

# MPS Equity Guidebook

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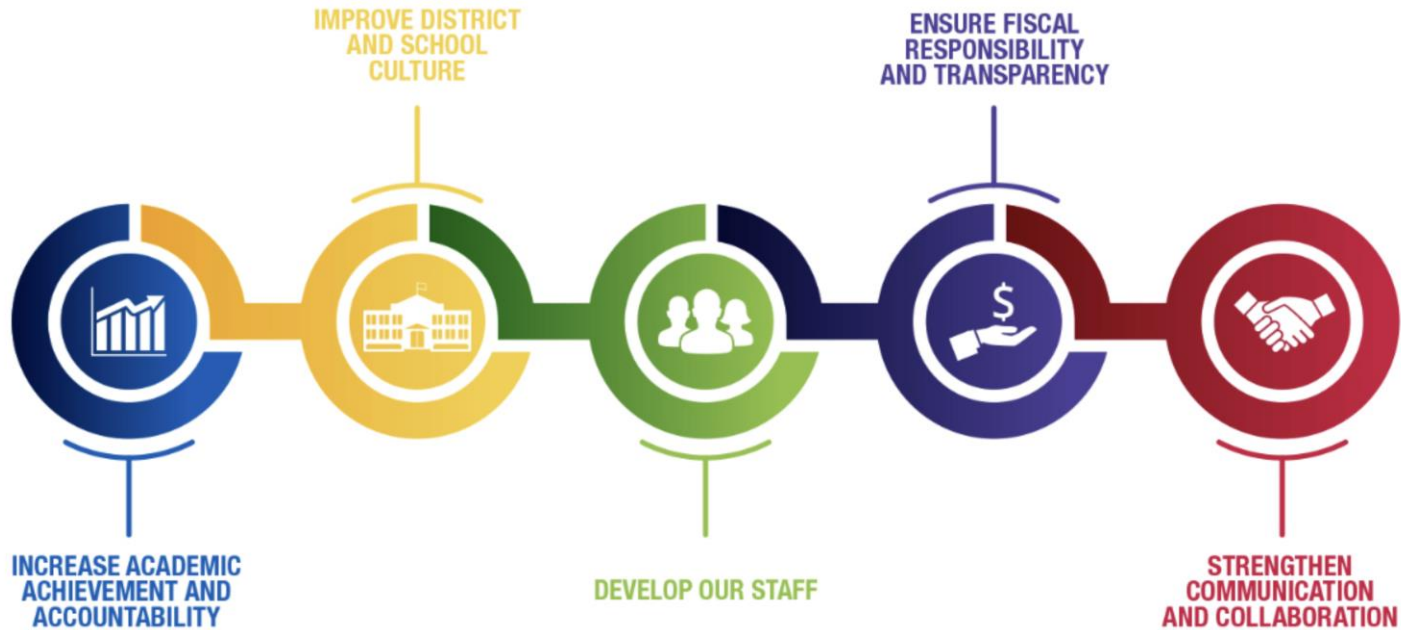


MILWAUKEE  
PUBLIC SCHOOLS

**Presenter:**

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Department of Equity, Access, and Inclusion

# Five Priorities for Success



# Administrative Policy 1.06: Equity in MPS

***Equity*** is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.



# Administrative Procedure 1.06: Efforts to Achieve Equity

***Equity Lens*** is defined as 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.

***Culturally Responsive Practices*** are defined as 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.



# Equity Guidebook

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**Introduction and Background  
Information**

**Part I: Equity Goals**

**Part II: Appendices and Resources**

**Part III: Glossary**



# Equity Goals



1. Academics
2. Cultural and Linguistic Awareness and Responsiveness
3. Human Resources
4. Finance
5. Students, Families, Educators, and Community Stakeholders

## *Goals aligned to:*

- *Five Priorities for Success*
- *Administrative Policy 1.06*
- *Administrative Procedure 1.06*



# Appendices and Resources



- **Social Justice**
- **Anti-Bias Checklists**
- **Asian Americans**
- **Black/African Americans**
- **Hispanics/Latinx**
- **Culturally and Linguistically Responsive Practices**
- **English Learners**
- **Anti-Racism**

- **Homelessness**
- **First Nations**
- **Restorative Practices**
- **LGBT+**
- **Special Needs**
- **Women and Girls**
- **Social-Emotional Learning**

# Equity Guidebook Matrix

## *Summary*

- **Goals**
- **Evidence of Progress Toward Goals**
- **Overall Designation**
  - Institutionalized
  - Emerging
  - Developing





# Evidence of Progress Toward the Goal

## Goal 1: Equity in Academics

- Aligned Ambitious Instruction 3.0 and the School Improvement Plan
- Engaged in Walkthroughs to strengthen instructional practice
- Expanded professional development offerings
- Increased enrollment in Advanced Placement for Black/African American students, and Hispanic female and/or male students, students with disabilities, and English Learners

**Overall Progress: Developing**



# Evidence of Progress Toward the Goal

## Goal 2: Equity in Cultural and Linguistic Awareness and Responsiveness

- Offered Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning, and Equity in Action professional development and workshops
- Facilitated Courageous Conversations About Race professional development
- Expanded number of schools offering the Seal of Biliteracy
- Increased Ethnic Studies offerings at high schools

**Overall Progress: Developing**



# Evidence of Progress Toward the Goal

## Goal 3: Equity in Human Resources

- Held job fairs to fill staffing vacancies in the Central and Northwest Region
- Increased participation in recruitment fairs helped to fill bilingual and world language staffing vacancies
- Engaged in recruitment, MPSU offerings, and other partnerships that increased the number of teachers of color hired
- Expanded online and print recruitment advertisements to include local, national, and international recruitment sites



**Overall Progress: Developing**

# Evidence of Progress Toward the Goal

## Goal 4: Equity in Finance

- Facilitated Ambitious Instruction Budget Conversations
- Held Regional Resolution Room
- Allocated Referendum Budget funds equitably
- Utilized ESSER I: CARES Act funds equitably

**Overall Progress: Emerging**



# Evidence of Progress Toward the Goal

## Goal 5: Equity for Students, Families, Educators, and Community Stakeholders

- Held District Advisory Council Meetings, Work Groups, Committees, Parent Institutes, etc., and offered workshops and presentations
- Held Superintendent's Student Advisory Councils (SSAC) and offered a variety of workshops and/or presentations based on student voice
- Held Student Leadership Summits and offered sessions based on student voice
- Provided Family Interest Surveys in multiple languages



**Overall Progress: Emerging**

# Thank you.

