



**MILWAUKEE
PUBLIC SCHOOLS**

Equity Guidebook

DRAFT

2024-25

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INTRODUCTION



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

– Aristotle



Five Priorities for Success

Strategic Plan

Introduction and Background

Historical Background of Desegregation
in Milwaukee Public Schools

Purpose of the Equity Guidebook

How to Use the Equity Guidebook

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.

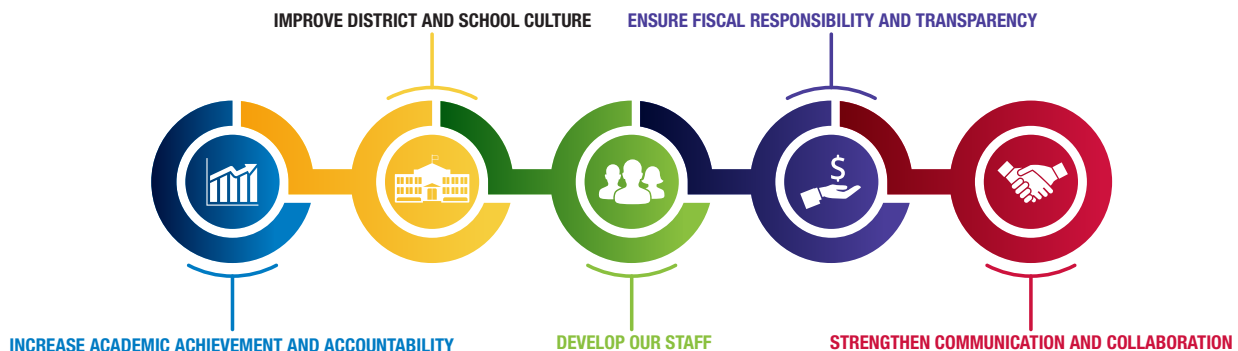
As of the 2022 – 2023 school year, the district revised its strategic plan with input from staff, students, families, and the community. The revised five-year strategic plan will be implemented from July 2023 – July 2028.

The following graphic shows the four strategic initiative areas:



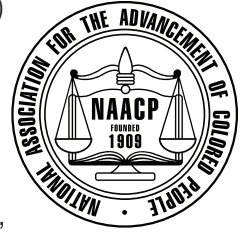
Additional information that includes the action steps and progress toward the action steps can be on the MPS Home Page at <https://mps.milwaukee.k12.wi.us/> by clicking on the 2023 – 2028 Strategic Plan icon.

FIVE PRIORITIES FOR SUCCESS



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*, in 1965 charging the school board with unconstitutionally maintaining segregation in its schools. The plaintiffs were a group of parents of Black and white children.



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

Judge Reynolds found 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.

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

The New York Times

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

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

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

The MPS school board not only spent \$2 million (the equivalent of \$8.3 million in 2020 dollars) on their failed attempt to overturn the case, but they also rejected a desegregation plan developed by the Committee of 100, a court mandated group representing parents and staff from all MPS schools. The Committee of 100's plan was to pair and cluster schools together so that the burden of busing would be fairly equitable for both races.

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

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

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

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

The superintendent and the Milwaukee Board of School Directors are committed to ensuring that equity, access, and inclusion become a reality for current and future generations of Milwaukee’s 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
- ▶ Strategic Initiative Area
- ▶ Five Priorities for Success
- ▶ Administrative Policy
- ▶ Current State
- ▶ Desired State
- ▶ Progress Toward the Desired State
- ▶ Timeline/Focus Areas
- ▶ Key Activities/Strategies



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
- ▶ 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
- ▶ First Nations/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
- ▶ Jewish Culture, Heritage, and Teaching the Holocaust
- ▶ Newcomers, Refugees, and Immigrants



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.

Courageous Conversations about Race Protocols can also be used to support conversations that support equity, access and inclusion.



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

Strategic Plan and Initiatives

Five Priorities for Success

Administrative Policy

Current State

Desired State

Progress Toward the Desired State

Timeline/Focus Areas

Key Activities/Strategies

MPS Equity Goals

GOAL 1 EQUITY IN ACADEMICS

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

Alignment with Five Priorities: Increase Academic Achievement and Accountability and Ensure Fiscal Responsibility and Transparency

MPS Priority 1 Increase Academic Achievement and Accountability

Administrative Policy 1.06 Equity Goals

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

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

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

Current State

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

Additional information about the Wisconsin Department of Public Instruction School and District Report Cards can be found at <https://apps2.dpi.wi.gov/reportcards/home> and <https://dpi.wi.gov/accountability/report-cards>. Additional information about schools identified as Comprehensive School Improvement (CSI) schools can be found at <https://dpi.wi.gov/title-i/identified-schools/csi>.

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

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

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

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 Spring 2024

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

learning opportunities, college and career opportunities, academic tutoring and mentoring, and library collections for schools.

- ▶ ALBA, Marvin Pratt, Stuart, and Morse have become IB schools.
- ▶ Ambitious Instruction: Accelerating Learning is being implemented districtwide with a focus on formative practices, explicit instruction, and engagement.
- ▶ The Strategic Plan was updated in 2022–23 and will be implemented from 2023 to 2028. Goals include but are not limited to:
- ▶ By 2028, MPS will see at least 50 percent of all students meeting proficiency or higher as measured by multiple student achievement measures.
- ▶ MPS will increase the graduation rate to more than 75 percent in the next five years and will increase student readiness that prepares them for success in higher education, post-education opportunities, work, and citizenship.
- ▶ Academic gains are being reflected in the areas of English language arts, mathematics, and science on the Forward assessment.
- ▶ Academic gains are being reflected in the areas of English language arts and science on the ACT.
- ▶ The MPS Class of 2023 earned \$121 million in scholarships and grants.

Timeline/Focus Areas

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

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

Key Activities/Strategies

Provide and Monitor Quality Core Instruction

- ▶ Engage students in lessons and activities based on grade-level and/or content-area standards to ensure rigorous learning and engagement
- ▶ Implement Ambitious Instruction Accelerated Learning
- ▶ Implement Textbook Adoption Cycle to support implementation of Common Core State Standards under this rewrite
- ▶ 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
- ▶ Offer students diverse districtwide hands-on learning, engagement, and/or leadership opportunities that help to further strengthen, enrich, and enhance their academic achievement
- ▶ Engage in learning walks to collect evidence of high-quality instruction practices and student engagement

aligned to school improvement plans

- ▶ Work collaboratively and intentionally to continuously analyze quantitative and qualitative/formal and informal data, and implement diverse strategies to address ongoing teaching and learning disparities
- ▶ Develop and implement accountability processes that disrupt predictability of low performance and underperforming schools
- ▶ Develop teachers'/students' data analysis skills to foster ownership and responsibility
- ▶ Include student voice and choice in selecting/identifying assessments to demonstrate their knowledge as appropriate (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, etc.
- ▶ Include checks for understanding as a part of professional development to support fidelity of implementation
- ▶ Ensure that staff attends/participates in district-facilitated and/or other approved professional development to increase student achievement and promote high-quality instruction

Ensure use of inclusive practices

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



Support student innovation and develop 21st-century skills

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

Ensure effective implementation and monitoring

- ▶ Implement effective academic strategies aligned with the school improvement plan
- ▶ Monitor and support implementation of the school improvement plan using internal and external teams

with fidelity and as designated by the district

- ▶ Implement additional district supports for schools needing additional assistance with fidelity and in an intentional manner; e.g., PBIS coaches, restorative practices coaches, etc.

Build continuous improvement capacity

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

GOAL 2 EQUITY IN CULTURAL AND LINGUISTIC AWARENESS AND RESPONSIVENESS

Strategic Plan Initiatives and Measures: Student Achievement and Graduation

Five Priorities for Success: Improve District and School Culture, Develop Our Staff, and Strengthen Communication and Collaboration

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 Spring 2024

- ▶ The Wisconsin Response to Intervention (RtI) Center recognized schools for achievement in reading, math, and/or behavior with bronze, silver, gold, or platinum recognitions. See the list of 2022 – 2023 recognized schools here:
<https://mps.milwaukee.k12.wi.us/MPS-Public/CCSP/Resources/RAD/RtI2022-23SchoolAwards.pdf>

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

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

Timeline/Focus Areas

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

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

Key Activities/Strategies

Promote culturally and linguistically responsive practices

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

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



GOAL 3 EQUITY IN HUMAN RESOURCES

Strategic Plan Initiative and Measures – Staff Morale and Professional Development

Five Priorities for Success – Develop Our Staff and Improve District and School Climate

MPS Priority 3 *Develop Our Staff*

Administrative Policy 1.06 Equity Goal

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

Current State

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

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 Spring 2024

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

Timeline/Focus Areas

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

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

Key Activities/Strategies

Attract the right people to the right roles

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

Increase capacity of staff

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



GOAL 4 EQUITY IN FINANCE

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

Five Priorities for Success – Ensure Fiscal Responsibility and Transparency

MPS Priority 4 **Ensure Fiscal Responsibility and Transparency**

Administrative Policy 1.06 Equity Goal

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

Current 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

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

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

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

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

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

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



Progress toward Desired State as of Spring 2024

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

Timeline/Focus Areas

Beginning with the 2020–21 school year through the 2024–25 school year, MPS will achieve the following:

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



Key Activities/Strategies:

Build foundational management systems

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

Sustain transparent, equitable, student-focused funding

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



GOAL 5**EQUITY FOR STUDENTS, FAMILIES, EDUCATORS, AND COMMUNITY STAKEHOLDERS**

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

Five Priorities for Success – Increase Academic Achievement and Accountability, Improve District and School Culture, Strengthen Collaboration and Communication

MPS Priority 5 Strengthen Communication and Collaboration**Administrative Policy 1.06 Equity Goal**

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

Current State

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

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

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 marginalized, disenfranchised, and the district's growing English learners and international population of students, staff, and families. Such intentionality would significantly enhance current efforts to achieve measurable change districtwide.

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

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

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



Progress toward Desired State as of spring 2024

- ▶ Engaged in community listening sessions to seek input from stakeholder recommendations for the 2023–2028 strategic plan.
- ▶ Expanded translated languages to meet the needs of our growing English Learner population.
- ▶ A Corrective Action Plan has been put into place to address the Wisconsin Department of Public Instruction's May 2024 communication and other fiscal matters.
- ▶ In fall 2024, the district will implement a Head Start to Early Childhood transition plan that will offer full-day K3 programs that will follow many of the best practices established by Head Start.
- ▶ Students in elementary through high school are engaged in a variety of school-based and/or districtwide leadership activities.
- ▶ Implementation of the Strategic Plan began July 2023. Additional information can be found on the MPS Home Page at <https://mps.milwaukee.k12.wi.us/> by clicking on the 2023 – 2028 Strategic Plan icon.
- ▶ The district will engage in academic and financial audits based on stakeholders' feedback.
- ▶ A Student Leadership Summit is held every fall and spring semester.
- ▶ Equity Summits open to the public were held on May 13, 2023 and May 18, 2024,
- ▶ The district completed and submitted its Wisconsin Department of Public Instruction Five-Year Equity Evaluation that included feedback gathered from community conversation in fall 2023. As a result of this effort, a follow up community conversation was held in May 2024. This informational learning opportunity that was open to the public focused on PBIS, Trauma Care and Violence Prevention, Courageous Conversations about Race, and Restorative Practices within equitable Multi-tiered Systems of Supports.
- ▶ Through its mentoring support, Black and Latino Male Achievement served 13 schools and 220 students. Thirteen schools and 40 students participated in ambassador opportunities, 16 schools and 320 students benefited from being a part of the buddies initiative, and 240 students at 6 schools participated in the Manhood Development Academy.
- ▶ Individualized academic and social-emotional support was offered at the Success Center to over 120 students in grades 3–12, representing over 60 schools.
- ▶ Positive Behavioral Interventions and Supports is implemented schoolwide in all 156 schools in differentiated ways to build and sustain relationships and culture and climate. Staff members engaged 1,357 students in Brain Breaks, 1,446 students in engagement opportunities, and 450 students in the 5:1 strategy. Over 4,670 students received Tier 2 support, and over 470 students received Tier 3 support.
- ▶ A variety of programs support social-emotional learning and mental health and wellness. These programs include Second Step taught at all schools with K4–grade 8 students. The School Community Partnership for Mental Health (SCPMH) provides a range of services from licensed clinicians. As of April 2024, 539 students attending 38 schools received individual therapy. For six schools participating in MPS RISE efforts, students have become mindful mentors and/or learned how to implement the Zones of Regulation curriculum.
- ▶ Gender/Sexuality Alliances are active in over 40 schools, and through the Open Books Donation Initiative, 135 schools received LGBTQ-inclusive books.
- ▶ Fifteen schools launched the Girls of Color Pilot Partnership Program, over 300 students participated in Denim Day, 20 schools engaged in the Girls on the Run program, and over 200 students attended the movie *The Color Purple* and the play *Khloe's Beautiful Blues*.
- ▶ Community Learning Centers served 4,887 students in K4–grade 12 at 41 schools throughout the 2022–23 school year and 3,094 students at 39 sites in summer 2023. Educational, recreational, and social activities included academic enrichment, youth development, college and career readiness, social and emotional learning, technology, performing and visual arts, recreation, and family engagement.
- ▶ Passport to Summer Reading was piloted in summer 2023. Over 100 books were distributed to families. This summer, from June to August, the first 25 families to attend may pick up a free picture book from designated locations such as Juneteenth Celebration on King Drive, Summerfest, and Gee's Clippers.

Each book includes a QR code that links to a video of the book being read aloud.

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

Timeline/Focus Areas

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

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

have students who are prepared for postsecondary education opportunities and participation in a global economy/society (*Equity Procedure 1.06, 2b, 2c, 2e, 2i, 2j*)

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

Key Activities/Strategies

Nurture and engage students as partners to strengthen academic and social-emotional success

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

Focus on families as partners to strengthen academic and social-emotional success of students

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

Target partnerships with individuals and organizations that further the academic and social-emotional success of students

- ▶ Partner with community organizations that are aligned with and can support your school's needs, goals, mission, school improvement plan, etc., in a collaborative and intentional manner

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

Promote retention and recruitment efforts to increase enrollment and support student success

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

Target internal and external communication and engagement

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

Measuring Equity, Access, and Inclusion Progress

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



Education is the most powerful weapon which you can use to change the world.

– Nelson Mandela

Notes

Handwriting practice lines consisting of 17 horizontal lines. A large, faint watermark reading "DRAFT" is overlaid across the center of the page.



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 and Latino Male 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

Courageous Conversation Protocol Overview

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

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ESL and ELL

Excellence for All

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Guiding Questions

First Nations/Indigenous People/Native Americans

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Linguistically Responsive Teaching and Student Engagement

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MPS High-Quality Professional Learning Evidence-Based Rubric

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Jewish Culture, Heritage, and Teaching the Holocaust

Asian Americans

Newcomers, Refugees, and Immigrants

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Positive Behavioral Interventions and Supports (PBIS)

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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

Appendix A: Milwaukee Board of School Directors Equity-Related Policies and Procedures

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

Administrative Policy 1.03: Parent Empowerment

Administrative Policy 1.04: Nondiscrimination

Administrative Procedure 1.04: *Nondiscrimination Complaint Procedures*

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*

Find a link to the Administrative Policies and Procedures here:

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



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

- ▶ **Resolution 0506R-028** – To Oppose a Ban on Civil Unions and Marriage for Same-sex Couples, Former Director Jennifer Morales, *March 2006*
- ▶ **Resolution 0708R-046** – Addresses the benefits of students learning foreign language and understanding cultures other than their own, Former Director Michael Bonds, *August 28, 2007*
- ▶ **Resolution 0809R-048** – Addresses service delivery of exceptional education and the equitable reallocation of special education services throughout the district, Former Director Michael Bonds, *March 26, 2009*
- ▶ **Resolution 1011R-023** – Working Together Achieving More Action Plan to Improve Milwaukee Public Schools), 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: MPS School Improvement Plan At a Glance

<p>Erin Ryan, Principal</p>  <p>International Baccalaureate Primary Program</p>	<p>Academy of Accelerated Learning Grades K4- 5</p> <p>3727 S 78 ST MILWAUKEE WI 53220</p> <p>School Improvement Plan At-A-Glance 2022 - 2023</p> <p>Submit Feedback - your feedback is important and helps us to improve.</p>	<p>State Report Card Due to the COVID-19 pandemic, please see notes when interpreting scores and ratings. See Accountability and Assessment Information for more details.</p>  <p>ESSA Accountability Report 2018-2019: Targeted Support</p> <p>Notice of Educational Options</p>
<p>Vision and Values</p>		<p>School Improvement Goals and Strategies</p>
<p>Vision: Academy of Accelerated Learning envisions rigorous, high-quality learning opportunities developing globally minded citizens within the International Baccalaureate Primary Years Programme.</p> <p>Values:</p> <ul style="list-style-type: none"> • Instruction based on data and standards fosters reflection and growth to meet the needs of all learners. • The development of the IB Learner Profile traits supports the whole child. • A safe, responsible, and respectful school community promotes strong family and community partnerships. 		<p>District Key Metrics</p> <ol style="list-style-type: none"> 1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24. 2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24. 3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash. 4. Schools will maintain a 89% attendance rate. 5. Schools will have 100% of students regularly attending (80% of the line). 6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support. <p>ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success. Academic Theory of Action: Teachers will be able to provide explicit tier 1 instruction, so that students will be able to engage in grade level content, which leads to improved academic performance.</p> <p>CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected. Culture/Climate Theory of Action: If we reinforce all tiers of our PBIS systems, then we'll see an increase of fidelity of positive practices by staff, which leads to a decrease of negative behaviors by students.</p>

**Aaron Shapiro,
Principal**



**Lynde & Harry Bradley
Technology and Trade
School Grades
9-12**

700 S 4th St
Milwaukee, WI 53204

**School
Improvement Plan
At-A-Glance
2022 - 2023**

Submit Feedback - your feedback is important and helps us to improve.

State Report Card

Due to the COVID-19 pandemic, please see caution when interpreting scores and ratings. See [Interpretation of scores and ratings](#) for more details.

Overall Score

46.9

Exceeded Expectations



**ESEA Accountability Report
2018-2019:**

Comprehensive Support and
Improvement - Low Performance,
Low Graduation Rate

Notice of Educational Options

Vision and Values

School Improvement Goals and Strategies

Vision:

To graduate every student with the necessary skills to build a prosperous future in the Technology and Trade fields by providing students grade-appropriate work, strong instruction, deep engagement, and high expectations.

Values:

- Technology and Trade Opportunities
- Academic Achievement
- Equity (Including Diversity and Inclusion)
- Respect
- Safety
- Integrity (Including Honesty and Transparency)
- Community and Collaboration (Including Family Partnerships)
- Positivity

District Key Metrics

1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdata.
4. Schools will maintain a 80% attendance rate.
5. Schools will have 100% of students regularly attending (90% of the line).
6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/efficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action: Teachers will be able to design engaging lessons that intentionally differentiate instruction for all students so that students will be able to meet or exceed grade-level standards which leads to higher grades (GPA) & credit attainment.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

CulturalClimate Theory of Action: Teachers will be able to build positive relationships by consistently modeling Tech-specifcns, inclusivity and cultural relevance. So that students will feel supported and connected to the school community. Which leads to increased attendance and reduced off-task behavior.

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


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

– Martin Luther King Jr.

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

- ▶ What is/are your/our motives for doing equity work? Are you/we here to “save” young people/adults from their deficits? Or are you/we here to dismantle systemic and recurrent practices that have been inequitable, have limited access, or prevented inclusion due to race, gender, ability, language, culture, class, etc.?
- ▶ Where do we need to heal as a school community/district to better support each other to accomplish the targeted goals related to equity, access, and inclusion?
- ▶ Is quality student work that reflects the school’s/teachers’ expectations displayed throughout schools, district sites, and public sites?
- ▶ Is quality work reflected at all levels within the organization?
- ▶ Do all levels of the organization, students, families, and community partners do what is expected and possibly go above and beyond to ensure that equity, access, and inclusion goals are met?
- ▶ How are microaggressions/macroaggressions intentionally or unintentionally standing in the way of healing and/or progress toward equity, access, and inclusion?
- ▶ What can we do differently? What should we continue to do the same?
- ▶ Where is equity, access, and inclusion work reflected in our curricula, practices, and assessments?
- ▶ If equity work is not reflected in our curricula, practices, and assessments, how are these areas being affected by the lack of equity work (e.g., perceptions, beliefs, opportunities)?
- ▶ Where is equity, access, and inclusion work reflected at the district level across all departments and offices?
- ▶ If equity work is not reflected throughout the district and at all levels of the district, how are these areas being affected by the lack of equity work (e.g. perceptions, beliefs, opportunities)?
- ▶ How does our equity work align with continuous improvement internally throughout the district and externally in our work with community partners?
- ▶ How do we support and sustain a “growth mindset” throughout the district?
- ▶ How do we address “belief/efficacy gaps”?
- ▶ How do we use quantitative and qualitative data to make decisions in a meaningful and relevant manner?
- ▶ How do we celebrate success at all levels to recognize, encourage, and motivate continuous progress toward the five identified equity goals?
- ▶ How do we differentiate instruction to meet all students’ needs?
- ▶ How do we differentiate when engaging with staff to meet their diverse needs?
- ▶ How do we differentiate when working with community partners to maximize their assistance with addressing high-needs areas?
- ▶ What support systems do we have in place to support student achievement in reading, writing, mathematics, science, social studies, etc.?
- ▶ How can/do community partners support student achievement, culturally responsive practices, and/or provide needed resources/materials, etc., in an equitable manner?
- ▶ How do we celebrate and encourage the presence of a variety of people in all activities?

- ▶ How do we recognize differences in language, culture, ability, etc., as diversity rather than as challenging?
- ▶ How do we show acknowledgment and/or acceptance of diverse cultures, languages, genders, socioeconomic classes, perspectives, etc.?
- ▶ How and/or when do we verbally and/or nonverbally display our commitment to equity, access, and inclusion when no one is looking versus when others are looking?
- ▶ How does our school/department/office reflect an anti-racist, anti-bias, anti-oppressive, orderly, safe, and respectful environment ready for standards-based and/or goal-based engagement, learning, dialogue, conversations, and continuous improvement?
- ▶ Do internal and external displays of signs welcome students, staff, and visitors to schools and other district sites?
- ▶ Is all staff friendly to visitors?
- ▶ Do all staff provide needed information in an equitable and thoughtful manner?
- ▶ Do all staff answer the phone in a manner that makes callers glad they called?
- ▶ Is there evidence of welcoming and inclusive behaviors for all internal and external staff and volunteers, including bus drivers, custodians, cafeteria workers, etc.?
- ▶ What will your equity, access, and inclusion legacy be for current and future MPS generations?



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

Appendix E: 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>

Equity

<https://dpi.wi.gov/rti/equity>

Equity Mini Challenges/Resources

<https://dpi.wi.gov/literacy-mathematics/instructionalcoach/coaching-for-equity>

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

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

US Department of Education Office of Civil Rights

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

The Wisconsin Center for Resilient Schools

<https://dpi.wi.gov/sped/wisconsin-center-resilient-schools>



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%20Differentiated%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>

Edutopia Culturally Responsive Teaching Resources

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

The Lasting Impact of Mispronouncing Students' Names

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

The Power of Teacher Expectations

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

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

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

Your Toolkit for Working with Culturally and Linguistically Diverse Children

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

Culturally and Linguistically Responsive Guidance Handbook

https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_Guidance_Handbook_2019_June.2020.pdf

Head Start Teaching Practices – Culture and Language

<https://eclkc.ohs.acf.hhs.gov/culture-language>

Culturally & Linguistically Responsive Arts Teaching and Learning in Action

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

Culturally Responsive, Anti-Bias, and Equity Checklists and Resources

[Addressing microaggressions in the classroom](#)

[Understanding Microaggressions module \(WI DPI/ Dr. Newell\)](#)

[Checking yourself for bias in the classroom](#)

[Personal self-assessment on anti-bias behavior](#)

[....But I'm not racist, right? Self-assessment quiz](#)

[Cultural competence self-assessment checklist](#)

[Implicit bias strategies in early childhood education](#)

[School of the Art Institute of Chicago- Learn & Unlearn: An Anti-racism Resource Guide](#)

[Talking about Race: National Museum of African American History & Culture](#)

[School activity on microaggressions](#)

[Dismantling Racism Works Web Workbook](#)

[Let's Talk](#)

[Five ways to sustain school change through pushback, struggle and fatigue](#)

[Talking about racism, racial equity and racial healing with friends, family, colleagues and neighbors](#)

[Sesame Street: coming together- talking to children about race and identity](#)

[Teacher to teacher: let's improve how schools and families talk about race](#)

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>

Culturally Responsive Curriculum Scorecard

<https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE-Rubric-2018-190211.pdf>

Tools and Guidance for Evaluating Bias in Instructional Materials

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

Harvard Implicit Bias Test

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

Climate and Culture Resources

[Culture, Climate and Alternatives to Suspension Toolkit](#)

[Educational Community and Equitable District Climate Guidebook](#)

[Courageous Conversations about Race protocols](#)

“ 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

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%20PowerPoints/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](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>

African Americans/Blacks



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



<https://www.abhmuseum.org>

NAACP target a new civil rights issue – reading

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

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

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

Black Lives Matter School Resources

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

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>

Black History Facts

<https://www.history.com/topics/black-history/black-history-facts>

Historic List of Well-Known Black Towns

https://www.washingtonpost.com/lifestyle/style/a-list-of-well-known-black-towns/2015/03/27/9f21ca42-cdc4-11e4-a2a7-9517a3a70506_story.html

The Green Book: The Black Travelers Guide to Jim Crow America

<https://www.history.com/news/the-green-book-the-black-travelers-guide-to-jim-crow-america>

The Negro Motorist Green Book (Smithsonian Institute Download)

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

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

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

Black Girls Matter: Pushed Out, Overpoliced and Underprotected

https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf

Media Portrayals and Black Male Outcomes

<https://www.opportunityagenda.org/explore/resources-publications/media-representations-impact-black-men/media-portrayals>

The Bad is Black Effect

<https://www.scientificamerican.com/article/the-bad-is-black-effect/>

Black Americans: How to Cope with Anxiety and Racism

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

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

The Crisis in the Education of Latino Students

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

Latin American and Iberian Resources

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

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

Linguistically Responsive, ESL, EL

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=J3D2iyBqICk>

Strategies and Resources for Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Path to Resettlement

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

The Life of a Refugee Teaching Units for Grades 6, 7, and 8

<https://www.learningtogive.org/units/refugees-real-people-real-stories-real-life/life-refugee>

I Am Syria: Teacher’s Guide to the Syria Lesson Toolkit

<http://www.iamsyria.org/teachers-guide.html>

Kids Books About Refugees

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

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

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

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>

Milwaukee Islamic Dawah Center

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

A Collection of Resources on Islam and Religious Studies

<https://islamicstudies.duke.edu/collection-resources-islam-and-religious-studies>

Teach Mideast Digital Resources for Teachers

https://teachmideast.org/teaching_tools/digital-resources-for-teachers/

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

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

MTO Shahmaghsoudi® School of Islamic Sufism®

<https://mto.org/>

Milwaukee Muslim Women's Coalition (MMWC)

<https://mmwconline.org/>

Muslim Community and Health Center (MCHC) of Wisconsin

<https://mchcwi.org/>

Islamic Society of Milwaukee, Wisconsin (ISM)

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

First Nations/Indigenous People/Native Americans

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/

MPS: First Nations Studies

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

Washington, DC | National Museum of the American Indian

<https://americanindian.si.edu/visit/washington>

Great Native American Chiefs | Group of Native American Chiefs · Online Exhibits

<https://apps.lib.umich.edu/online-exhibits/exhibits/show/great-native-american-chiefs/group-of-native-american-chief>

American Indian Education in Wisconsin

<https://dpi.wi.gov/sites/default/files/imce/amind/pdf/american-indian-education-in-wi.pdf>

Jewish Culture, Heritage, and Teaching the Holocaust

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

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

Jewish Museum Milwaukee

<https://jewishmuseummilwaukee.org/>

Jewish American Heritage Month

<https://www.jewishheritagemonth.gov/for-teachers.html>

Jewish American Heritage Month – Resources for Educators

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

Teaching Materials on the Holocaust – United States Holocaust Memorial Museum

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

Asian Americans

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/>

Classroom Resources and Tips to Address Anti-Asian Discrimination

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

Teaching Asian and Pacific Islander Heritage K – 12 – NEA

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/teaching-asian-and-pacific-islander-heritage>

Asian American Cultural Resources

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

Free Teaching Resources for Asian American & Pacific Islander Heritage Month

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

Asian American Studies

<https://asianamericanstudies.cornell.edu/general-resources>

Resources for Teaching About Vietnamese Language, Literature, Arts, Culture and History

<http://teachingvietnameseculture.weebly.com>

PBS Asian Pacific American Heritage Month Resources

<http://www.pbs.org/specials/asian-pacific-american-heritage-month/>

Teaching Japanese-American Internment Using Primary Resources

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

Vietnam War Teaching Resources

<https://www.weareteachers.com/vietnam-war-teaching-resources/#:~:text=%2012%20Amazing%20Vietnam%20War%20Teaching%20Resources%20From,Leadership%20and%20Decision%20Making%20%28Videos%20and...%20More%20>

Asian American Experience, Issues, and Resources

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

Newcomers, Refugees, and Immigrants

Burmese Rohingya Community of Wisconsin (BRCW)

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

Catholic Charities Refugee Integration Services

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

Hanan Refugee Relief Group

<https://hananrrg.org/>

International Institute of Wisconsin (IIW)

<https://iiwisconsin.org/>

Lutheran Social Services (LSS)

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

MPS Sites Are Safe Havens for All Families

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

Rohingya American Society (RAS)

<https://masjidmubarak.online/>

U.S. Department of Education Newcomer Toolkit June 2023

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

Wisconsin Department of Children and Families (DCF)

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

LGBTQ

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>

LGBT Resource Center

<https://out.ucr.edu/resources/helpful-handouts>

Milwaukee Public Schools Gender and Identity Inclusion Department Website

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

Welcoming Schools LGBTQ+ Booklists

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

Welcoming Schools LGBTQ+ Lesson Plans for Classrooms

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

Special Education

Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook

<https://drive.google.com/file/d/1YYLwfnmmwwd1RCsBk-rdnGYCHc3FzI-p/view>

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/>

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>

DRAFT

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.crusadeforthetvote.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/DismantlingRacismforSocialChangeGroups.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_Management_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>

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

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

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.commonsemmedia.org/lists/books-about-racism-and-social-justice>

Selecting Anti-Bias Children's Books

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



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

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

Talk About Police Violence with Your Students

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

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

<https://www.noplaceforhate.org/sites/default/files/2022-01/npvh-resource-guide-2021.pdf>

DRAFT

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

Courageous Conversations About Race

[Courageous Conversations about Race protocols](#)

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=IwAR10tOspDildef_3iCGmzPAwna6DPcSckAx9XTh2wajdnkVVGj81hW5DY

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=334EAC7463F01D33DE82ADE732780E31&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/DismantlingRacismforSocialChangeGroups.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.readbrihtly.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>

A Kids Book About Racism, Empathy, Bullying, etc

<https://akidsbookabout.com/>

A Kids Book About Racism (Read Aloud)

<https://www.youtube.com/watch?v=LnaltG5N8nE>

Creating the Space to Talk About Race in Your School

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

Communications: Testing Ways to Talk About Race

<https://www.centerforsocialinclusion.org/our-work/our-programs/communications-testing/>

Talking About Race Toolkit

<https://www.centerforsocialinclusion.org/wp-content/uploads/2015/08/CSI-Talking-About-Race-Toolkit.pdf>

Norms for Engaging in Conversations About Race

https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/attachments/2017/02/lisa_handout_norms_courageous_convos.pdf

The Role of Senior Leaders in Building a Race Equity Culture

<https://www.bridgespan.org/insights/library/organizational-effectiveness/senior-leaders-role-in-building-race-equity>

University of Washington Race and Equity Initiative Anti-Racism Resources

<https://www.washington.edu/raceequity/resources/anti-racism-resources/>

Talking About Race National Museum of African American History and Culture

<https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>

OHSU Center for Diversity and Inclusion

<https://www.ohsu.edu/center-for-diversity-inclusion/anti-racist-resources>

21-Day Racial Equity Habit Building Challenge

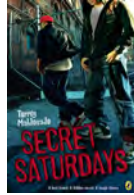
<https://www.eddiemoorej.com/21daychallenge>

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



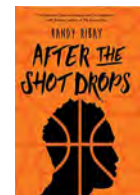
On the Come Up
by Travis Hunter



Two the Hard Way
by Travis Hunter



The 57 Bus
by Dashka Slater



After the Shot Drops
by Randy Ribay

Supporting Diversity Book Recommendations

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>

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<https://www.embracerace.org/resources/where-to-find-diverse-childrens-books>

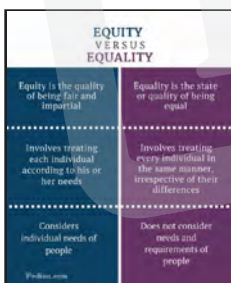
<https://ccbc.education.wisc.edu/books/detailLists.asp?idBookListCat=7>

Posters and Poetry



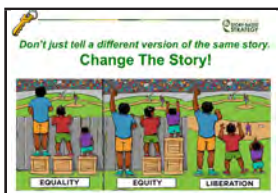
Who Am I? Identity Poem Activity

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/who-am-i-identity-poems.pdf>



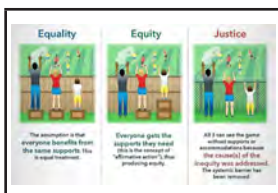
Equity versus Equality

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



Equality, Equity, Liberation Poster

https://external-preview.redd.it/C5M1aEsEgfk2AkmFdnxjFVjyEIYGEz2m2_-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>



Seven Ways to Teach Children About Tolerance



Art



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_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

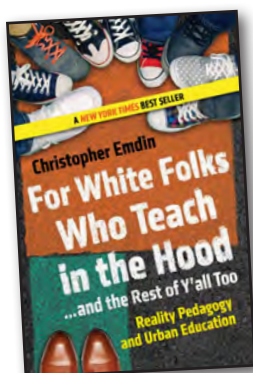
<https://www.tolerance.org/magazine/rethinking-family-engagement-during-school-closures>

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>

Books for Professional Learning

(All summaries copied from www.goodreads.com)

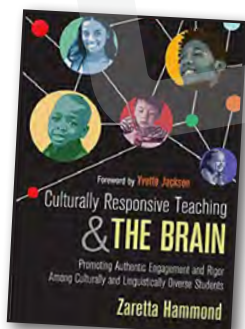


***For White Folks Who Teach in the Hood ... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin**

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

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

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



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

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

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

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

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

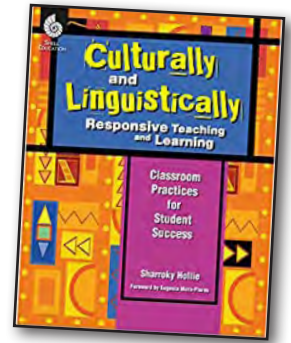
***Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* by Dr. Sharroky Hollie**

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

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

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

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



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

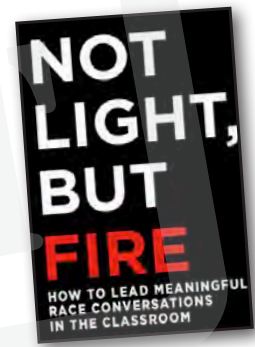
Do you feel prepared to initiate and facilitate meaningful, productive dialogues about race in your classroom? Are you looking for practical strategies to engage with your students?

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

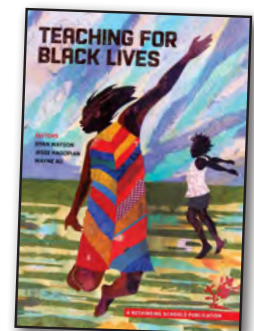


***Teaching For Black Lives* edited by Dyan Watson, Jesse Hagopian, Wayne Au**

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

Rethinking Schools 2018

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

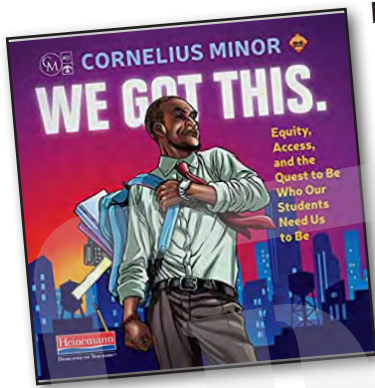


We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love

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

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

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



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

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

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

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

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

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

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



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

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

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

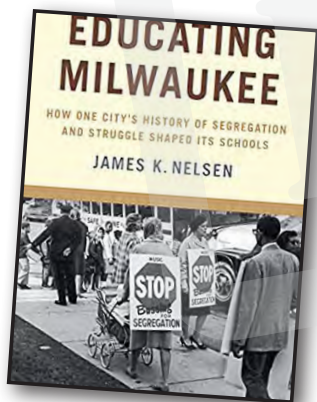
For four years Monique W. Morris, author of *Black Stats*, chronicled the experiences of Black girls across America whose intricate lives are misunderstood, highly judged—by teachers, administrators, and the justice system—and degraded by the very institutions charged with helping them flourish. Morris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

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



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

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



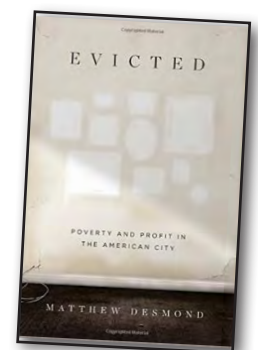
Educating Milwaukee: How One City's History of Segregation and Struggle Shaped Its Schools traces the origins of the modern school choice movement, which is growing in strength throughout the United States. Author James K. Nelsen follows Milwaukee's tumultuous education history through three eras—"no choice," "forced choice," and "school choice." Nelsen details the whole story of Milwaukee's choice movement through to modern times when Milwaukee families have more schooling options than ever—charter schools, open enrollment, state-funded vouchers, neighborhood schools—and yet Milwaukee's impoverished African American students still struggle to succeed and stay in school. "Educating Milwaukee" chronicles how competing visions of equity and excellence have played out in one city's schools in the modern era, offering both a cautionary tale and a "choice" example.

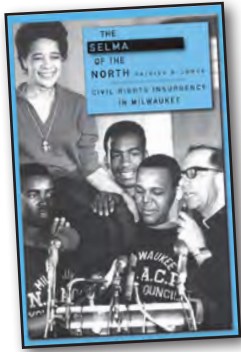
178 pages of text followed by extensive notes (pp. 179–252; bibliography pp. 253–271 plus acknowledgments and index



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

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





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

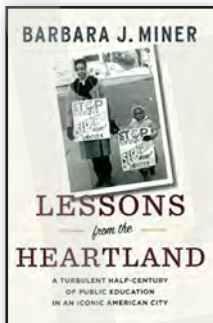
Between 1958 and 1970, a distinctive movement for racial justice emerged from unique circumstances in Milwaukee. A series of local leaders inspired growing numbers of people to participate in campaigns against employment and housing discrimination, segregated public schools, the membership of public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

The Milwaukee movement culminated in the dramatic—and sometimes violent—1967 open housing campaign. A white Catholic priest, James Groppi, led the NAACP Youth Council and Commandos in a militant struggle that lasted for 200 consecutive nights and provoked the ire of thousands of white residents. After working-class mobs attacked demonstrators, some called Milwaukee “the Selma of the North.” Others believed the housing campaign represented the last stand for a nonviolent, interracial, church-based movement.

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

Harvard University Press, 2010.

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



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

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

New Press, 2013.

Appendix F: 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?*



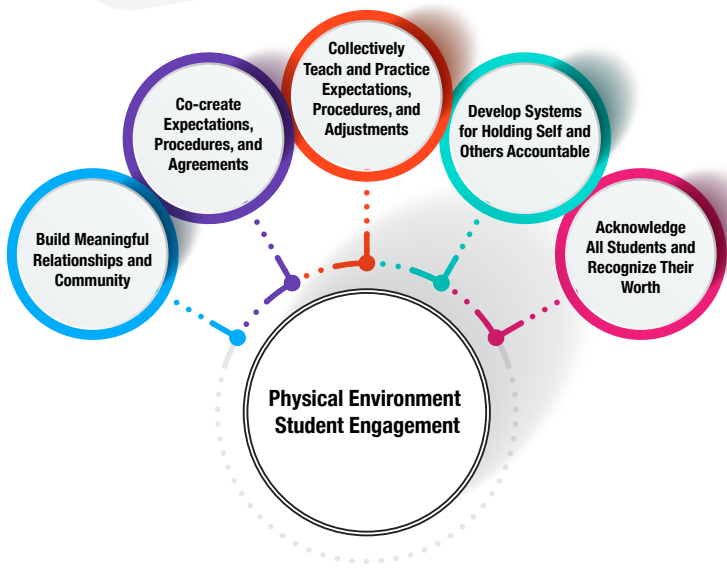
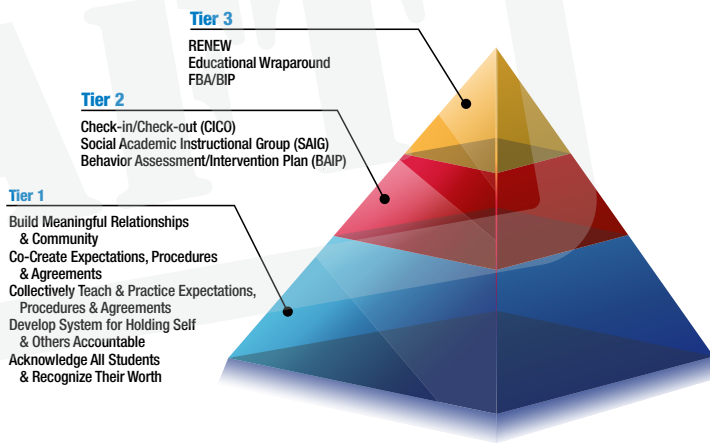
– Tom Herner, NASDE President, 1998

PBIS Framework Tier 1

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

PBIS Framework Tier 1

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PBIS Tier 1 Resources

- [Integrated Universal Supports](#)
- [Implementing PBIS in the Classroom](#)
- [MPS PBIS Tier 1 Resources](#)
- [Classroom Best Practices](#)
- [PLP Behavior Support Document](#)
- [PLP Teacher Support Resources](#)
- [Building Relationships Guide](#)
- [PBIS Essential Elements](#)



PBIS Framework Tiers 2 and 3

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

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

PBIS Tier 2 and 3 Resources

[PBIS Tier 2 Essential Elements](#)

[BIT Behavior Team Support Document](#)

[MPS PBIS Tier 2 Resources](#)

[MPS SAIG Resources](#)

[MPS CICO Resources](#)

[MPS BAIP Resources](#)

[MPS Tier 3 Resources](#)

Appendix G: Social and Emotional Learning Resources



Where there's hope, there's life. It fills us with fresh courage and makes us strong again.

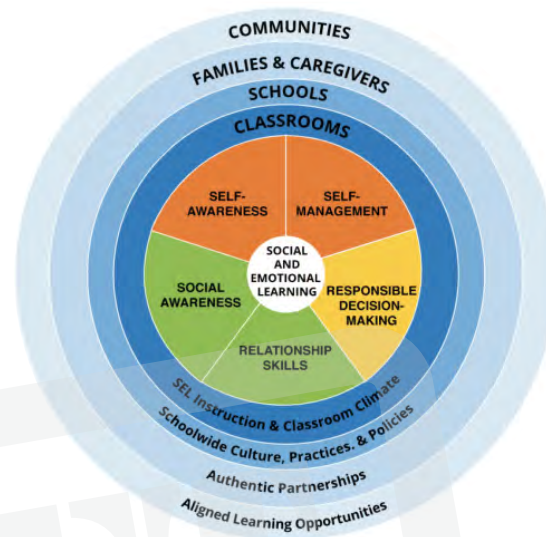
– Anne Frank



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

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and

collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (Collaborative for Academic, Social, and Emotional Learning (CASEL); <https://dr.casel.org/what-is-sel/>).



Resources

MPS Social, Emotional, and Mental Health Supports

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

MPS SEL Site

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

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/>

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

www.casel.org

Committee for Children

www.cfchildren.org

Appendix H: 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 I: 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
<ul style="list-style-type: none"> ▶ How do your teachers make learning exciting? ▶ How would you make learning exciting? 	<ul style="list-style-type: none"> ▶ How could your school make you feel safe? ▶ Engaged? 	<ul style="list-style-type: none"> ▶ 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

1 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

2 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.

3 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

4 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
<ul style="list-style-type: none"> ▶ <i>How do your teachers make learning exciting?</i> ▶ <i>How would you make learning exciting?</i> 	<ul style="list-style-type: none"> ▶ <i>How could your school make you feel safe?</i> ▶ <i>Engaged?</i> 	<ul style="list-style-type: none"> ▶ <i>How would you encourage more student cooperation?</i>

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

1 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

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

3 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

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

Culture and Climate

5 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

6 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

7 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+

8 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)

- 1 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.
- 2 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)
- 3 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?"*
- 4 Repeat this process for everyone in your table group. (15 minutes)

Spark Protocol

Part II (15 minutes)

- 1 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)
- 2 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)
- 3 *Critically reflect on this* and brainstorm “possible solutions” on your own. (10 minutes)

Spark Protocol

Part III (30 minutes)

- 1 Share your analysis/initial thoughts of the “possible solutions” with your table group. (1 minute)
- 2 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)
- 3 Repeat this process for the remaining people in your table group. (10 minutes)
- 4 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.

DRAFT

Appendix J: Courageous Conversation Protocol Overview



ESEA

Elementary and
Secondary
Education
Act

MILWAUKEE PUBLIC SCHOOLS Federal Aid to Build Achievement

COURAGEOUS CONVERSATION® PROTOCOL OVERVIEW

THE COMPASS

BELIEVING THINKING
FEELING ACTING

THE FOUR AGREEMENTS

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect & Accept Non-Closure

THE SIX CONDITIONS

1. Focus on the personal, local & immediate
2. Isolate race
3. Normalize social construction & multiple perspectives
4. Monitor agreements and conditions; establish parameters
5. Use a “working” definition of race
6. Examine the presence & role of whiteness

Source: Adapted From *Courageous Conversations About Race, A Field Guide for Achieving Equity in Schools and Beyond*, Third Edition, 2021. Thousand Oaks, CA.



Appendix K: Definition of English Learner (EL)

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

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

Lau Compliance Center

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

English as a Second Language (ESL)

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

Bilingual Dual Language Education

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

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

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

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

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

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

Languages Spoken in the District

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

- ▶ Students 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 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

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

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

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

Equity of Opportunity and Access for Multilingual/Multicultural Students

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

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

Appendix L: State Statutes and Information for American Indian Studies in Wisconsin

Program Overview

First Nations Studies is a program serving Native American students and their families in Milwaukee Public Schools under a Title VI Part A formula grant umbrella from the Office of Indian Education. First Nations Studies has several components and provides services at schools with concentrations of First Nations students. More than 900 First Nations students attend about 140 schools in the district. We also provide Act 31 resources and training to schools across the district about the First Nations of Wisconsin.

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

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

Mission Statement



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

MPS Land Acknowledgement

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

Funding and Program Services

Title VI

- ▶ Parent Workshops and Support
- ▶ Parent Advisory Committee

ACE Grant: Holistic Urban Education (HUE), Office of Indian Education

- ▶ K–8 Classroom Academic Assistance
- ▶ College Access Program (grades 9–12)
- ▶ Youth Culture Circles (grades 6–12)
- ▶ Culture Classes: Beading, Drumming, Sewing
- ▶ Summer Camp
- ▶ After-School Reading Circle Book Club (grades 2–6)

Partner Opportunities

- ▶ Free School Supplies
- ▶ Free Clothing
- ▶ Incentives
- ▶ Food for After-School Programming

Milwaukee Board of School Directors

- ▶ Two Act 31 Teacher Positions

Act 31

Two Act 31 teachers (funded by the Milwaukee Board of School Directors) provide training and resources about the histories, cultures, treaty rights, tribal sovereignty, and contemporary happenings of the First Nations of Wisconsin to the entire district. Act 31 refers to a set of state statutes requiring school districts in Wisconsin to teach about the federally recognized tribes in our state. The Act 31 teachers in MPS support educators in many ways.

- ▶ **Program Library** – a curated collection of more than 4,500 titles available to all MPS staff members
- ▶ **mConnect Resource Pages** – digital resource recommendations and tips for teachers
- ▶ **Professional Development Opportunities** – book studies and school-based and district-wide training on resources and strategies for upholding Act 31



Orange Shirt Day

The Act 31 teachers have organized a district-wide initiative to observe the internationally recognized Orange Shirt Day on September 30. This event recognizes the traumatic impact of Indian boarding schools. Act 31 teachers created and disseminated toolkits of resources for educators to guide their teaching and learning about Indian boarding schools.

Appendix M: MPS Gender Inclusion Guidance

Introduction

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

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

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

Appendix N: MPS High-Quality Professional Learning Strategy: Evidence-Based Rubric

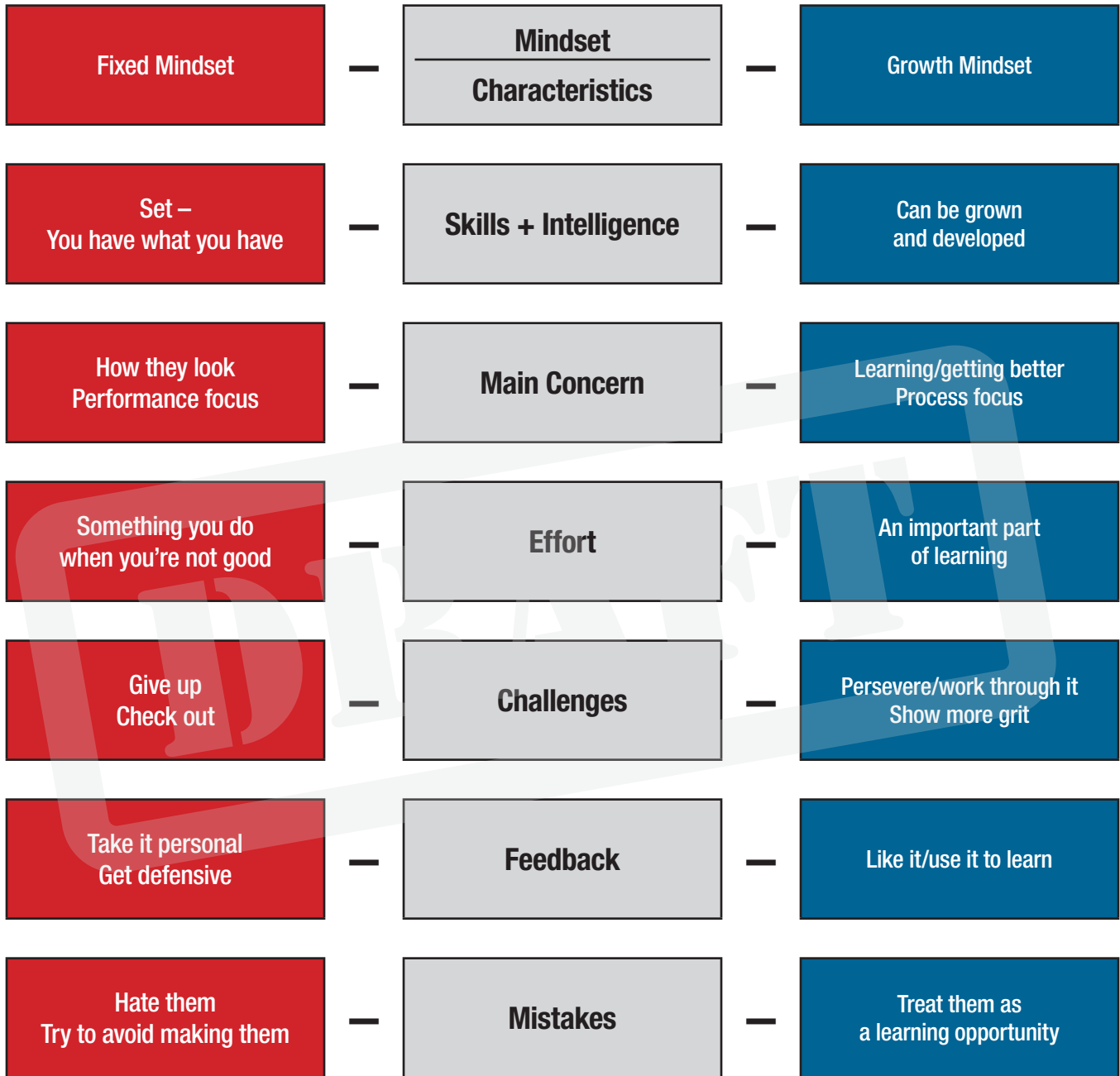
High-Quality Professional Learning Strategy: Schools will implement evidence-based professional learning for staff in content knowledge and instruction practices. The professional learning must be aligned to curriculum, assessments, and standards focusing on a topic for a minimum of fifty hours over 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.

Appendix O: Growth Mindset Chart

Optional Source for Poster/Chart 1 and 2 Appendix Q

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



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Appendix P: Growth Mindset

The Power of Mindset

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

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

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

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

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

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

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

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

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

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

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

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

Appendix Q: Mental Health Resources

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

Social, Emotional, and Mental Health Supports

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

Wisconsin School Mental Health Framework

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

Trauma Resources for School Personnel

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

Diversity and Culture in Child Mental Health Care

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Diversity_and_Culture_in_Child_Mental_Health_Care-118.aspx

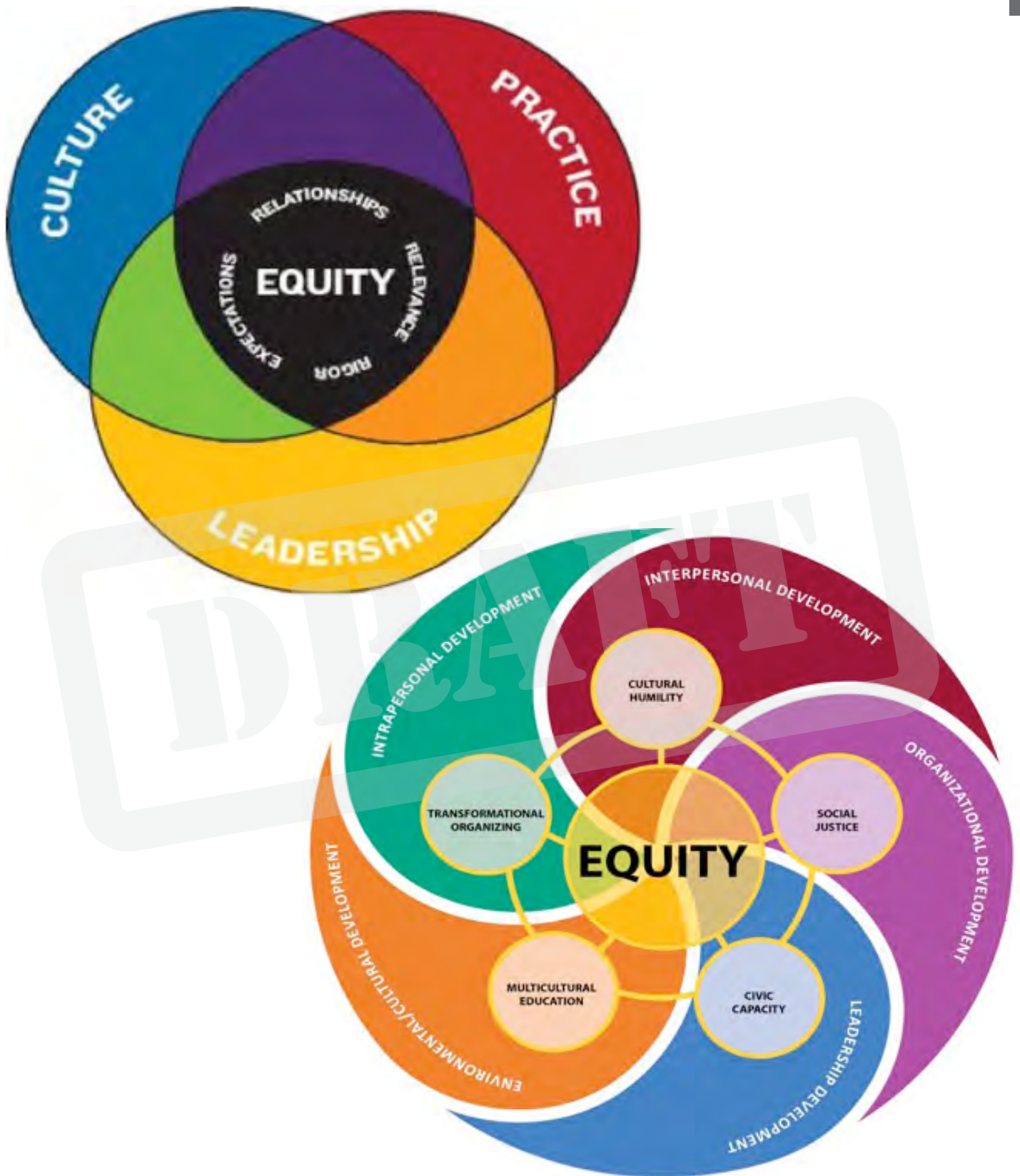
Impact of Anxiety and Depression on Student Progress

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

'Racial Battle Fatigue' Is Real: Victims of Racial Microaggressions Are Stressed Like Soldiers in War

<https://atlantablackstar.com/2016/11/11/racial-battle-fatigue-is-real-victims-of-racial-microaggressions-are-stressed-like-soldiers-in-war/>

Appendix R: Equity Components and 21st Century Skills



Source: <https://widgets.weforum.org/nve-2015/chapter1.html>

21st-Century Skills

Foundational Literacies

How students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

Competencies

How students approach complex challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

Character Qualities

How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

Lifelong Learning

Modifications to 21st Century Skills

Foundational Literacies

6. Cultural, civic, and linguistic literacy

Character Qualities

13. Persistence/grit/resilience
16. Social, cultural and linguistic awareness

Appendix S: Ambitious Instruction: Accelerating Learning Overview

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

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

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

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

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

The Ambitious Instruction: Accelerating Learning plan brings the district back to the basics of quality learning and teaching. It unites all content areas around (1) formative practices, (2) explicit instruction, and (3) meaningful student engagement. Each grade level and content area will embrace specific instructional practices around these areas. Ambitious Instruction continues to focus on formative practices, explicit instruction, and student engagement. During the 21-22 school year we took a close look at each lever and cross curricular application. This work is evident in the ebook Ambitious Instruction: Accelerating Learning. During the 22-23 school year, we went deeper into the use of district materials, grade level instruction, and scaffolding. This work is evident in the second volume of the ebook, Ambitious Instruction Accelerating Learning: A Deeper Dive. We will continue this work by aligning our work to the strategic plan goal of 50% of all students meeting proficiency or higher by 2028. With a focus on collaborative practices, we will articulate the teaching, leadership, and organizational practices that will lead to high levels of academic achievement.





MILWAUKEE PUBLIC SCHOOLS

OFFICE OF ACADEMICS

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

Why This Matters: Our community succeeds when MPS succeeds.



Formative Practices

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

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

Explicit Instruction

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

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

Engagement

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

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

Student Achievement

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

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



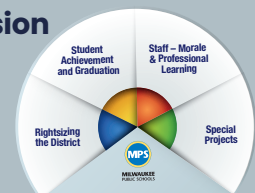
Professional Learning

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

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

Strategic Plan Driving Our Mission

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



Appendix T: Student Leadership Book Titles for Staff and Students

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

”Reading is an act of civilization; it’s one of the greatest acts of civilization because it takes the free raw material of the mind and builds castles of possibilities.”

– Ben Okri

**“Leaders aren’t born, they are made.
And they are made just like anything else – through hard work.”**

– Vince Lombardi

Staff Suggestions

When Kids Lead an Adult Guide to Inspiring, Empowering and Growing Young Leaders

– Todd Nesloney & Adam Dovico

The Leader in You Inspiration for Migrant Students and Those Who Educate Them

– Ovidilio David Vasquez

Leadership for Students

– Frances A. Karnes, Ph.D.

Leadership for Kids

– Cecelia Boswell, Ed.D

Leadership It’s Child’s Play Ten Steps to Children’s Leadership Development

– Taylor Wilson Thompson

Student Suggestions

Say Something

– Peter H. Reynolds

Leadership for Students A Guide for Young Leaders

– Frances A. Karnes, Ph.D. & Suzanne M. Bean, Ph.D.

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

– Kwame Alexander

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

– Amy Morin

The Grandpa Rules Essential Lessons for Success in Life and Leadership

– *W. James Weesie, Ph.D.*

I Can Do Hard Things Mindful Affirmations for Kids

– *Gabi Garcia*

Think Like a Boss: Kid\$

– *Jemma Roedel*

You are Awesome Find your Confidence and dare ti be Brilliant at (almost) Anything!

– *Matthew Syed*

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

– *Vernon Brundage Jr.*

Bee Fearless Dream Like a Kid

– *Mikalia Ulmer*

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

– *Dr. Seuss*

DRAFT



PART III

MPS Equity Guidebook Glossary



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'oki'

T-ñi'oki' '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. behě 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, spiritualities, socio-economic backgrounds, gender identities and sexual orientations as well as different skills, abilities, customs, values, behavioral styles, and beliefs.

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

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

Dual Language Program: The Dual Language Program (one-way and two-way) in Milwaukee Public Schools prepares students to become literate in English and Spanish through the use of the Teaching for Bilinguality (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 (xenophobia), gender identity/expression (transphobia).

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

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

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

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

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

MPS University: Milwaukee Public Schools University (MPSU) is 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.

Principles of Equitable and Just classrooms:

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

Source: *The New Teacher Book: Finding purpose, balance and hope during your first years of teaching.* (3rd edition) Rethinking Schools, 2019.

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

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

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

Regional Resolution Rooms: Support 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.



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/>

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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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