_____
_____
_____

Culture and Climate

❺ The decorations in my school (classroom, hallways, offices, common areas, etc.) reflect my identity. Give specific details to support your answer.

☐ Not At All ☐ Somewhat ☐ Mostly ☐ Totally

_____
_____
_____

❻ My school has positive relationships (safe, connected, and engaged) between staff and students. Give specific details to support your answer.

☐ Not At All ☐ Somewhat ☐ Mostly ☐ Totally

_____
_____
_____

Peer Relations

❼ Indicate how many positive peer relationships you have that support you if you are struggling academically or to navigate school obstacles and issues.

☐ 0 ☐ 1–3 ☐ 4–6 ☐ 7+

❽ What peer groups can you identify at your school that enhance your school experience?

_____
_____
_____

Using Spark to Overcome Problematic Mindsets and Better Serve Students

Introduction

The **Spark Statement** is a simple declarative sentence that captures the essence of an issue related to an individual's beliefs, feelings, or thoughts about a problem or issue they are experiencing as an instructional leader, district, student, or parent/guardian in a school, district, or community setting. The Spark Protocol is highly recommended when engaging in culturally/community responsive methods/practices. Ideally it should be done in table groups of four to five individuals.

▶ Make sure your **Spark Statement** is *within your locus of control.* Keep the statement *centered on what you can impact.*

▶ Your **Spark Statement** should be something that you know is a problem and should be clear, concise, and compelling.

Examples of Spark Statements
Related to an individual's beliefs, feelings, or thoughts about a problem or issue they are experiencing

✓ *My students aren't getting the concepts I am teaching because they don't care to learn.*

✓ *Our school/district would be better if those students didn't attend.*

✓ *My students don't seem to care about their education.*

✓ *My students are not interested in becoming teachers, doctors, lawyers, scientists, mathematicians, astrophysicists, engineers, etc.*

✓ *My students just aren't motivated.*

Spark Protocol

Part I *(20 minutes)*

❶ Each person within the table group will spend 4 minutes free-writing out as many **Spark Statements** as come to mind.

Key to this portion is to not be politically correct when writing your statements. In other words, write out your statement the way you would normally utter it, whether out loud to friends, family, or colleagues or to yourself if no one else were with you.

❷ Pick the **Spark Statement** that resonates most with you, or pick one you feel you would have the most positive impact on if you addressed it. In other words, be realistic. *Do not* choose a **Spark Statement** that would not be within your locus of control of changing. *(1 minute)*

❸ Read your selected **Spark Statement** out loud to people in your table group. For each person who reads a statement, your group mates will ask a question to push your thinking toward reflection and action. Write down the questions that your group mates ask of you. For example, if your selected statement is "My students don't seem to care about their education," group mates (one question each) may ask,

- *What makes you believe your students don't care about their education?*
- *What do you personally know about your students that makes you feel this way?*
- *What visual/mental images come to mind when you think of young people who "don't care?"*

❹ Repeat this process for everyone in your table group. *(15 minutes)*

Spark Protocol
Part II *(15 minutes)*

❶ Select the question from one of your group mates that challenges your mindset the most and is within your locus of control from step 3 in Part I. *(2 minutes)*

❷ Combine your **Spark Statement** with the questions you chose. For example, what visual/mental images come to mind of young people when you say, "My students don't seem to care about their education?" *(3 minutes)*

❸ *Critically reflect on this* and brainstorm "possible solutions" on your own. *(10 minutes)*

Spark Protocol
Part III *(30 minutes)*

❶ Share your analysis/initial thoughts of the "possible solutions" with your table group. *(1 minute)*

❷ Let the people in your table group brainstorm other possible solutions (one each) for your **Spark Statement**. Write down their ideas and suggestions. *(5 minutes)*

❸ Repeat this process for the remaining people in your table group. *(10 minutes)*

❹ Each member of the work group should discuss your action step(s) toward your possible solution(s) and how you will be accountable to yourself and the other group members to follow through on your solution(s). Discuss how you will check in with each member formally or informally. *(14 minutes)*

Note: Times and group size may be adjusted to meet the needs of your individual school, department, office, organization, etc.

Appendix M: Bilingual and Multicultural Education Information

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.

MPS MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Federal Aid to Build Achievement

Languages spoken by MPS ELs – *(Data Warehouse 6/19/2020)*

Spanish; Castilian	Mandingo, Mandingue, Mandique)	Albanian, Gheg *(Kosovo)*	Chinese: Gan
Hmong; Mong	Maay	Bulgarian	Chinese: Hakka
Burmese	Gujarati	Ganda	Creoles and pidgins, English-based
Karen languages	Panjabi, Eastern *(Punjabi, Gurmukhi, Gurumukhi)*	Kurdish	Haitian; Haitian Creole
English	Pashto, Northern *(Pakhto, Pashtu, Pushto, Yusufzai)*	Lingala	Indonesian
Arabic		Manya *(Manya Kan, Mandingo)*	Korean
Somali	Hindi	Nepali	Kosraean
Swahili	Kinyarwanda	Nilo-Saharan languages	Malayalam
Malay	Russian	Wolof, Gambian	Masalit
French	Thai	Yoruba	Mon-Khmer languages
Sino-Tibetan languages	Tigrinya	Afar	Panjabi, Western
Urdu	Arabic, standard	African: other	Rarotongan; Cook Islands Maori
Cushitic languages	Pashto, Southern *(Pashtu, Pushtu, Pushtu, Quetta-K)*	Afrikaans	
Romansh		Albanian, Tosk	Serbian
Kayah, Eastern *(Karenni, Karennyi, Kayah Li, Kayay)*	Cebuano	Amharic	Tagalog
	Chinese: Mandarin	Bengali	Ukrainian
Vietnamese	Pushto; Pashto	Central American Indian languages	
Lao	Shona		
Mandinka *(Manding,*			

English as a Second Language (ESL)

ESL teachers provide English language development instruction to increase students' skills in the areas of listening, speaking, reading, and writing. Teachers scaffold instruction to apprentice students into English. Visual, graphic, and interactive supports engage ELs to sustain language output. The ESL program is intentional about integrating the language backgrounds and cultural experiences of the students and their families into the classroom to aid students in self-empowerment for success.

Bilingual (Dual Language) Education

Dual language education is endorsed by the state 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 Dual Language (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 Dual Language: Spanish-speaking ELs and English-speaking students receive instruction in both English and Spanish in all content areas from a bilingual teacher.

The Dual Language Program prepares students to become literate in English and Spanish. Milwaukee Public Schools utilizes the Teaching for Biliteracy pedagogical framework to promote and facilitate the development of two languages.

The Venn diagram below depicts similarities and differences between English learners and programming.

English Learner – Bilingual Program
- Students receive instruction in Spanish and English
- Enrolled in a bilingual program school
- May receive support from Spanish-speaking paraprofessionals

(overlap)
- Students take the ACCESS test
- Students have a Lau level that ranges 1.0–4.9
- Students receive English as a second language services

English Learner – Stand-alone Program
- Students receive instruction in English
- Enrolled in the general education program
- May receive support from Hmong or Arabic paraprofessionals

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 whose primary language 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 in the bilingual (dual language) program develop proficiency in two languages (English and Spanish).
- Students learn a target language in the language immersion program: French, German, Italian, and Spanish.
- Students whose primary language is English 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 who use American Sign Language to communicate

Definition of the Seal of Biliteracy

The Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English. Attainment of the seal shows strong cross-cultural relationships, affirms the value of diversity, and honors the multiple cultures and languages of a community.

Criteria for earning the Seal of Biliteracy:

- ***Proficiency in English –*** proficient to advanced grades in high school ELA coursework
- ***Proficiency in the partner language –*** two consecutive years of the same world language in addition to high scores on specific language assessments (e.g., AAPPL, AP, IB, etc.)
- ***Sociocultural competency –*** effective use of English and the partner language through active participation in the culture

Appendix N: State Statutes for American Indian Studies in Wisconsin

American Indian Studies in Wisconsin (often referred as Wisconsin Act 31) refers to the requirement that all public school districts and pre-service education programs provide instruction in the history, culture, and tribal sovereignty of Wisconsin's eleven federally recognized American Indian nations and tribal communities.

Thus the references mentioning American Indian Studies in Wisconsin or Wisconsin Act 31 in the context of education are likely referring to the state statutes listed below.

Statutes and Rules

§115.28(17)(d), Wis. Stats.

General duties. The state superintendent shall:
(17)   AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.
    (d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish, and gather.

§118.01(2)(c)(7.and 8.), Wis. Stats.

Educational goals and expectations.
(2)   EDUCATIONAL GOALS . . . each school board shall provide an instructional program designed to give pupils:
    7.   An appreciation and understanding of different value systems and cultures.
    8.   At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans, and Hispanics.

§118.19(8), Wis. Stats.

Teacher certificates and licenses.
(8)   The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

§121.02, Wis. Stats.

School district standards.
(1)   Except as provided in §118.40 (2r)(d), each school board shall:
(h)   Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.

* * *

(L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.
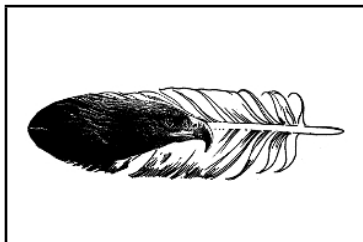
> Academic and student support programs in Milwaukee Public Schools are designed to meet a broad range of student needs, from early preschool to high school classes for college credit. All MPS schools serve children with special needs; specific programs vary by school. American Indian students receive native language revitalization classes and academic advisors through the First Nations Studies program.

Appendix O: MPS Gender Inclusion Guidance
Revised February 2017

Introduction

Milwaukee Public Schools gender inclusion guidance was created to provide information about how to best ensure the protection of students and staff in terms of gender inclusion.

The topic of gender inclusion continues to be an evolving issue. This handbook is based on best practices and will be updated as we continue to receive guidance from the courts and other government agencies. This handbook does not duplicate district policies and procedures but is intended to supplement them.
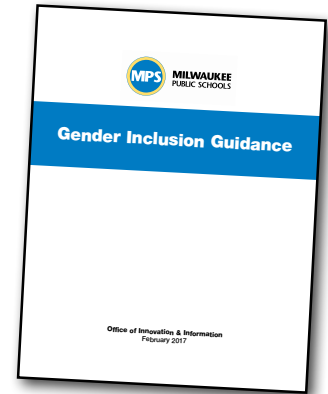
Glossary of Terms

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.

Preferred 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.

Appendix P: MPS High-Quality Professional Learning Strategy: Evidence-Based Rubric
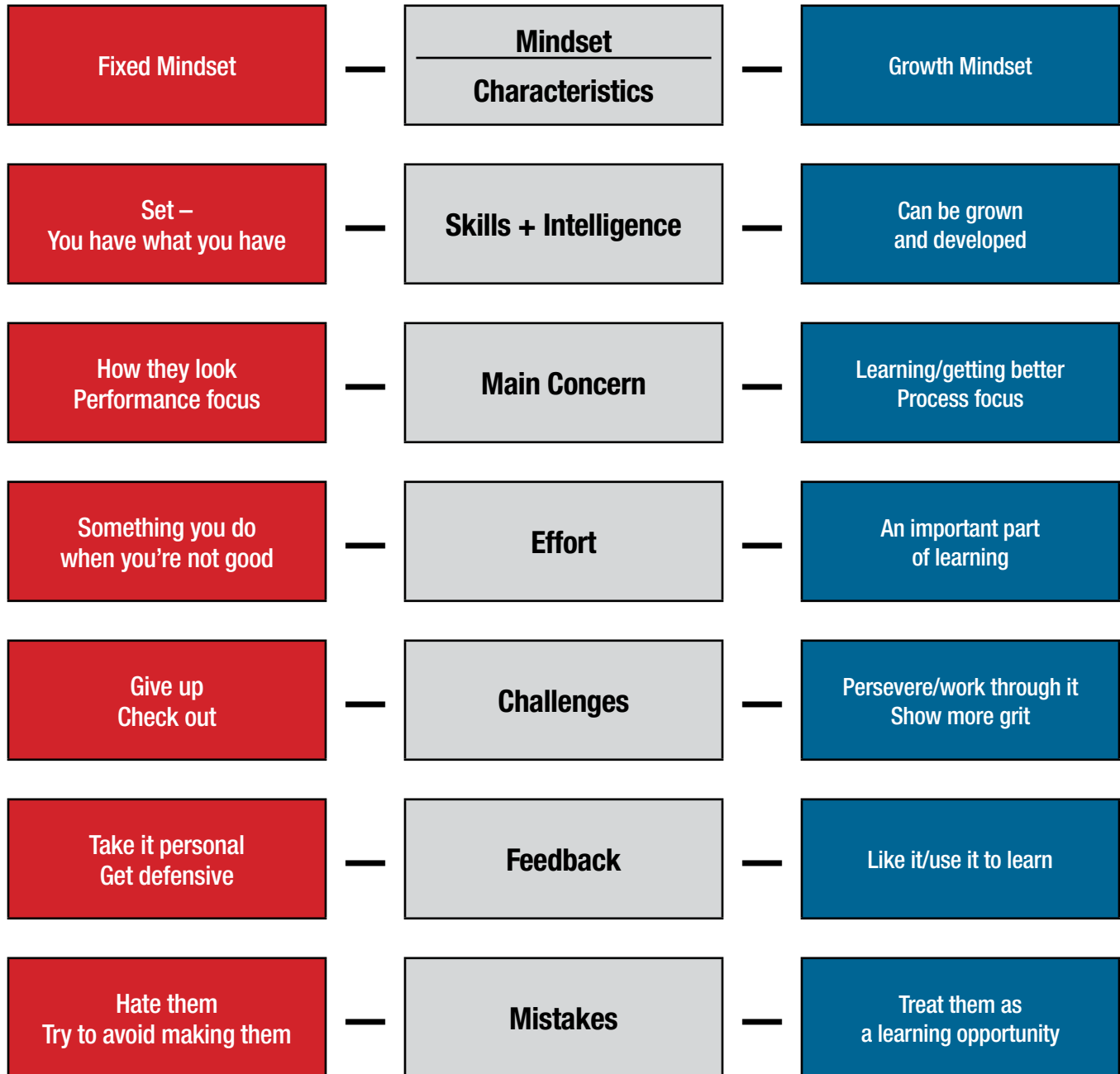
High-Quality Professional Learning Strategy: Schools will implement evidence-based professional learning for staff in content knowledge and instruction practices. The professional learning must be aligned to curriculum, assessments, and standards focusing on a topic for a minimum of fifty hours over time. Authentic experiences should be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning needs measurable outcomes for learning, implementation, and student learning. Ongoing supports must be evident such that staff is provided with coaching, mentoring, observations, and feedback to successfully implement their learning.

Evidence-Based Professional Development Rubric			
	Needs Support	**Developing**	**Proficient**	**Advanced**
Subject of Learning	Professional learning is on a range of topics throughout the year, not necessarily related to all participants.	Professional learning is on a single broad subject (e.g., reading) and delivered the same to all learners.	Job embedded content knowledge and instruction practices are the focus of the learning. Presentations are differentiated based on adult needs and data review.	Professional learning is based on the review of data and systemic root cause analysis. The content and practices are high leverage and aligned to specific adult needs.
Alignment to the Core	Learning is aligned to interests of the staff without connection to curriculum or standards.	Learning is not clearly connected to curriculum, assessments, or standards. Participants do not understand the relevance of the topic or practices.	Learning is aligned to curriculum, assessments, and standards of the core staff members.	Learning is specifically aligned to the curriculum/ standards of each staff member. Formative assessment data is also used to refine the subject alignment.
Delivery Model of the Professional Learning	Professional learning is done in group settings without clear expectations of learning or implementation. The learning is done once.	Professional learning is didactic learning from a presentation without hands on authentic activities. There are expectations for implementation of the learning, but professional learning is completed in 1–2 sessions without follow up. Learning occurs in a large group setting.	Professional learning is authentic, reflective, and focused on one topic for an average of fifty hours of learning (i.e., instruction, implementation, and feedback cycle). Learning is done in a collaborative setting where staff can learn, dialog, and struggle through the implementation issues together.	Professional learning is embedded within the day with routine cycles of learning, implementing, and feedback/sharing done staff whose jobs are similar. The teams learning together produce artifacts related to their implementation and how feedback changed implementation.
Outcomes of the Learning	No outcomes are evident other than student outcomes that are beyond implementation.	Outcomes are identified for completion of tasks but lack indication of quality or fidelity. Data collection is not consistent throughout the process.	Measurable outcomes are identified, collected, and reviewed for learning, implementation, and resulting student learning. Outcomes show completion and quality/fidelity. Planning for learning shows agility based on outcomes.	Outcomes are planned, collected, and used as part of the feedback loop of the professional learning. Data are collected and analyzed for learning prior to implementation. Implementation data are collected and analyzed prior to student learning being measured. Student outcomes are collected once fidelity is established.
Support for Continued Learning and Implementation	Participants are not aware that any support is available, or support feels punitive in nature.	Support is available on request but is not sustained over time.	Ongoing sustained support is provided through coaching, mentoring, feedback, and/or observations until fidelity is reached.	Job-embedded coaching and mentoring are given to all participants. Regular observations and feedback cycles are scheduled and completed until implementation is at fidelity.

Optional Source for Poster/Chart 1 and 2 Appendix Q
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 personal 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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"

Carrying Our Words

Translated into English from O'odham by the poet

Ofelia Zepeda

We travel carrying our words.

We arrive at the ocean.

With our words we are able to speak

of the sounds of thunderous waves.

We speak of how majestic it is,

of the ocean power that gifts us songs.

We sing of our respect

and call it our relative.

'U'a g T-ñi'okı˘

T-ñi'okı˘ 'att 'an o 'u'akc o hihi

Am ka:ck wui dada.

S-ap 'am o 'a: mo has ma:s g kiod.

mat 'am 'ed.a betank 'i-gei.

'Am o 'a: mo he'es 'i-ge'ej,

mo hascu wud. i:da gewkdagaj

mac 'ab amjed. behĕ g ñe'i.

Hemhoa s-ap 'am o 'a: mac si has elid, mo d. 'i:mig.

"

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. _Please see page 141._

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 is 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 them 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.

USlegal.com

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.

http://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.

  http://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, spiritualties, 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 the Teaching for Biliteracy (Beeman & Urow, 2013) pedagogical framework, which promotes and facilitates 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 Office:** Staff members at the Lau Compliance office 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 for the fall of 2020.

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 (xenophobism), gender identity/expression (transphobism).

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 a partnership with area universities that allows MPS to offer and teach credit-level university courses that lead to specific certifications, licensures, or degrees to employees at a reduced cost. MPSU strives to provide educational opportunities in high-need areas, creating a pipeline of talent for MPS and career pathways for employees. These are the current programs offered by MPSU.

Reading #316 – This proprietary, non-credit program, developed under DPI's new district endorsement guidelines, will develop its participants into reading teachers and leads to endorsement for the #316 license.

Special Education #801 – The Special Education #801 License Program prepares teachers to strengthen their instruction practices, increase achievement for all students, and become education leaders of the future. Educators will focus on the area of emotional-behavioral disabilities during the course of their study.

Principal #51 – The Principal #51 License Program is offered through Edgewood's Culturally and Linguistically Responsive Leadership Program which focuses on culturally-responsive practices, legal rights, programming for English language learners, and education equity. These themes are woven throughout the curriculum.

Math #400 – The Math #400 License Preparation courses are designed to prepare teachers to take the Praxis Mathematics: Content Knowledge 5161 exam, leading to licensure by DPI. Course content was developed by MPS math experts, and the classes include geometry, Algebra 2, calculus, and statistics.

Alternative Education #952 – This program consists of two eight-week, non-credit courses that meet every other week on Wednesday evenings. Upon successful completion of the course and submission of a portfolio, you will be endorsed by the district for a #952 license. Coming fall 2019!

ESL #395 and Bilingual #23 – Coming soon to MPSU! Earn an ESL #395 License or a Bilingual #23 License.

Multi-Tiered 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 (PCs), paid through Title I funds, who serve as the district's parent engagement strategy. The PCs' 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.

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 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): A framework that emphasizes the value of relationships. Often RP is equated to circles, but it is much more than that. As shown in the continuum developed by the International Institute of Restorative Practices, RP includes a range of informal to formal practices that can be used in proactive and reactive ways. When using RP to build and maintain relationships (proactive), conflict decreases, and our ability to diffuse misbehavior (reactive) increases.

Restorative conversations (e.g., affective statements, affective questions, restorative chats, and small impromptu conferences) can be used to reduce challenging behavior and address conflict while empowering students to resolve the conflict.

Restorative Practices Continuum				
Informal				**Formal**
Affective Statements	Affective Questions	Small Impromptu Conferences	Proactive Circles	Responsive Circles

Strong relationships are the starting point for healthy communities. RP promotes a high level of responsibility and support to create safe, fair schools. RP uses a range of practices, including the following, for building community and relationships:

- Restorative language
- One-on-one restorative conversations
- Community-building circles
- Repairing harm circles
- Community conferences

Principles of Restorative Practices

The following values are important for creating a restorative setting:

- Building relationships creates healthy communities
- Repairing harm from conflicts improves relationships
- Focus is on each individual's needs
- All voices are heard and valued
- Shared problem solving is used
- People do things *with* others instead of *to* or *for* them
- Addresses and discusses the needs of the school community
- Builds healthy relationships between educators and students
- Reduces, prevents, and improves harmful behavior
- Repairs harm and restores positive relationships
- Resolves conflict, holds individuals and groups accountable

Types of Restorative Practices:

- Restorative justice
- Community conferencing
- Community service
- Peer juries
- Preventive and post-conflict resolution programs
- Peer mediation
- Informal restorative practices
- Social-emotional learning
- Shared responsibility

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 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.

Online Racial Equity, Access, and Inclusion Glossaries

Racial Equity Tools Glossary
https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf

Equity and Inclusion Glossary of Working Language for Conversation
https://www.carthage.edu/equity-inclusion/vocabulary/

Glossary of Terms for Diversity, Equity, and Inclusion
https://educatenotindoctrinate.org/wp-content/uploads/2019/10/GLOSSARY-OF-TERMS-FOR-DIVERSITY-EQUITY-AND-INCLUSION.pdf

Key Equity Terms and Concepts: A Glossary for Shared Understanding
https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf

Racial Equity Resource Guide
http://www.racialequityresourceguide.org/files/glossary-terms

Glossary for Understanding the Dismantling of Structural Racism/Promoting Racial Equity Analysis
https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf

Racial Equity Glossary
http://depts.washington.edu/lend/pdfs/3_Racial_Equity_Glossary.pdf

Equity and Inclusion Glossary of Working Language for Conversation
https://www.carthage.edu/equity-inclusion/vocabulary/

> " I leave you love.
> I leave you hope.
> I leave you the challenge of developing confidence in one another.
> I leave you a thirst for education.
> I leave you a respect for the use of power.
> I leave you faith.
> I leave you racial dignity.
> I leave you a desire to live harmoniously with your fellow men.
> I leave you finally, a responsibility to our young people.
>
> – Mary McLeod Bethune "

Ambitious Instruction Plan

READING

Goal: Prepare all students to read at grade level.

Reading Vision: Create a culture of reading and a community of readers to ensure high-quality reading practices are happening every day in each classroom.

Essential Skills

Wisconsin standards and Common Core State Standards (CCSS) for reading that include:

- **Decoding:** Explicit, systematic instruction based on developmental sequence, systematic word study, and interactive read aloud
- **Vocabulary Acquisition and Use:** Direct, explicit instruction of words in context, teaching specific context clues, directly teaching word learning strategies, and connecting new concepts/meanings to prior knowledge
- **Comprehension:** Scaffolding and building knowledge, building oracy (discourse)/language experience approach, access to culturally and linguistically diverse literature and informational text, physical/active response to text, and reading aloud
- **Fluency:** Speed, accuracy, and prosody/expression for literature and informational text

Effective Strategies

- Use high-quality instruction resources aligned to standards, rigor, and the essential components of reading
- Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement

WRITING

Goal: Prepare all students for real writing opportunities across disciplines.

Writing Vision: Create a culture of writing that promotes communities of culturally and linguistically diverse writers.

Essential Skills

Wisconsin standards, Common Core State Standards (CCSS) and content standards for writing with a specific focus on:

- Applying the writing process: planning, drafting, editing, revising
- Supporting writing with evidence from multiple perspectives
- Writing for a range of tasks, purposes (rhetorical, analysis, argumentative, informative, and narrative), and audiences
- Using academic and discipline-specific vocabulary
- Building writing stamina
- Summarizing, note-taking, paraphrasing

Effective Strategies

- Provide explicit instruction that uses a process approach to writing
- Plan for repeated practice and scaffolded support
- Provide students with ongoing, timely, descriptive feedback through conferencing
- Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement
- Continue to implement the Essential 6 Framework for Literacy for writing in content areas

MATHEMATICS

Goal: Prepare all students starting in kindergarten for success in algebra.

Math Vision: Create a culture that maximizes learning of mathematics with high-quality instruction to ensure mathematics proficiency for every student.

Essential Skills

Wisconsin standards for mathematics with a specific focus on:

- Operations and algebraic thinking/expressions and equations/functions/algebra
- Geometry
- Measurement and data/statistics and probability

Standards for mathematics practice with a specific focus on:

- Making sense of problems; perseverance in solving
- Constructing viable arguments and critiquing the reasoning of others
- Using appropriate tools strategically
- Attending to precision

Effective Strategies

- Use high-quality instruction resources aligned to the Wisconsin Model Academic Standards to plan and implement effective, engaging mathematics instruction
- Utilize formative, interim, and summative assessment and feedback to increase student understanding and raise student achievement
- Emphasize math vocabulary and student discourse within the context of math instruction

Professional Development focuses on differentiated support for identified skills and strategies and aligns with the School Improvement Plan (SIP).

Notes

Milwaukee Board of School Directors

Board members may be contacted at the MPS Office of Board Governance
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Martha Kreitzman, Chief Financial Officer
Adria D. Maddaleni, J.D., Interim Chief Human Resources Officer
Sue Saller, Manager III, Superintendent's Initiatives

I Have Only Just a Minute

by Dr. Benjamin E. Mays

I have only just a minute,

Only sixty seconds in it.

Forced upon me, can't refuse it.

Didn't seek it, didn't choose it.

But it's up to me to use it.

I must suffer if I lose it.

Give account if I abuse it.

Just a tiny little minute, but eternity is in it.

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