



OFFICE OF THE SUPERINTENDENT

Milwaukee Public Schools

# Elementary and Secondary Education Act (ESEA) No Child Left Behind

## Consolidated Improvement Plan for Milwaukee

2009-2010

Submitted to the  
Wisconsin Department of Public Instruction  
September 8, 2009



Office of the Superintendent

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## Executive Summary

The Elementary and Secondary Education Act (ESEA) funding will move Milwaukee Public Schools (MPS) students to proficient or above in reading and mathematics on the state standardized assessment (WKCE-CRT). Milwaukee Public Schools' improvement plan under the ESEA has been developed using the district's strategic plan, *Working Together, Achieving More – Action Plan to Improve Milwaukee Public Schools* (WTAM) as a guide to address the educational needs of the students. Strategic efforts must be focused on closing the achievement gap and improving outcomes for all children attending MPS.

The ESEA plan will put into action supports such as providing professional development for district and school level staff, using data to inform instruction, reducing class size in early elementary grades, implementing and analyzing a variety of standards-based classroom assessments, providing summer school for non-proficient students, providing access to equitable services and materials, ensuring students are taught by highly qualified teachers, providing extra supports for students as they transition school levels and supporting parental involvement activities.

American Recovery and Reinvestment Act (ARRA) funding will allow for implementation of new ideas as well as expanding and improving existing programs. Initiatives that will be executed include increasing parent involvement, expanding early childhood education, improving student achievement, improving teacher effectiveness and improving data driven decision making and accountability.

The district will provide technical assistance for ongoing embedded professional development associated with best practices, the Comprehensive Literacy Plan, and the DIFI plan. The professional development focus will be aligned curriculum, data analysis, high yield instructional strategies, differentiated instruction, extended learning time, and application of technology to the core curriculum. SIFI and schools not achieving Adequate Yearly Progress (as determined by WKCE-CRT, district benchmark assessments, and WAA) will be provided with additional funding for instructional materials, human resources, and varied professional learning opportunities to support school improvement efforts.

Students will be supported by receiving supplementary educational services to advance reading and mathematics proficiency levels. Students with limited English proficiency will take ACCESS, WKCE-CRT, or WAA, as well as receive all necessary supports to improve and reach English language proficiency. Additionally, parents will receive ESL and family literacy classes to acquire English skills so they are able to assist their children with homework and help them to increase English language proficiency and academic achievement. Students with special education needs will participate in the Wisconsin Alternate Curriculum for Students with Disabilities, as well as receive mathematic and literacy intervention.

Professional development for parents includes workshops, community meetings, advisory committees, school-based programs led by parent coordinators, and parenting classes hosted by central services and other non-profit organizations with which MPS is affiliated. Additionally, as needed, parents will be offered child care services during school events, transportation or transportation reimbursement. Information and resources will be provided to parents through multiple venues and languages, and parents will have direct access to district enterprise resources.

Students will be educated in learning environments that are safe, drug free, and conducive to learning. Select schools will improve the learning environment, increase attendance and reduce suspension through the tiered interventions of the Positive Behavioral Intervention and Supports (PBIS). Both public and non-public schools will be offered a menu of research-based curricula to support students in acquiring the skills and information necessary to make healthy and safe lifestyle decisions. Implementation of Violence-Free Zones in MPS high schools is underway through partnership with the Center for Neighborhood Enterprise. In addition safety assistants and safety coordinators will support safe schools through the continuation of district-wide crisis prevention intervention (CPI) training.

MPS students deserve nothing less than to be taught by the most qualified and well-prepared teachers and paraprofessionals in schools guided by capable leaders. This will be achieved by recruiting and retaining highly qualified teachers in critical shortage areas and providing significant assistance to teachers who are initial educators or teaching with an emergency license. Experienced and tenured teachers will be supported through ongoing collaborations with institutions of higher education. MPS staff members will receive professional development as specified by the Wisconsin Quality Educator Initiative (PI-34) and principals, school leaders, and initial educators will also participate in individually tailored, differentiated instructional support.

High school students will be supported through smaller learning communities, additional instructional opportunities including virtual school, early/night/weekend/summer school, flexible schedules to accommodate work, career-related 21<sup>st</sup> Century skill development courses, evidence-based programs, and extra support for non-proficient students. These activities combined with rigorous aligned curriculum standards will lead to the ultimate goal of all Milwaukee students graduating from high school.

**Milwaukee Public Schools  
ESEA Consolidated Plan  
2009 - 2010**

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**INSTRUCTIONS:** Complete and submit a completed signed copy to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**  
**ATTN: MARCIA MEYERS**  
**TITLE I AND SCHOOL SUPPORT TEAM**  
**P.O. BOX 7841**  
**MADISON, WI 53707-7841**

District

Milwaukee Public Schools

**ASSURANCES**

**GENERAL ASSURANCES**

(a) ASSURANCES—Any applicant, other than a state educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the state educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
- (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to these entities; and
- (B) the public agency, nonprofit agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program including—
- (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state educational agency, the secretary, or other federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each such program;
- (6) the applicant will—
- (A) submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each such program; and
- (B) maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties; and
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- (8) Section 9524. School Prayer—(b) The LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

The local educational agency (LEA) assures it will use funds to supplement and not supplant those from other sources otherwise available to continue current or past efforts

That the application is available for review by the public.

*Comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that the applicant would have addressed, absent this consolidated application, in a program-specific plan or application, and maintain records of their compliance with each of those requirements.*

*Any printed (or other media) description of ESEA programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the ESEA programs which are involved.*

**PRIVATE SCHOOL PARTICIPATION (Title IX, SEC 9501(a)(b)(c)(d))**  
 The LEA will comply with SEC 9501 regarding participation by eligible private school children, teachers, and parents. Sec. (b)(11)

**Title I, Part A**

Section 1112 2 (c) In General—Each LEA plan shall provide assurances that the LEA will—

- (A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- (B) provide technical assistance and support to schoolwide programs;
- (C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards;
- (D) fulfill each agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116 (b);
- (E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120. and timely and meaningful consultation with private school officials regarding such services.
- (F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- (G) in the case of a LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A (a) of the Head Start Act;
- (H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- (I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- (J) inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under title IX and, if the state is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
- (K) coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116;
- (L) ensure through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

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**ASSURANCES (cont'd.)**


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(M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3);

(N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable format and, to the extent practicable, provided in a language that the parents can understand; and

(O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

(P) participate, if selected, in the state National Assessment of Educational Progress (NAEP) tests.

(Q) The LEA has established and implemented a districtwide salary schedule and comparability policy. Annually the district ensures that its policy results in equivalence among schools in provision of teachers, administrators, and other staff, and equivalence among schools in the provision of curriculum materials and instructional supplies.

**Title I, Part C, Migrant Education Assurances**  
**Section 1304(c) Assurances**

Each such application shall also include assurances, satisfactory to the Secretary, that—

(1) funds received under this part will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

(B) to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A and part I;

(3) in the planning and operation of programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

(6) to the extent feasible, such programs and projects will provide for—

(A) advocacy and outreach activities for migratory children and their families of, or helping such children and families gain access to other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs, including such programs that use models developed under Even Start;

(D) the integration of information technology into educational and related programs, and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

(7) the state will assist the secretary in determining the number of migratory children under paragraphs (1)(A) and (2)(B)(i) of section 1303(a) through such procedures as the Secretary may require.

**Title II, Part A**

(1) the school district will target funds to schools within the jurisdiction of the LEA that:

(A) have the lowest proportion of highly qualified teachers;

(B) have the largest class size; or

(C) are identified for improvement under sec. 1116(b).

(2) the school district will comply with sec. 9501 regarding participation by private school children and teachers.

**Title II, Part D**

The LEA must comply with section 2441. INTERNET SAFETY as it applies to availability and use of funds form.

The LEA must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the statutory local plan requirements found in section 2414—LOCAL APPLICATIONS.

The LEA must use twenty five percent (25%) of its formula funds for ongoing, sustained, and intensive, high-quality professional development. Section 2414—LOCAL APPLICATIONS.

The district has a plan for the evaluation of students in order to demonstrate technological literacy by the end of the eighth grade. Section 2402

**Title III, Part A**

(1) The LEA shall comply with the provisions of section 3302 related to parental notification prior to, and throughout, each school year.

(2) The LEA shall annually assess the English proficiency of all limited English proficient children participating in a program funded under this subpart, consistent with section 1111(b)(7).

(3) The LEA shall comply with the requirement in section 1111(b)(7) to annually assess in English children who have been in the United States for 3 or more consecutive years.

(4) The LEA shall use curriculum, and instructional approaches and methodologies based on scientifically based research on teaching limited English proficient children and youth *and* that has been demonstrated to be effective.

(5) The LEA shall coordinate its programs and activities under Title III with its other programs and activities under this Act and other Acts, as appropriate. This includes state or locally funded programs and activities for LEP students and their teachers or parents.

(6) The LEA shall expend the funds to improve the education of limited English proficient children, by assisting the children to speak, read, write, and comprehend the English language *and* meet challenging state academic content and student academic achievement standards.

(7) The LEA shall use the funds in ways that will build such recipient's capacity to continue to offer high-quality language instruction educational programs that assist limited English proficient children in meeting challenging state academic content and student academic achievement standards once assistance under this subpart is no longer available;

(8) The LEA shall use not more than 2 percent of allocated funds for the cost of administering Title III activities.

(9) The LEA consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing the local plan.

(10) The LEA shall conduct professional development activities under Title III of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom. Professional development activities may not include a component(s) of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher.

(11) The LEA shall certify that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English *and* any other language used for instruction, including having written and oral communications skills.

**ASSURANCES (cont'd.)**

(12) The LEA shall conduct evaluations and prepare progress reports as required by the department and the Act.

**Title IV, Part A  
Safe and Drug Free Schools**

(d) Contents of Applications. An application submitted by a LEA under this section shall contain:

- (1) an assurance that the activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement;
- (2) an assurance that funds under this subpart will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of funds under this subpart be made available for programs and activities authorized under this subpart, and in no case supplant such state, local, and other nonfederal funds;
- (3) an assurance that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;
- (4) an assurance that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - (A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
  - (B) security procedures at school and while students are on the way to and from school;
  - (C) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
  - (D) a crisis management plan for responding to violent or traumatic incidents on school grounds; and
  - (E) a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that—
    - (i) allows a teacher to communicate effectively with all students in the class;
    - (ii) allows all students in the class to learn;
    - (iii) has consequences that are fair, and developmentally appropriate;
    - (iv) considers the student and the circumstances of the situation; and
    - (v) is enforced accordingly;
- (5) an assurance that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application.

**Section 4141-Gun Free Schools Requirements**

- (d)(1) Each LEA requesting assistance under NCLB assures that it is in compliance with the state law requiring expulsion from school for a period of not less than one year for any student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, under the jurisdiction of the LEA.
- (d)(2) Further, the LEA assures it will provide a description of the circumstances surrounding any expulsions imposed under this state law including:
  - (A) The name of the school concerned,
  - (B) The number of students expelled from such school,
  - (C) The types of firearms concerned
- (h)(1) The LEA acknowledges that no funds will be made available under NCLB unless the agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the agency.

**SEC. 9534. CIVIL RIGHTS.**

(a) IN GENERAL—Nothing in this Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under this Act.

(b) **RULE OF CONSTRUCTION**—Nothing in this Act shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in section 1116 of Title I, at the commencement of the entity's participation in a grant under section 1116 of Title I.

**Title X**

The LEA will develop and implement policies and procedures to ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths as described in paragraphs 722 (g) (3) through (7) and 722 (e)(3).

The LEA will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a LEA liaison for homeless children and youths, to carry out the duties described in paragraph 722 (g) (6)(A). Our liaison is:

Name	
Jennie Dorsey	
Title	Telephone Area/No.
Director of Parent and Student Services	(414) 475-8448
E-Mail	
dorseyjb@milwaukee.k12.wi.us	
Address	
5225 W. Vliet St., Milwaukee, WI 53208	

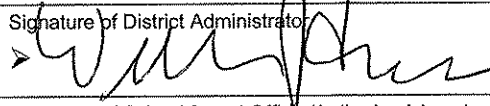
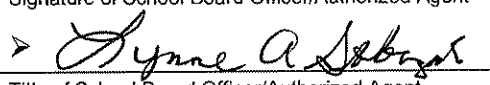
**GEPA 427-Equitable Access and Participation**

Under section 427 of the General Education Provisions Act, all applicants are required to include in their plans a description of steps that will be taken to remove barriers that may exist regarding equitable access to, or equitable participation in, activities and programs the state will undertake with the federal funds provided.

**Certification/Signatures**

**WE, THE UNDERSIGNED, CERTIFY** that the information contained in this application is complete and accurate to the best of our knowledge, that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

**WE FURTHER CERTIFY** that the assurances listed above have been satisfied and that all facts, figures, and representations in this application are correct to the best of our knowledge.

Signature of District Administrator	Date Signed
	8/25/09
Signature of School Board Officer/Authorized Agent	Date Signed
	8/25/09
Title of School Board Officer/Authorized Agent	Date Signed
Director/Board Clerk	



## **GEPA**

Barriers to successful achievement exist in any high-need, complex urban school district. Milwaukee Public Schools (MPS) takes proactive steps to eliminate barriers in order to provide the most valuable educational experience for all. Through adaptations and accommodations such as differentiated instruction, ESL teaching, culturally responsive education and teaching in multiple modalities. MPS includes and welcomes every child in all of its programs, activities, facilities and educational opportunities. This occurs regardless of the child's sex, race, age, religion, language, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or disability.

MPS ensures equal access to families and community members from diverse cultural and social backgrounds, including low-income and minority individuals, especially those who have traditionally been under-represented based on race, language, ability or soci-economic status. MPS removes barriers to family participation, by providing transportation, child care, printed materials in their native language, and accessibility to all buildings, to name a few. Additionally, families receive family literacy classes to acquire English skills so they are better prepared to assist their students with homework and to take full advantage of the district enterprise resources.

The removal of barriers extends to the staff members as well. MPS utilizes parity and non-discrimination to ensure that diversity is prioritized in all hiring processes for employment within the district, as well as in contracts developed outside the system of Milwaukee Public Schools.

In short, MPS makes a consistent, systemic effort to remove any and all barriers to successful learning and achievement.





Mail to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**  
**ATTN: MARCIA MEYERS**  
**TITLE I AND SCHOOL SUPPORT TEAM**  
**125 SOUTH WEBSTER STREET**  
**P.O. BOX 7841**  
**MADISON, WI 53707-7841**

<b>LEA Code</b>	<b>LEA Name</b>
3619	Milwaukee Public Schools

**CERTIFICATION COVERING DEBARMENT**

**Certification Regarding  
 Debarment, Suspension, Ineligibility, and Voluntary Exclusion  
 Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Milwaukee Public Schools

Name and Title of District Administrator/Designee

William G. Andrekopoulos, Superintendent of Schools

Signature

Date Signed Mo./Day/Yr.

8-25-09

**INSTRUCTIONS FOR CERTIFICATION**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



## Application Requirements Checklist Summary for Milwaukee (3619) 2009-2010

READ-ONLY! Make needed changes in the Application Requirements Checklist Data Entry.

\*Documentation for every item must be maintained locally by the ESEA coordinator in accordance with local records retention policy.

1. Needs Assessment:	Yes	No	N/A
a. District and/or school staff members have participated in data retreats or other forums to analyze student performance on state or local assessments.	<input checked="" type="radio"/>	<input type="radio"/>	
b. An assessment of local needs regarding professional development and hiring has been conducted, involving Title I-funded teachers, and focused on the instructional knowledge and skills and principal leadership skills needed to improve student achievement.	<input checked="" type="radio"/>	<input type="radio"/>	
c. The allocation of funds from Title IV-A was made based on an assessment of the schools and students in greatest need.	<input checked="" type="radio"/>	<input type="radio"/>	
d. The allocation of funds from Title V was made based on locally-identified needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Private School Consultation: The law requires each LEA to engage in timely and meaningful consultation with all private schools in its area regarding funds available under the ESEA to address the needs of the private school students and staff members.	Yes	No	N/A
a. Attempts were made to notify every private school within the territory of the LEA of the rights of their students and staff to benefit from ESEA aid and documentation of such attempts is available.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. All private schools indicating interest in participating in programs or services available under one or more ESEA titles were involved in the development of this application, or documentation of their refusal to participate is available.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The amount of funds to be allocated for the benefit of eligible private schools students, staff, and families was determined by using the equitable participation requirements in the law.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Parental and Community Participation and Involvement: The intent of the law is that there be significant and meaningful involvement by parents and the community in the assessment of needs, development, implementation, and evaluation of ESEA plan.	Yes	No	N/A
a. The LEA has policies and processes in place to comply with all the parent notification requirements contained in the Assurances for this application.	<input checked="" type="radio"/>	<input type="radio"/>	
b. The LEA receiving Title I-A funds and each school receiving Title I-A funds has a written parent involvement policy that was developed jointly with, agreed on with, and distributed to parents of participating children.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School staff, parents, and other appropriate persons have participated in the development of this application, and will be involved in its implementation and evaluation.	<input checked="" type="radio"/>	<input type="radio"/>	
d. The LEA has a process in place that makes effective use of technology to promote parental involvement and increase communication between home and school, and regularly informs parents about the technology that is used as part of the educational program.	<input checked="" type="radio"/>	<input type="radio"/>	
4. Integration with Federal Programs and Initiatives: The intent of the law is that actions and services funded with ESEA aid provided by entitlement be fully integrated with actions funded with other ESEA titles or federal entitlement aid and federally competitive grants.	Yes	No	N/A
a. The individuals responsible for coordination of all the ESEA title programs in the LEA worked together on the development of this application.	<input checked="" type="radio"/>	<input type="radio"/>	
b. The LEA conducted an assessment of local needs for professional development and hiring teachers, involving all teachers, and focuses on the instructional knowledge and skills of	<input checked="" type="radio"/>	<input type="radio"/>	

teacher and leadership skills of principals needed to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The individuals responsible for implementing competitive grants including but not limited to CSR, Technology, SDFSCA, 21st Century, READS, VISTA/Americorp, Mathematics and Science Partnership, or Service Learning were involved in the development of this application.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The individuals responsible for coordination of Even Start, Reading First, Early Reading First, and other federally funded programs for preschool children and their families present in the LEA or community were involved in the development of this application.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A local long-range strategic educational technology plan has been approved by the state since January 1, 2003.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Integration with State and Local Initiatives:</b> The intent of the law is that ESEA funded actions and services be fully integrated with state and local programs and initiatives.	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. The individuals responsible for implementing state requirements such as handicapped education, teacher licensing (PI 34), equity, and technology for the LEA were involved in the development of this application.	<input checked="" type="radio"/>	<input type="radio"/>	
b. The individuals responsible for implementing educational programs such as P-5, SAGE, AODA, or bilingual/ESL, in the LEA were involved in the development of this application.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Representatives of selected community-based entities involved in provision of supportive educational, health, or social services to at-risk children were involved in the planning to address the priority needs of homeless, migrant, neglected, or delinquent student populations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Professional Development Plan:</b> The LEA professional development plan is high-quality, based on the results of the needs assessment, aligned with the Model Academic Standards, aligned with Teacher and Administrator Standards, aligned with the federal goals, and that all professional development activities are based on scientifically-based research. Sec 2122	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. Indicators/Actions in the Program Plan are developed based on the analysis of the needs assessment, are designed to increase the student achievement and all are intensive, connected, and based on scientifically-based research.	<input checked="" type="radio"/>	<input type="radio"/>	
b. The professional development plan is evaluated using research-based evaluation methods.	<input checked="" type="radio"/>	<input type="radio"/>	
c. Activities are designed to eliminate the achievement gap that separates low-income, minority, and limited English speaking students from other students.	<input checked="" type="radio"/>	<input type="radio"/>	
d. Activities are designed to enable teachers to address the needs of students with different learning styles, student with special needs, gifted and talented students, and ELL students.	<input checked="" type="radio"/>	<input type="radio"/>	
<b>7. Public Reporting:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. The LEA has processes in place to carry out the public reporting of student achievement results and teacher qualifications that are contained in the Assurances for this application.	<input checked="" type="radio"/>	<input type="radio"/>	
b. The LEA has processes in place to carry out the public reporting of drug and violence prevention program outcomes.	<input checked="" type="radio"/>	<input type="radio"/>	
c. The LEA has a process in place to communicate in an understandable and uniform format and, to the extent practicable, in a language that parents can understand.	<input checked="" type="radio"/>	<input type="radio"/>	
<b>8. NCLB Requirements:</b> Sanctions for Title I Schools Identified for Improvement (SIFI)	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. The LEA has policies and processes in place to comply with the <a href="#">Title I Schools Identified for Improvement (SIFI)</a> requirements.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The LEA has policies and processes in place to comply with the <a href="#">Title I District Identified for Improvement (DIFI)</a> requirements.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Milwaukee Public Schools  
Elementary and Secondary Education Act (ESEA)  
Consolidated Plan Narrative 2009-2010**

***Background***

Milwaukee Public Schools (MPS) was incorporated as a public school district in February of 1846. MPS is the 30<sup>th</sup> largest school district in the nation with students from diverse racial, ethnic, and cultural backgrounds. MPS' reported enrollment for the 2008-09 school year was 85,369, and the racial profile was 88.6% non-white. Data indicates the following enrollment percentages: American Indian (.8%), African American (57.0%), Hispanic (22.5%), Asian (4.6%), White (11.9%), and other race/ethnic groups (3.1%). There are 18.6% students identified with special education needs and 7.9% of students have limited English proficiency. Over 78% of all students qualify for free/reduced lunch, which is a strong indicator of the number of children living in poverty. Individually, 64 of the district's 213 schools have free or reduced lunch rates of 90% or more and nearly 60% of all school sites have free/reduced lunch rates of 80% or more.

Parents in Milwaukee have a wide variety of school choices for their children, including traditional public schools, diversified community schools, public charter schools, private and parochial schools, Milwaukee Parental Choice private schools, and charter schools operated by the City of Milwaukee and University of Wisconsin-Milwaukee. MPS is currently the authorizer for 35 public charter schools, and one new charter school will be opening in the fall of 2010. MPS has completed a formal high school redesign effort with new, small high schools and small learning communities in five large high schools added to the overall portfolio of high school options. Lessons from the formal initiative continue to influence the development of new school models. Currently a community advisory council is investigating school models and will make a recommendation for the next generation of high school services to be provided in the North Division High School building.

***Educational Reform Plan***

In July of 2007, the Board adopted the district's strategic plan, *Working Together, Achieving More – Action Plan to Improve Milwaukee Public Schools* (WTAM). The strategic plan outlines high-level goals for the district and also serves as the master plan for the budget. The FY10 budget moves forward with performance-based budgeting for Central Services departments, as well as performance measures for schools. Central Services departments' budgets and performance measures are aligned to the strategic plan and functional plans. Functional plans support implementation of the strategic plan. Schools aligned their school improvement plans to urgent facts, the district's strategic plan goals, and the schools' personnel and financial resources.

The performance-based budgeting model will continue to track and report progress toward the goals of the strategic plan, provide a process for reviewing and updating its goals and objectives, and link available resources to support attainment of the goals. Performance-based budgeting has, and will continue, to result in higher levels of accountability for those charged with the responsibility of improving student achievement.

Performance-based budgeting will give the public a clearer and more detailed picture of MPS and its reform efforts. It is imperative that MPS uses its resources wisely and concentrates them in key areas to improve student performance. Milwaukee Public Schools' improvement plan under the Elementary and Secondary Education Act (ESEA) has been developed using the

strategic plan as a guide to address the educational needs of the students. Strategic efforts must be focused on closing the achievement gap and improving outcomes for all children in MPS.

### **Mission Statement**

Milwaukee Public Schools educates all students for success in higher education, careers, and responsible citizenship so that MPS is the first choice for families.

### **Vision Statement**

Milwaukee Public Schools will be among the highest-performing urban public school districts in the country- providing rigorous, high-quality learning opportunities for all students. Schools will enable lifelong learning among students, families, educators, and other staff focused on continuous improvement. Teaching will be child-centered, based on research-proven methods, and aligned to high academic standards, while also meeting the learning needs of individual students. The district, its schools, and its employees will be accountable for measurable gains in student achievement.

Schools will be safe centers of community activity that are welcoming, well maintained, and accessible. Children will be provided maximum educational opportunities to become responsible citizens who make positive contributions to their communities. The district and its schools will strengthen partnerships with families and those in the community who influence and affect students and families.

### **Core Beliefs**

MPS' educational reform strategies are based on the following core beliefs: 1) Children come first; 2) The classroom is the most important place in the district; 3) Leadership and accountability are keys to success; 4) Central Services supports student achievement; 5) Families are valuable partners; and 6) Community partnerships add value.

### **Strategic Areas and Goals**

The five-year strategic plan includes the following three broad strategic areas and eight goals along with measurable objectives and key outcome measures.

#### **I. Student Success Through Academic Achievement**

Goal 1: Students meet or exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship.

#### **II. High-Performing Schools and Classrooms**

Goal 2: School communities work together for improvement in academic achievement.

Goal 3: Leaders and staff demonstrate continuous improvement through focused professional development.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Goal 5: School staffs are supportive and responsive to students and families.

#### **III. District and Community Support**

Goal 6: The district is accountable for measurable results.

Goal 7: The district's central services departments support student learning.

Goal 8: The district builds partnerships to support student achievement.

The district's plan for implementation will become part of the district's performance-based budgeting. This system will:

- track and report progress toward the plan's goals;
- provide a process for reviewing and updating the plan's goals and objectives and hold staff accountable for implementation; and
- link available resources to support attainment of the goals.

The district's annual budget for 2009-2010, including federal, state, and grant-funded categorical monies, was developed to support the district's strategic initiatives with a focus on improving achievement, closing achievement gaps, and reducing the number of Schools Identified for Improvement in compliance with the federal *Elementary and Secondary Education Act (ESEA)*.

Through this action plan, MPS will be working *system wide* to improve instruction based on high quality research and educational best practices. The plan will mark a change from individual school efforts to a district wide plan for improvement. MPS is moving from school-based thinking to systemic thinking. MPS is moving from a culture of individual practitioners to professional learning communities that understand the unique challenges of effectively educating students in an ethnically diverse, urban school district.

### ***Partnership Collaboration to Support Quality Teaching and Learning in Milwaukee Public Schools***

MPS entered into an unprecedented and unique collaboration with community partners to support the district's strategic initiatives to enhance the quality of teaching and learning in MPS. This distinctively urban P-16 partnership, called the Milwaukee Partnership Academy (MPA), was initiated in 1999 and includes the following core members: Cardinal Stritch University, Greater Milwaukee Committee, Metropolitan Milwaukee Association of Commerce (MMAC), Milwaukee Area Technical College (MATC), Milwaukee Area Workforce Investment Board, Milwaukee Board of School Directors, Milwaukee Public Schools (MPS), Milwaukee Teachers' Education Association (MTEA), Office of the Mayor of Milwaukee, University of Wisconsin-Milwaukee (UWM), the Wisconsin Department of Public Instruction (DPI), and other affiliate partners including parent representatives, parent organizations, institutes of higher education, foundations, community based organizations, and government officials. The MPA is based on the belief that improving the quality of teaching and learning in the Milwaukee Public Schools is the joint business of universities and colleges, public schools, and the community at large. Their work represents a collective commitment to accept the challenge that improvement means staying on course, but also keeping a sense of urgency as a driving force to improve the education—and the future—of Milwaukee's students.

The broad initiative of the MPA is to assure that every child in MPS is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success. The primary goals of the partnership are consistent with the district's strategic initiatives and are directly focused on the provisions of the federal *Elementary and Secondary Education Act*. The goals of the partnership are to:

- Improve Teacher and Principal Quality
- Increase Student Achievement At All Educational Levels
- Address Systemic Issues across Educational Institutions

## ***I. Plans for Development of the District's Consolidated Local Plan***

### ***A. Planning Process and Timeline for Consolidated Local Plan***

#### Process and Timeline

MPS established an ESEA Consolidated Planning Team to develop the district's consolidated plan as well as to monitor implementation timelines to meet the entitlement program requirements for Titles I-A including American Recovery and Reinvestment Act (ARRA) funding, II-A, II-D, III-A, and IV-A. The planning committee is composed of the coordinators of the district's categorically-funded programs (Appendix A, Title Coordinator contact information) and administrative staff from divisions directly responsible for implementing the district's consolidated plan, including the Department of Educational Services, Department of Special Services, Department of Human Resources, Department of Parent and Student Services, Strategic Planning and Grant Development, Diversity and Community Engagement, Technology, Research and Assessment, School Safety, Recreation and Community Services and Finance. In addition, coordinators responsible for various programs participate on the planning team, including summer school/ Supplemental Educational Services, Head Start, P-5 program, SAGE, Early Reading First, Reading First, Homeless Education, Career and Technical Education, professional development, at-risk programs, and health services. The team also includes parents and non-public school representatives. The team roster is included in the Appendix B. Seven planning meetings were held between April and August 2009 (Appendix C). The team reviewed and analyzed student achievement and other needs assessment data at two of the planning meetings (Appendix D). The district maintains on file the planning team roster, meeting agendas and minutes, and attendance documentation.

#### Components of the Plan

The components of MPS' action plan focus on improving the quality of teaching and learning in MPS to meet the provisions of the *Elementary and Secondary Education Act* (Appendix E, 2009-2010 Improvement Plan Strategies). The strategies are partnership supported and driven, and are directed to ensure challenging academic standards, aligned curriculum, assessment, and instruction, in which school leadership teams use both state standardized assessment data and classroom assessments based on standards to inform instruction and identified strategies to build school leaders and create professional learning communities within each school. Significant progress has been made to unify programs and services funded through the district's categorical programs, including Titles I-A, II-A, II-D, III-A, and IV-A, in support of the consolidated school improvement plan to address the requirements of the *Elementary and Secondary Education Act* and to eliminate duplicated services across categorical programs. Emphasis has also been placed on removing conflicting efforts that do not substantially support the district's strategic initiatives.

The district's ESEA improvement plan strategies are aligned with the five-year strategic plan, which include the following research-proven best practices:

#### *Strategic Area I - Student Success Through Academic Achievement*

- *Expand preschool classrooms* – On June 4, 2009, the Milwaukee Board of School Directors approved use of ARRA funds to increase the number of children prepared for kindergarten by adding 12 early childhood classrooms and implementing literacy and math curriculum for K4 students.

The expansion will provide high-quality early childhood education that will improve school readiness for young children and ensure a smooth transition to Kindergarten. The early childhood expansion program will allow 120 additional children to receive quality early childhood education through Milwaukee Public Schools in year one and 240 in the second year. These programs will be state-licensed child care centers located in MPS elementary schools such as Congress and Keefe Avenue. These programs are fee based through parent paid fees or through the Wisconsin Shares Child Care Subsidy program for qualifying families. Collection of fees allows the program to become self-sustaining, because the state school funding formula does not support preschool education. Accreditation through the National Association for the Education of Young Children (NAEYC) will be sought to validate that the classrooms are meeting robust and rigorous national standards for education, health, and safety.

- *Adopt preschool - K4 curriculum* – The district will purchase literacy and mathematics curriculum for 124 schools with four-year old kindergarten (K4) programs. The curriculum will be aligned to the Kindergarten – grade 5 curriculum. Professional development will provide teachers with high yield instructional strategies that will positively impact student outcomes. Improved curriculum and instructional strategies at the K4 level will provide students the great start they need to remain proficient or above and will help in reducing the achievement gap in reading and mathematics.
- *Implement the Comprehensive Literacy Plan* – The Comprehensive Literacy Plan was developed in response to a state mandate to improve literacy in MPS. The plan was composed based on the *Wisconsin Model Early Learning Standards*, the *Wisconsin Model Academic Standards*, the *Framework for 21<sup>st</sup> Century Learning*, and the feedback from external reviewers, which included a representative of the state department of education and three literacy experts with history of engagement in literacy research. The Comprehensive Literacy Plan will be phased in to SIFI schools during the 2009-10 school year. Implementation and professional development that support the plan will begin in Fall, 2009. Title I ARRA funds will be used for curriculum and related material to introduce the Comprehensive Literacy Plan across SIFI schools

The Comprehensive Literacy Plan is designed around four grade spans (PreK, K5-Gr. 3, Grades 4-8 and Grades 9-12). At each grade span, a structure for explicit reading and writing instruction is provided. Students participate in whole and small group instructional activities that include teacher modeling and guided and independent practice. Core and intervention reading programs support differentiated needs of students. Phonemic awareness, phonics, vocabulary, fluency, and comprehension are the core reading components that are addressed. The plan also incorporates technology, feedback, and reflection. In order to achieve the goal of having every student performing at or above grade level and engaging in 21<sup>st</sup> Century learning, the Comprehensive Literacy Plan, focuses on five key areas: 1) Aligned Curriculum, 2) Data Analysis, 3) Extended Learning Time, 4) Differentiated Instruction and 5) High Yield Instructional Strategies. These areas serve as the focal points for designing literacy professional development that enhances and supports classroom teachers, literacy leaders, and administrators. (National Council Teachers of English, 2008; Partnership for 21<sup>st</sup> Century Skills, 2007; National Institute for Literacy, 2007; Cowen, J. (2003). National Reading Panel, 2000).

- *Implement the Comprehensive Mathematics Frameworks* – The Comprehensive Mathematics Framework was developed as a vision for the PK-16 teaching and learning of mathematics. The framework is represented by a cycle that revolves around the Wisconsin Academic Content Standards of numbers, algebra, statistics, probability, geometry, measurement, and their interconnections. The components of mathematical proficiency that drive classroom practice include: understanding, computing, reasoning, applying, and engaging. The mathematics frameworks provide tools to help teachers further shape mathematics-focused activities with the goal of every student performing at or above grade level. The *Milwaukee Mathematics Partnership* was supported through a five-year, \$20 million grant from the National Science Foundation. The Governor of Wisconsin allocated \$10 million dollars of the state budget to assist MPS in continuing the work of the *Milwaukee Mathematics Partnership*. The work will be based on three goals: 1) Increasing Mathematics Achievement, 2) Increasing Leadership for High-Quality Mathematics Teaching and Assessment, and 3) Increasing Mathematical Knowledge for Teaching. The math partnership project targets student mathematics achievement in MPS and student transition to higher education. An Institutions of Higher Education Mathematics Network, consisting of two and four-year colleges and universities, focuses faculty on the mathematical preparation of teachers. Key courses in the preparation of teachers, both in mathematics and education, are being redesigned or created to strengthen the mathematics content knowledge of teachers. (National Research Council, 2001a, 2001b, and 2002; Ball & Bass, 1999; National Council of Teachers of Mathematics, 2000; Wenglinsky, 1998).

A collaboration began in November 2004 to strengthen and motivate MPS students in grades K-12 in science, technology, engineering, mathematics, and related careers. Approximately 40 business corporations, community organizations, foundations, colleges, universities, and others are a part of the MPS STEM Partnership Team (STEM stands for Science, Technology, Engineering and Mathematics); (National Science Education Standards; Wisconsin Department of Public Instruction, 1998; National Science Resources Center, 2000).

MPS will use Title I ARRA funds to continue to grow national best practice models that integrate academic and career themed programs. Over FY 2010 and 2011, MPS will implement 8 new pre-engineering programs in K-8 or middle schools with Project Lead the Way. The district will also start up a rigorous Bio-Medical Science curriculum in seven high schools. Construction education programs will be re-built in four high schools and robotics will be introduced in at least 8 new high schools across the city. In many of these schools, the programs are infused into small learning communities with some using the National Academies Foundation model. Each of these areas uses curriculum designed along national standards and reflecting cutting edge technologies.

- *Engage students in the learning process* – Every School Identified for Improvement (SIFI), supported by their district-level Systems of Support (SOS) team, undertakes a comprehensive examination of the teaching practices, student-learning experiences, and teacher-student interactions incorporated in each school's classrooms. Utilizing the district approved walkthrough tool and other pertinent learning walkthrough data, priority is given to looking at students' active engagement and higher order thinking in the learning process, differentiated instruction, and high expectations to enhance the learning process (Milanowski, A., 2009; Downey, C. et al, 2004; Saginor, N., 2008).

- *Provide a vision for Information and Technology Literacy:* Technological literacy creates the foundation upon which communications, interaction, learning and innovation happen in today's increasingly sophisticated world. Technology is an extension of human capability, which empowers the learner and the systems they interact with. Milwaukee Public Schools uses technology to enable students and staff to become self-directed and efficient learners, allowing them to engage comfortably and knowledgeably in a world built and dependent on technology.
- *Maintain same level of service at all Community Learning Centers (CLCs)* – The primary funding source for the district's CLCs has been the Wisconsin Department of Public Instruction's CLC grant. The grant has provided an annual award of \$100,000/site for five years. At the completion of their 5-year CLC grant, sites are eligible to apply for a 3-year continuation grant. However, the funding provided by this continuation grant diminishes from \$100,000 in year one, to \$75,000 in year 2, to \$50,000 in year 3.

In the 2009-10 school year, 27 MPS CLCs will be impacted by this grant reduction resulting in a funding gap of \$800,000. As more sites approach the 'sunset' phase of their CLC grant, the gap will increase to \$1,825,000 in 2010-11; \$3,175,000 in 2011-12 and \$3,650,000 in 2012-13. This reduction in funding will translate into fewer students being served after school in some of the neediest areas of Milwaukee.

American Recovery and Reinvestment Act (ARRA) funding through Title I will fill the gap created by the reductions in state grant support for CLCs so that all sites can provide full level after school services.

- *Provide after school reading and mathematics tutoring* – The *Select 20* intensive Academic Tutoring Program (ATP) will provide 20 targeted students performing below level in reading and/or mathematics with specific academic support taught by highly qualified teachers. This intensive, referral-based, academic tutoring program will be offered after school for a minimum of 3 hours per week for 25 weeks in all Community Learning Centers (CLC's) and Schools Identified for Improvement (SIFI). Teachers participating in the program will have professional development to assure familiarity and mastery of the tutoring curriculum.

Students selected for the ATP must meet the following minimum criteria: performing at the minimal or basic level in reading and/or math on the Wisconsin Knowledge and Concepts Examination (WKCE) and/or benchmark assessments.

- *Support health and wellness* – Providing health services for children and families is a priority for the Milwaukee Public Schools. The district is expanding partnership relationships with health care providers and community-based organizations and is seeking extramural funding to support the overall health and wellness of students through specific oral health, vision, and immunization programs. Title I funds are being used to expand the number of school nurses, psychologists, and social workers that support the health and wellness needs of students and contribute to increased achievement (Maughan 2003; Allen 2003; Wyman 2005).

- *Create new and more successful high school options* – The formal MPS High School Redesign Initiative has completed efforts to launch new, small high schools. Our new, small high schools are now firmly part of the high school options in Milwaukee Public Schools. Among the last to open was Transition High School, a school serving students returning to classrooms after a period of incarceration, truancy, or dropping out. Before the launch of Transition, only 14% of student who returned to an MPS school after a period of incarceration remained enrolled for 12 months. After the first full year of operation, Transition 63% of students who were incarcerated prior to enrollment remained in school for 12 months.

Efforts to create new and more successful high school options for all young people in Milwaukee continued through expansion of Small Learning Communities implementing the First Things First framework (Howley, Strange, & Bickel, 2000; Barth, Haycock, Huang, & Richardson, 2000; Levine, 2001). Custer moved to year 1 implementation during the 2008-2009 school year. Vincent High School participated in the planning year and will move to year 1 implementation during the 2009-2010 school year. Bradley Tech, Pulaski and Madison continue with implementation.

Grant funds from the U.S. Department of Labor which supports efforts to keep students on track through academic, employment, and community supports were expanded. An additional \$1,060,000 was awarded to continue prevention and intervention activities at Bradley Tech, South Division, Madison, and the North Division Campus.

- *Attract quality charter school expansion* – The District is seeking established charter schools that have demonstrated high academic performance to come to Milwaukee. A request for proposal will be submitted to contract with a vendor who can support the recruitment and retention of high quality charter schools in Milwaukee. The contract will provide a financial incentive for experienced charter school providers for set up purposes or facility support. Recruiting national charter school models will provide enhanced opportunities for students to increase academic achievement.
- *Implement extended year calendar in 8 charter high schools* – A proposal was brought forward to the District to provide an alternative calendar for 8 small high schools. These schools will include an extended period for professional development, along with extended inter-sessions for students. The inter-sessions will include time for credit recovery, academic enhancement and academic enrichment that may not be provided at their school. This collaborative effort between the schools will allow for extra educational opportunities for students. Funding supports both planning time and extra teaching days for these 8 schools.
- *Implement high school readiness programming* – ARRA funds will be used to develop and implement an aligned high school readiness program, *Freshman Connection for all MPS high schools*. The goal of *Freshman Connection* is to support successful transition from 8th grade to high school for new 9th grade students who are not yet proficient and are likely to struggle to complete at least 5 credits during the first full year of school. In the summer of 2009, *Freshman Connection* was implemented as a pilot program in 4 large high schools, targeting non-proficient, first time ninth grade students. Students were provided a two week, ½ credit course focusing on the academic and social skills needed for high school success. Based on evaluation of the pilot program, the program will be re-designed for summer 2010

including availability at more high school sites. The two-week experience will continue to focus on non-proficient students offered to students from all high school sites. In order to create efficiencies smaller high school sites will be approached to partner with other smaller high schools to offer the opportunity on one campus. Large high schools with small number of non-proficient students will participate in a similar fashion.

- *Begin postsecondary support in 9th grade* – MPS will contract with a postsecondary transition program with proven ability to work with first-generation college students to provide students with tiered support beginning in 9<sup>th</sup> grade, and finishing with a high level of service in grades 11 and 12. The transition programming at the 9<sup>th</sup> grade will address the development of Individual Learning Plans (ILP), career exploration, selection of postsecondary educational programs, and careers.

The ILP will integrate and align academic graduation requirements with post-secondary expectations for enrollment and/or work upon graduation. Students will investigate the inter-relationship of educational achievement, life goals, career planning, training, and placement; as well as evaluate the present job market and analyze future trends for the purpose of maximizing future career options.

The following are essential elements of a readiness program: family/parental support, a reporting process (timeline and structure), student outcomes/expectations, calendared/grade level timelines for test taking skill development, initiating the college and financial aid applications, and an annual review and/or update of each individual learning plan.

- *Introduce study skills for 9th grade students* – Ninth grade, a time of transition, is considered one of the most challenging years for a student, the year when problems emerge and students are most likely to begin on the path to dropping out. Students who have difficulties in ninth grade are more likely to have attendance, discipline, and past academic problems, or even drop out. A ninth grade transition and support initiative for these students in the form of a *Freshman Seminar* that will target at-risk youth and focus on building study-skills, decision making, problem solving, community-service involvement, and service learning is proposed. It would include a freshman only orientation day, monitoring of students after the first marking period and reaching out to those who have failed at least one class; special attention to those who have poor 8th grade attendance; as well as success skills courses to name a few has been proposed. Similar programs have been implemented in MPS schools, but to understand which interventions are right for which students a team with broad school and district representation will be launched to conduct a full review of all current and planned ninth grade orientation practices, support systems, intervention practices, and related courses and bring back to the Board at the November meeting a plan for the comprehensive ninth grade initiative.
- *Provide more credit recovery opportunity* – Credit recovery exists to offer students the opportunity to earn credits in courses that they have failed or earned an incomplete in, but must pass to meet graduation requirements. Credit recovery programs provide alternative educational settings for those students “who are at risk of not graduating from high school.” MPS is committed to providing these students with a smaller teacher/student ratio, individual instruction, alternative scheduling, academic and work linkages, and effective supports. Through an RFP process, community-based agencies, including MPS Partnership

Schools, will be selected to offer a credit recovery program for high school students. The program will have a flexible schedule that will allow students to participate during after school hours during the week and also on Saturdays at the program site. Students must complete the required hours to earn credits in each course. Students that are enrolled in a school that does not have a credit recovery program will have the first opportunity to enroll in the program.

- *Expand GED0#2* – The GED Option #2 (GEDO #2) Program allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. A student who passes the GED tests and completes the other requirements for graduation is entitled to the traditional high school diploma. The number of GED Option #2 sites within MPS will decrease for the 2009-10 school year, but an increase will occur in the number of students that are enrolled in the program. Five sites have been identified to receive \$75,000 of the ARRA funds, and an additional five will receive funding from the approved Board funds. This funding will allow sites with the greatest number of over-aged students two years or more behind grade level to offer the GEDO2 program during the school day, and continue with additional hours during night school. This method will allow for an increase in the number of students served.
- *Align curriculum, assessment and instruction* – MPS will support instructional improvement across a complex and diverse system of differentiated schools. To provide consistency a definition of an aligned K-12 curriculum was developed with Linda Darling-Hammond, a professor at Stanford University and co-principal investigator for a research partnership between Milwaukee Public Schools and Stanford University’s School Redesign Network (SRN). The following definition will be used as the district supports schools in differentiating classroom experiences to meet the needs of individual students and to minimize the academic costs associated with student mobility. A coherent, high-quality curriculum organizes what is taught, the instructional materials and strategies used, and the monitoring and assessing of learning so that all students have access to a well-designed, intellectually challenging, and culturally relevant education that is consistently high-quality from classroom to classroom, grade to grade, and school to school.

ARRA funds will be used to align 6<sup>th</sup> through 12<sup>th</sup> grade curriculum with the knowledge necessary at each grade level leading to a mastery of the Advanced Placement examination in 12<sup>th</sup> grade. MPS currently supports six schools (Bay View, DIAL, Hamilton, MSL, Riverside and South Division) in a vertical alignment process of high school content areas leading to the AP exam. ARRA funding will support the participation of teachers in grades 6 – 8 from these high school “feeder schools” in the vertical alignment process for Advanced Placement examination success.

- *Develop a data tool for monitoring academic risk factors* –A school dashboard reporting tool to identify students who are at academic risk will be developed to facilitate early interventions. Reports that can be created are: a freshmen watch list to track incoming freshmen grades, attendance, and test scores; freshmen success reports to track freshmen progress; a twice-yearly credit recovery report to identify students who need to regain lost credits; and quarterly reports of postsecondary readiness to inform high schools of each 11th and 12th grade student’s postsecondary readiness.

- *Provide refugee services* – ARRA funds will expand services for refugee students in the areas of assessments and language instruction and acquisition by providing additional tutorial services after school in the New Comer Center Located in the Milwaukee Academy of Chinese Language building. Additional ESL services will be provided to parents of refugee students so they may help their sons/daughters with homework assignments. ARRA funds will also be utilized to bring in community presenters and associations to help refugee students and parents cope with the cultural transition that they may be experiencing.

*Strategic Area II – High-performing Schools and Classrooms*

- *Support parent involvement in 35 low-achieving elementary schools* – On June 4, 2009, the Milwaukee Board of School Directors approved the use of American Recovery and Reinvestment Act (ARRA) funds to improve parental involvement in 35 low achieving elementary schools and in all Milwaukee public high schools.

Since 2004, Milwaukee Public Schools (MPS) has been promoting the use of the National Standards for Parent/Family Involvement Programs. Quality indicators help to identify expectations for high performance in each standard area. These standards are based on Joyce Epstein’s “Keys to Successful Family-School Community Partnerships” model. The standards are listed below:

- Communication – Communication between home and school is regular, two-way, and meaningful.
- Parenting – Parenting skills are promoted and supported.
- Student Learning – Parents play an integral role in assisting student learning.
- Volunteering – Parents are welcome in the school and their support and assistance are sought.
- School Decision – Making and Advocacy – Parents are full partners in the decisions that affect children and families.
- Collaborating with Community – Community resources are used to strengthen schools, families, and student learning.

The stimulus funds under parental involvement will fund services to the 35 low-achieving elementary schools regarding the following:

1. Implement research-based school readiness and family involvement models for parents and their preschool through 3rd grade children, at home and at school, based on identifying the “The Keys to Successful School-Family-Community Partnerships” from Epstein’s Six Types of Involvement which are listed above.
  2. Increase communication with and outreach to parents to increase parental involvement in their children’s education and as a result
  3. Improve the school readiness of participating preschool through 3rd grade children as measured by a district identified measurement tool.
  4. Increase parental/family participation in the school community as measured by positive parent responses on the School Climate Survey.
- *Provide contracts for high school parent involvement* – MPS has continued to bridge the gap between school and home by providing ongoing opportunities for parental involvement at both the school and district level. Research has proven that a positive connection between school and home contributes to increased student achievement. Therefore, the district is interested in ensuring that all high school parents continue to be involved in their child’s education.

The stimulus funds under parental involvement will fund services to high school parents regarding the following:

- Implement models to increase the level of involvement of parents of high school students within each of the 9 System of Support (SOS) clusters.
  - Increase parental involvement and improve the overall academic achievement of high school students.
  - Work with high schools within a cluster to design effective communication and outreach strategies to parents of high school students.
  - Increase parental involvement by focusing on activities/strategies parents may use to assure their students are staying on the pathway to graduation and to assure successful post secondary readiness.
- *Provide support for Literacy and Math instruction* – Most schools have a Literacy Coach that coordinates the efforts of staff around the literacy model and engages teachers in job-embedded professional development, particularly newly hired teachers, to ensure success for all students. Literacy Coaches work collaboratively with teachers and support them in implementing the Comprehensive Literacy Plan. They also work with the Learning Team to analyze literacy data and develop and monitor the literacy portion of the School Improvement Plan. Funding from the Governor of Wisconsin will release 100 Mathematics Teacher Leaders from regular classroom duties in order to expand their leadership role in implementing effective mathematics teaching and assessment strategies. Math Teacher Leaders will provide support for the implementation of the Comprehensive Mathematics Framework. Title I-A, II-A, and V-A fund school and district-level staff to support teaching and learning of academic standards across all content areas (The Center for Comprehensive School Reform, 2007; Dole, (2004).; Jackson, 2004).
  - *Provide New Leader candidates with mentor opportunities* – Through a rigorous selection process, intensive training program, and ongoing support, New Leaders for New Schools provides a pathway for current and former educators to become outstanding principals of urban public schools. ARRA funds are designated for the salary and benefits of ten (10) New Leaders assigned as assistant principals in SIFI schools. The New Leaders will receive professional development and training while working as assistant principals. The principals of the school with whom each is assigned will serve as the mentor principal. In addition, some of the New Leaders candidates will also receive a mentor through Title I funds as initial educators or emergency licensed administrators. Some of the ARRA funds have been designated to provide salary and benefits for additional training during the summer of 2009. Some of the funds have also been designated for materials, supplies, and other training costs
  - *Strategically place Master teachers* – Twenty (20) Master teachers, who will be centrally funded, will be placed in SIFI schools in order to facilitate the implementation of the Comprehensive Literacy Plan.
  - *Provide multicultural training for teachers* – The CLEaR Justice initiative grew in response to the changing demographics of the district in order to address the important issues of Class, Language, Ethnicity and Race (CLEaR). This MPS initiative reflects our community’s urgent need to confront the practice, curriculum, and relationships that contribute to inequity and impede the education of our children. The CLEaR Justice initiative offers multicultural

training for all schools staffs through pilot projects conducting anti-racist multicultural staff development through presentations, workshops, professional development, speakers, and events. Other components of the CLEaR initiative include the Multicultural Teachers Council, the development of a listserv, an individual scholarship program, and curricular resources and supplemental materials for all elementary schools. The CLEaR Justice initiative builds on the strengths of our community's diverse race, class, language, and ethnic backgrounds, so that all of our children can realize their highest potential.

- *Provide Montessori training* – Due to the increased demand for Montessori education by Milwaukee parents there is a need for additional Montessori trained teachers in MPS Montessori Schools. To become a Montessori teacher in MPS as stipulated in the MTEA Contract teachers must be certified in an Association Montessori International (AMI) training program or an American Montessori Society (AMS) training program. Training occurs at either the 3-6 year old level or the 6-12 year old elementary level. Training options include either an academic year long course or three summer training periods. Title I-A ARRA funds will be used to support both options for new Montessori teachers. ARRA funding will also support professional development for paraprofessionals working in Montessori schools.
- *Provide all school staffs with PBIS training* – Positive Behavioral Interventions and Supports (PBIS) is a research-based, systematic approach for establishing the social, cultural, and behavioral supports needed for schools to be effective learning environments for all students. The goal of this initiative is to reduce classroom disruptions and student suspensions through a school-wide systematic three-tiered response-to-intervention (RTI) approach. Data shows that schools that implement PBIS with fidelity see decreases in disruptions and suspensions and increases in student achievement. PBIS is a joint district initiative between Milwaukee Public Schools' Department of Parent and Student Services and the Milwaukee Teachers' Education Association (MTEA).
- *Increase learning team capacity* – Each school is expected to have a learning team composed of individuals from the school community who are prepared to collect and interpret data to inform the school's improvement plan, provide support to teachers, enable embedded professional development at the school site, and help create positive conditions for continuous teacher and student learning. Learning Teams ensure that each school's improvement plan is data driven, that the curriculum is aligned with standards and assessments, that school-based decision making is a shared responsibility, that a climate exists to support a professional learning community, and that the school demonstrates fiscal responsibility. (Sparks, 2002; DuFour, 1991; Dede, 2004; Killion, 2002a, 2002b; Joyce and Showers, 2002; Barron and Goldman, 1994).

Each school's learning team will be provided with 40-60 hours per semester (number of hours depends on size of school) for collaboration and professional development. Schools may schedule planning time to best meet school needs. The additional funding will allow teachers to work with the school leader to address school professional development priorities identified in the school improvement plan. Use of the funds will provide learning team members time to meet and receive professional development in order to transform student achievement.

ARRA will reimburse learning teams that:

- Receive the initial 3-hour MPS Learning Team Ed Stat and SIP training
- Use the Ed Stat process
- Complete the Learning Team Rubric three times during the school year
- Receive training on the walkthrough tool: Learning At A Glance
- Complete two Learning-At-A-Glance walkthroughs during the 2009-10 school year and four Learning-At-A-Glance walkthroughs during the 2010-11 school year
- Use e-Development to document embedded staff development
- Submit meeting agenda and minutes
- Submit learning team roster and schedule of meetings
- Provide evidence that demonstrates the connection of learning team work with teacher teams

Goal: 90% of MPS schools will have a highly functioning Learning Team, as measured by the Learning Team Rubric June, 2011.

- *Design effective School Improvement Plans* – Each school designs an improvement plan that focuses on improved student outcomes for all students, including students with disabilities. Strategies for targeted subgroups of students are tied to a comprehensive, data driven needs assessment. The MPS 2009-10 School Improvement Plan (SIP) was completely redesigned to fully align with the measurable outcomes in Working Together, Achieving More strategic plan and with instructional strategies outlined in the district’s DIFI plan, ESEA Consolidated Plan, and the Instructional Improvement Functional Plan. The new template was released for schools in a MS Word format but will be transferred to a web-based database to better support monitoring and revising of the Plan. Involvement of the stakeholders in the development and ongoing review and adjustment of the SIP is a critical expectation set for each school (Efficacy Institute, 2001; DuFour, 1998; DuFour and Eaker, 1998; Farquharson, 1995).
- *Offer Saturday Professional Development Academies* – Saturday Professional Development Academies will be offered around needs identified through the district Improvement Plan and School Improvement Plans (SIP). There will be one Saturday per month starting in October and running through May dedicated to supporting teachers and school leaders’ professional growth needs. Similar professional development opportunities will be offered during the school day and after school for those unable to attend Saturday sessions.
- *Work together within professional learning communities* –The purpose of a professional learning community is to increase student achievement. A school functions as a professional learning community when all of its stakeholders demonstrate a shared mission, vision, and values, and participate in collective inquiry and collaborative teams with an orientation toward action and research, a commitment to continuous improvement, and a clear focus on results. The district conducts classroom walkthroughs which are focused on active student engagement and instructional strategies. The consolidated improvement plan provides support for district wide and embedded professional development to ensure effective professional learning communities in schools. (DuFour & Eaker, 1998; Sparks, 2002; National Research Council, 2000; Barron and Goldman, 1994).

- *Manage shared decision-making* – MPS requires the participation of school staffs, parents, and the community in school decision-making through the vehicle of the school governance council. Teachers, parents, school staff, and the community have more say about policies affecting their schools and children’s success. Schools make decisions on how to spend their allocations based on needs identified in their educational school improvement plans.
- *Support principal leadership and accountability* – Milwaukee Public Schools will utilize a comprehensive *Support and Accountability System for MPS Principals and School Leaders* for the 2009-2010 school year (Figure 1). MPS schools are organized into geographical regions called System of Support (SOS) Clusters (Appendix). Each SOS Cluster is led by a leadership team comprised of an Administrative Specialist, a Special Education Leadership Liaison, and a DIFI Supervisor. In 2009-2010 a social worker liaison will be added to each SOS Cluster. Each SOS Cluster is further supported with an Academic Support Team, a Parent and Community Support Team, and a Technical Support Team with representatives from nearly every department at the Central Services. The SOS Cluster model is designed to provide both the support and accountability processes and individuals to not only assist principals and school leaders but to also hold them accountable for school leadership and student learning. Supplemental services and summer school will be supported through the SOS framework.

Beginning principals and initial educator administrators will receive the support of one hundred hours of mentoring services provided through the MPS/Alverno Mentoring and Coaching Program. Approximately one hundred principals and administrators will participate in this supportive program. Experienced principals can voluntarily participate in the program and receive 50 hours each school year of coaching services which help the principals focus on strategies to move staff and students to higher levels of achievement.

Initial educator administrators working on the requirements for licensure under PI-34 will receive monthly support around this licensure in PDP Help Sessions. Higher education representatives and trained Professional Development Plan (PDP) administrators will meet with initial educator administrators monthly to review and approve PDP goals, verify plans, and provide training on the PDP process.

Providing ongoing support through multiple avenues of professional development is also an essential component of the MPS Support and Accountability System for Principals and School Leaders. Three days of orientation for new principals are planned for early August including an overview of services provided by the Central Services, hands-on Finance training, and training from the Department of Administrative Accountability on staff evaluation, misconduct, and opening procedures. All principals and school leaders will participate in the 2009 MPS Superintendent’s Fall Institute for School Leaders. Three full days of sessions that focus on the work of the principal as instructional leader are designed to help principals understand the new initiatives and requirements of schools for the 2009-2010 school year.

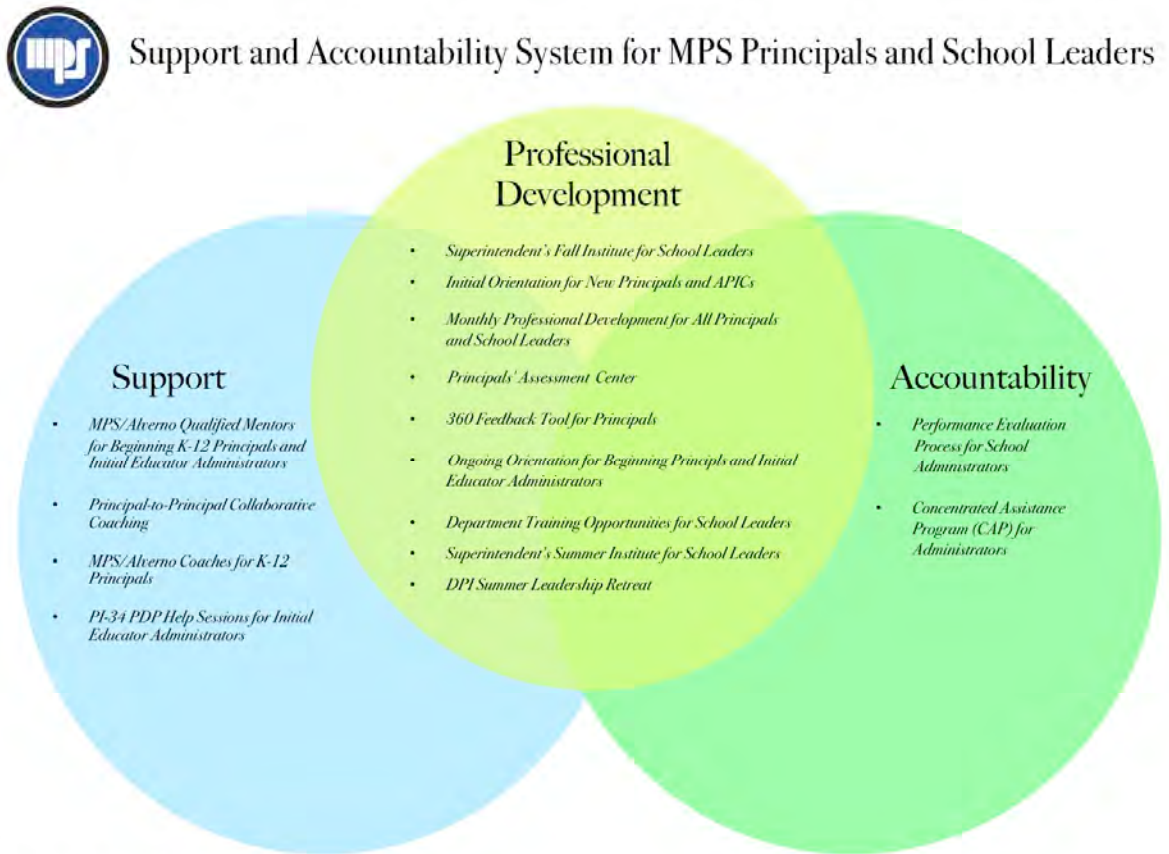
As a follow up to the Ed Stat work at the Fall Institute, all principals and school leaders will participate in the district’s monthly SOS Cluster Leadership Workshop. These half-day sessions will provide cluster meeting time for the SOS Leadership Team with principals and school leaders as well as provide two hours of seminar time called the MPS EdStat

Workshop. Triads of principals will work with the SOS Academic Team to look at school data around standardized tests, benchmark data, attendance, and suspension data in relation to the School Improvement Plan for each school. Consistent with the corrective action plan, social workers funded through School Improvement Grant funds will be assigned to each SOS cluster and will provide additional support to schools around attendance and restorative justice issues.

Beginning principals also will participate in ongoing orientation sessions as a part of the MPS Principal Induction Program. Nine morning sessions, occurring in the schools of Master Educator licensed principals, will focus on the work of Pam Robbins, *The Principal's Companion*. Topics are aligned not only to the work of the principals and the text, but also to State Standards and the MPS evaluation process for all administrators.

Additional opportunities for training will be provided by MPS Central Services departments with sessions focused on budget, finance, data, and special services for students.

Figure 1



Department of Administrative Accountability  
7/15/09

### Strategic Area III – District and Community Support

- *Participate in performance-based budgeting* – Functional plans guide the five-year implementation of the district strategic plan in 18 key areas. Central department alignment of budget goals and objectives to WTAM and functional plans continued in FY10. All traditional and instrumentality charter schools participated in outcome budgeting for FY10. The performance measure budget report has been incorporated into FY10 School Improvement Plans. Each school distributed all school administered budget resources across the five “Working Together, Achieving More” (WTAM) goals associated with school-based performance. To underscore the urgency of reform, outcome measures for each school reflect district wide outcome measures associated with these goals. Urgent facts listed on the report allow a comparison of each school’s performance on key strategic measures to WTAM annual outcome measures.
- *Integrate key data systems* – A comprehensive integrated resource information system (IRIS) to provide real time reporting of district information will be developed and implemented. Development of a reporting tool capable of incorporating information from existing stand-alone systems for student enrollment, performance data, financial data, personnel data, special education data, and benchmark assessment data will improve data-driven decision making throughout the district. Creation of portal tools to publicly report district financial and performance data on an on-going basis will also be developed and implemented. Development, implementation, and system maintenance will require three full-time staff positions. Cost savings achieved through system integration are expected to fund positions after stimulus funding ends.
- *Report data for accountability* – The district annually publishes a Report Card detailing overall and school-by-school achievement, attendance, and demographic data. School Climate Survey data of students, parents, and staff is also published annually for each school along with grade-span value-added measures. Central Services evaluates school performance to ensure early intervention when appropriate. Special attention is paid to special education compliance and each school’s adherence to regulations is monitored throughout the year and formally in the spring semester via the Continuous Improvement Focused Monitoring tool (CIFM). The district provides targeted support and prescriptive interventions in areas such as curriculum, budget, staffing, and administrative evaluation to *low-performing schools*, especially Schools Identified for Improvement by the State Superintendent. The evaluation system for various employee groups will be reviewed and modified over the next couple of years to ensure that the systems are well-aligned with targeted outcomes in Working Together, Achieving More.
- *Maximize use of Title 1-A stimulus funds* – Two year funding will be provided for a principal on special assignment to oversee implementation of all education programs supported with Title 1-A stimulus funds. The person in this position will be charged with keeping implementation on track and assuring coordination of professional development efforts that underpin reform efforts. Additionally, a contract for staffing services will provide support for data collection and separate accounting required under ARRA. ARRA requires separate rigorous financial accounting as well as quarterly program implementation and outcome reporting. Funding will support evaluation of major ARRA initiatives.

- *Meet ARRA requirements for participation of non-public schools* – ARRA funds are to be used to support research-based educational initiatives and goals. Title IA requires equitable participation of non- public schools. To ensure equitable participation, the Local Educational Agency (LEA) must assess, address and evaluate the needs of non-public school students and teachers. Equitable participation also includes spending an equal amount of funds per student to provide research based services that are secular, neutral and non-ideological. ARRA funds will offer research based services and provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers.
- *Attract and retain staff for hard-to-staff schools* – MPS will contract with a teacher recruitment agency to recruit teacher applicants for hard-to-staff schools. In 2008-09, several SIFI schools with significant vacancies in the past were able to fill all positions at the start of the school year with recruits generated by an outside service provider funded on limited, pilot basis. Schools have reported high satisfaction with the quality of applicants. Through the use of ARRA funds, services will be provided for all SIFI schools.
- *Partnerships that support student achievement* – The district and schools collaborate with businesses and community organizations to provide educational and recreational activities for students and families; to use schools as gathering places and activity centers for community groups; and to involve businesses and community organizations in teaching and learning activities during the school day. The district and schools’ work with community-based, non-governmental and law enforcement organizations to enhance and support the district’s anti-violence, anti-drug, and cultural sensitivity programs for students, families, and school communities. MPS will work with sponsoring and community agencies to provide support and resources for refugee and immigrant families. The district and schools collaborate with business partners to provide students with mentors, internships, and pathways to future employment. The MPS STEM Partnership Team supports career development through initiatives such as Project Lead the Way. Partnership efforts are focused on and aligned to district needs, including fostering positive relationships with the community. Community partnerships are integral to the development, implementation and successful outcomes of the WTAM strategic plan.

The district’s consolidated plan will also address the provisions required related to *ensuring safe and drug-free learning environments*. The United States Department of Education requires that the “Principles of Effectiveness” govern recipients’ use of funds received under Title IV – the Safe and Drug Free Schools and Communities Act. The district has used a more effective delivery model for three years that has allowed for greater infusion of these principles into Title IV programming and a more effective use of Title IV funds. All schools interested in receiving Title IV funds or services have applied in the spring of 2009 to participate in one program from a menu of four school-wide evidence/research-based programs the district will support during the 2009-2010 school year. This will be a competitive process as needs exceed resources. A condition of application will be participation in a school-based needs assessment. Evidence/research-based programs have been selected based upon Youth Risk Behavior Survey

(YRBS) data, MPS school climate data, and connection to Title IV's goal and performance indicators. Schools will be provided with a comprehensive overview of each evidence/research-based program including:

- Life Skills Training
- Classroom Organization Management Program (COMP)
- Steps to Respect
- Second Step

Schools applying for Title IV will implement the mandatory DPI/MPS Alcohol, Tobacco and Other Drug Abuse (ATODA) Prevention Program Assessment Tool and complete pre and post program assessments as related to evidence/research-based programs. Schools will also use optional data sources to assess needs including the MPS School Climate survey, MPS 2007 YRBS data, school-based suspension/expulsion data, and other school-based data.

The application process clearly delineates the specific requirements and accountability measures. This will be a competitive process, which will help ensure that the evidence based/research based programs chosen will be implemented with fidelity. Based on available funding, schools chosen will be eligible for two years. The district's Wellness and Prevention Office will follow the Centers for Disease Control and Prevention's Comprehensive School Health Model to provide services to both public and non-public participating schools. Services include: Information and referral expertise in ATODA, networking opportunities, professional development and targeted training in core programs, technical assistance, resources/curriculum, family/community connections, and improved school climate.

In addition, schools will be able to sign up for training and materials for two additional evidence/research-based programs that are part of the health curriculum. These two programs address high risk sexual behaviors. Staff participating in the training will complete a needs assessment. The two programs are Making Proud Choices and Reducing the Risk.

Nationwide, the use of marijuana amongst high school students is rising. As reported on the 2007 Youth Risk Behavior Survey, MPS high school students reported that 50.8% had tried marijuana one or more times in their lifetime. Additionally, 26.8% of high school students reported using marijuana one or more times during the past 30 days. In an effort to address this behavior, MPS will offer a comprehensive program with a curriculum designed to raise student awareness of the dangers of drug use. Currently, MPS policy mandates that students violating the code of conduct for possession of controlled substances or possession with intent to distribute illegal drugs/alcohol/prescribed medications be recommended for expulsion, and students may be expelled for one year with educational services. A program is being developed that will offer students an opportunity to return to school earlier after successful completion.

Title I-A funding including ARRA along with funding from the U.S. Department of Labor, *MPS Futures First Initiative*, the U.S. Departments of Education, Health and Human Services, and Justice, *MPS Safe Schools/Healthy Students Initiative* and over half a million dollars from the philanthropic community will be used to implement Violence-Free Zones in eight MPS high schools through the Center for Neighborhood Enterprise. The purpose of Violence Free Zones is to reduce negative student indicators such as suspensions, student truancy, and violence in the schools. The schools include Bay View, Bradley Technology and Trade, Custer, James Madison Academic Campus, Vincent High School, the North Division Complex, South Division, and the Washington Complex. The Center for Neighborhood Enterprise will partner with community-based organizations aligned with the school community to spearhead intervention and prevention activities. The community-based organizations will oversee young adults, or youth advisors, to work in conjunction with school staff and members of the school community. Youth advisors

will mentor at-risk students by building relationships with them, helping students manage conflict in a positive manner, and serving as positive role models to the students. The goals of the program are to: 1) decrease incidents of disruption and violence; 2) increase student attendance; 3) decrease the number of suspensions due to disruptive behavior; and 4) increase the positive responses to questions in the student and teacher school climate surveys. (Center for Neighborhood Enterprise: [http://www.cneonline.org/files/VFZ\\_Highlighted\\_Results.pdf](http://www.cneonline.org/files/VFZ_Highlighted_Results.pdf)).

MPS has an approved district *Information and Technology Functional Plan for 2008-2011*. The plan serves as the district's systemic framework towards maximizing current resources and building upon past accomplishments in order to continue the momentum towards a 21<sup>st</sup> century learning environment that will serve the needs of its students and community. The Information and Technology strategies throughout the plan are aligned to the District's Strategic Plan with three strategic areas of focus: 1) Student Success through Academic Achievement 2) High-Performing Schools and Classrooms and 3) District and Community Support. Overall goals of the plan focus on educator and student proficiency, access to information resources and learning tools, and to support systems and leadership. Key components include communication with parents and stakeholders, a robust library media program, and the need to maintain the technology transport to meet the needs of the schools to seamlessly integrate tools and methods into an educational model and business practice. Ongoing professional development delivered both face-to-face and online combined with online collaborative tools are integral to ensuring successful implementation of the Information and Technology Plan. As a part of this plan, the vision is to expand the technology infrastructure to include citywide wireless access for parents, students, and staff, using local, state and federal funds including E-rate.

The consolidated plan also addresses activities to be carried out, funded through Title III-A, for Limited English Proficient (LEP) students to meet the requirements mandated by the *Elementary and Secondary Education Act*. Provisions include the need for English language instruction in order for English Language Learners (ELLs) to be assessed annually for English language proficiency to meet the three Annual Measurement Achievement Objectives (AMAOs) set by ESEA/Title III and by the state. The three AMAO's include: ELLs making progress in their English language acquisition, a percentage of students becoming fully English proficient, and ELLs that making AYP progress in the academic content areas of reading and mathematics as measured by the WKCE-CRT assessment. Professional development is provided to assist teachers to improve instruction in order for students to accelerate their English acquisition. Embedded school-based professional development in the areas of reading and mathematics is provided to teachers to help increase the performance of ELLs in the areas of reading and mathematics and close the academic achievement between ELLs and non-ELLs. In addition, professional development is provided to teachers district-wide on understanding English language proficiency, providing instructional strategies to support English language learners, and administering the ACCESS assessment. The district complies with the requirements of the ELL Parental Notification letters as mandated by Title III and the Elementary and Secondary Education Act. Title III-A funds are utilized collaboratively with Title II-A and Title I-A to support professional development and parent community activities. Schools also utilize Title III funds to supplement academic resources and English language acquisition resources for ELLs to improve their performance in English and all other academic areas as well.

MPS, in partnership with the Department of Public Instruction, Milwaukee Continuum of Care, and the Milwaukee County Homeless Shelters, will facilitate the alignment of efforts and

resources towards engaging *homeless children and youth* and providing each individual child a comprehensive education and system of supports. The partnership will fill another component in ensuring that no child is left behind and all children will read, write, and compute mathematics on grade level. The comprehensive effort will be closely aligned with the district's activities to reduce the rate of mobility of students from school to school through the expansion of transportation resources for homeless children and youth. Professional development is provided on the McKinney-Vento Homeless Assistance Act, Subtitle B, the Education of Homeless Children and Youth and on the MPS Homeless Education Program (HEP) procedures for securing services and supports for homeless children, youth, and families.

The HEP provides homeless services for all McKinney-Vento identified students. All MPS students are eligible for free lunch, transportation back to their school of origin, waiver of school fees, free school supplies, and many other services and supports. The HEP continues to collaborate with area family shelters to identify and serve homeless students. Any preschool or school-age child residing in a shelter that is not currently enrolled in school is immediately enrolled in an MPS school, even if required documents are not available at the time of enrollment. This collaboration extends to the 11 family shelters in which MPS has bussing contracts and those that do not. In addition, students residing in Bureau of Milwaukee Child

Welfare contracted transitional facilities, such as adolescent assessment centers and emergency foster homes, are provided the same services and supports.

MPS schools continue to have a full-time staff person assigned the responsibility of being the school homeless contact. This individual works discretely with the school staff to identify homeless students and coordinates all of the services that students are eligible to receive. The HEP homeless coordinators work closely with the school homeless contacts to ensure that all homeless children and youth in MPS are identified and receiving the assistance necessary to provide a safe and stable learning experience.

#### Funding the Plan

Funding from Titles I-A, Title I- ARRA, II-A, II-D, III-A, and IV-A is committed to assist students, including students with disabilities, in schools identified in the greatest academic need as determined by qualifications for free and reduced-priced lunch and the state's list of Schools Identified for Improvement. MPS continues to provide sustained, intensive services to Title I schools determined to be most in need of improvement. Entitlement funds have been allocated to support key components of the district consolidated improvement plan. Funding supports implementation of the Comprehensive Literacy Plan and Mathematics Framework and school and district-level positions to support teaching and learning. To build capacity to ensure professional learning communities in schools and to support highly qualified teachers and leaders, professional development is provided for principals, teacher leaders, literacy coaches, learning teams, math teacher leaders, and district administrators on topics such as aligned curriculum, data analysis, high yield instructional strategies, differentiated instruction and extended learning time.

Further, each entitlement, where applicable, financially supports other elements of the district's consolidated plan, including highly qualified teachers and paraprofessionals, parental involvement, services to non-public schools, homeless children, limited English-speaking students, health and wellness needs of students, and safe and drug free school environments.

Competitive grants continue to be sought to fully implement the district's strategic priorities outlined in the consolidated plan. Such competitive grants include Early Reading First, Reading Best Practices Model Site grant, Twenty-first Century Community Learning Center (CLC), Title II-B Mathematics and Science, Education for Homeless Children and Youth, Charter Schools, IDEA, P-5 Program, Carl Perkins, Head Start, Title II-D Enhancing Education Through Technology, Title I School Improvement Grants, Smaller Learning Communities, Safe Schools/Healthy Students, and others including grants from foundations and multiple projects with community partners. (See Appendix F for a list of selected grants funded)

### ***B. Needs Assessment***

The district ESEA Consolidated Planning Team members participated in data retreat sessions throughout the spring to analyze data and develop a series of urgent facts that would drive the development of new strategies, reinforce the need to continue some current strategies, and provide the justification for eliminating strategies not yielding high results (Appendix D, Needs Assessment).

The needs assessment process involved the:

- Review of community input session feedback from stakeholders.
- Review of the six ESEA performance goals and indicators.
- Analysis of available data including:
  - Type of data
  - Source of data
  - Quality of data
  - Target of data
- Observation of patterns in the data by considering the following questions:
  - Where are we now?
  - Has performance changed over time?
  - Are we meeting the needs of all students?
- Identification of needs based on data analysis.
- Prioritization of needs leading to the development of urgent facts.

The Consolidated Planning Team reviewed and discussed the needs assessment and urgent facts throughout the consolidated planning process. The team discussed the following questions for each of the improvement plan strategies:

- What is the implementation status of each strategy?
- What evidence supports implementation status?
- What are examples of implementation success?
- Are there identified needs for the strategies being implemented and are there identified needs for which no strategy exists?

This process engaged planning team members in dialogue and analysis that fostered a greater awareness of the data needs of the district and increased understanding of the challenges across performance areas.

The Wisconsin Department of Public Instruction (DPI) is required by ESEA to annually identify schools and districts that did not make adequate yearly progress (AYP) toward meeting the state's established objectives in four areas. These objectives include:

- Testing 95 percent of their enrolled students in the statewide reading and mathematics assessment;
- Meeting state established proficiency targets in reading based on Wisconsin's statewide test;
- Meeting state established proficiency targets in mathematics based on Wisconsin's statewide standardized test; and
- Maintaining a high school graduation rate of at least 80 percent of the statewide average and elementary and middle school attendance rates of at least 85 percent of the statewide average, or show growth.

Milwaukee Public Schools has not made adequate yearly progress for five consecutive years in reading and mathematics at the elementary, middle, and high school grade spans and is now a DIFI-Level 4. Under ESEA, DPI has required MPS to take corrective action designed to meet the goal of having all students achieve at the proficient and advanced student academic achievement levels. The corrective action plan encompasses the following three major areas:

- Increase student attendance through collaborative community-wide solution.
- Ensure a system of quality and consistency in curriculum, instruction, and assessment using a system of early intervening services PK-12 for all students.
- Ensure a consistent, transparent and high quality system of accountability in Milwaukee Public Schools for school improvement, teacher quality and financial and operational management.

The following needs will be addressed to improve the district's performance through strategies aligned to the WTAM strategic plan, the corrective action plan, and supported through ESEA funding.

**ESEA Performance Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.**

**Performance Indicator 1.1:** The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the state's assessment. **The state annual measurable objective in reading is 74.0% at or above proficient.**

- Collectively, students at all grades in the Milwaukee Public Schools perform below the state's annual measurable objective of 74% in Reading for 2008-09.
- Proficiency rates rose in three grades (7, 8 and 10), declined in three other grades (3, 4, and 6) and remained the same in one grade (4). Overall, the average proficiency achievement gap with the state across the seven grades assessed is 24%, varying from a low of 21 percentage points in grades 3 and 4, to a high of 34 percentage points in grade 10.
- The achievement gap with the state rose in two grades (3 and 5) in 2008-09 compared to the year before, declined in three grades (7, 8 and 10) and remained the same as the year before in two grades (4 and 6).

- There has been an achievement gap between African Americans and Whites and Hispanics and Whites in Reading, for grades 4, 8, and 10 over the last four years. At grade 4, there is a gap of 26 percentage points in 2008-09, up slightly over each of the last two years. However, at grade 8, the achievement gap dropped from 27 to 24 percentage points in 2008-09 compared to the year before. And, at grade 10, the achievement gap has declined over each of the last two years to a 32 percentage point difference in 2008-09, although the gap is widest at this grade level.
- The largest achievement gap among all student groups is in special education. Students with special education needs account for about 18% of all WKCE students assessed. The achievement gap declined somewhat at grade 4 in 2008-09 compared to the year before (38 to 37 percentage points), and at grade 10 (34 to 31 percentage points), but the gap has risen over each of the last three years at grade 8 to 47 percentage points in 2008-09.
- ELL students account for about 9% of all students assessed on the WKCE. The achievement gap with English Language Learners remains quite low at 6% for grade 4 students in 2008-09, while the gap rose somewhat at grade 8 (from 18 to 19 percentage points). However, the achievement gap at grade 10 has declined over each of the last two years, to 22 percentage points in 2008-09.
- Nearly 80% of all students assessed on the WKCE are eligible for Free and Reduced Lunch. After rising the previous two years, the achievement gap narrowed somewhat at grade 4 in 2008-09 (24 to 23 percentage points), while it remained the same at grade 8 compared to the year before at 16 percentage points. At grade 10, the achievement gap has declined over each of the last two years to 13 percentage points in 2008-09.
- There is also an achievement gap between the district and state in each of the four areas that comprise the state standards in Reading (Determines Meaning, Understands Text, Analyzes Text and Evaluate and Extend Text).
- The gap in Reading standard areas between the district and state widens through the grades assessed. The largest gap between the district and the state is in the standard of 'Understands Text' at grades 3 to 6, while the largest gap in grades 7 and 8 is in 'Determines Meaning'. At grade 10, the greatest gap is in 'Evaluate and Extend Text.'

**Performance Indicator 1.2:** The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the state's assessment. **The state annual measurable objective in mathematics is 58.0% at or above proficient.**

- Collectively, students at all grades in the Milwaukee Public Schools perform below the state's annual measurable objective of 58%. However, one MPS grade (grade 4) exceeds the 2008-09 objective, at 59% in 2008-09, and six of the seven grades are now within 80% of the state objective.
- MPS math proficiency has steadily increased overall for the last three years. There was an increase in the percentage of students scoring at/above the proficient level in all seven grades assessed in 2008-09 compared to the year before, an average rise of 5 percentage points.

- The achievement gap with the state has narrowed in all seven grades in 2008-09 compared to the year before. And, over the last four years, the achievement gap has narrowed an average of 5 percentage points across grades 3 to 8. Only in grade 10 has the achievement gap widened over the last four years.
- There has been an achievement gap between African Americans and Whites and Hispanics and Whites in Mathematics, for grades 4, 8, and 10 over the last four years. Overall, the achievement gap is wider in Mathematics than in Reading.
- The achievement gap between Whites and African Americans declined at grades 4, 8 and 10 in 2008-09 compared to the year before. At grade 4, there is a gap of 29 percentage points in 2008-09, down slightly from the year before. However, there was a large reduction in the achievement gap between Whites and African Americans in grade 8 (37 to 26 percentage points), as well as a four point achievement gap decline at grade 10 (41 to 37 percentage points), although the gap is widest of all grades at grade 10.
- The achievement gap between Whites and Hispanics also declined at grades 4, 8, and 10 in 2008-09 compared to the year before. There was a 3 point decline at grade 4 (20 to 17) and a large drop in the achievement gap at grade 8 of eight points (22 to 14 percentage points), similar to the large decline in Reading. At grade 10, the achievement gap declined by an even larger number, 10 points, (29 to 19 percentage points) from the year before.
- The largest achievement gap among all student groups is in special education. Students with special education needs account for about 18% of all WKCE students assessed. The achievement gap has risen slightly over each of the last two years at grade 4, to 28 points in 2008-09. The gap widened significantly in grade 8 in 2008-09 to 33 points,, compared to the year before, while the gap has narrowed somewhat over each of the last two years at grade 10 to 22 points in 2008-09.
- ELL students account for about 9% of all students assessed on the WKCE. The achievement gap with English Language Learners is only 2 points at grade 4, but rose to 9 points in grade 8, and declined to more than half at grade 10 from 12 to 5 points.
- Nearly 80% of all students assessed on the WKCE are eligible for Free and Reduced Lunch. After remaining the same the previous two years, the achievement gap narrowed somewhat at grade 4 in 2008-09 (24 to 22 percentage points). After rising the previous two years, the achievement gap at grade 8 dropped from 22 to 18 points. And, at grade 10 the achievement gap remained the same in 2008-09 as the year before at 13 points.
- There is also an achievement gap between the district and state in each of the six areas that comprise the state standards in Mathematics (Mathematical Processes, Number Operations, Geometry, Measurement, Statistics/Probability and Algebraic Relationships).
- The gap between the district and state in mathematics widens through the grades assessed. The largest gap between the district and the state, overall, is in the areas of Mathematical Processes and Algebraic Relationships.

**Performance Indicator 1.3:** The percentage of Title I schools that make **adequate yearly progress**.

- The net number of schools identified as SIFI rose in 2008-09 to the highest number in six years, 49. The collective enrollment of these schools accounts for 33% of the district's total student enrollment. Two of the identified SIFI schools have since been closed.
- For 2008-09, about 23% of the district's 206 schools subject to AYP evaluation were identified as in need of improvement.
- An additional 35 MPS schools (15,294 students) missed Adequate Yearly Progress (AYP) for the first time in 2008-09. If these schools miss AYP again next year in the same component, they would also be identified as SIFI.

Health and Wellness Urgent Facts:

- The school nurse to student ratio is 1:1333, well below the nationally recommended ratio of 1:750.
- MPS students have a 63.5% immunization compliance rate at the first required reporting period, which is well below the state average of over 90%.
- An estimated one in four school-aged children has a vision problem. (PBA).
- The rate of lead poisoning in Milwaukee is 6.6%, more than four times the national average based on 2007 data (Milwaukee Health Department, MHD).
- In 2007, approximately 25% of enrolled high school and middle school students report having asthma or asthma like symptoms compared to the national average of 14%. Nationally, asthma is the leading cause of school absenteeism. (YRBS).
- More than 51 million school hours are lost each year due to oral health related illness according to the Surgeon General's 2000 report. (US Dept. Health and Human Services).
- Only 72% of MPS students rate their health as very good or excellent based on a representative sample of MPS first and fourth grade students surveyed in 2006 (Center for Urban Population Health, CUPH).
- Self-reported very good and excellent health correlated to statistically significant higher proficiency scores among a representative sample of MPS first and fourth graders in 2006 (CUPH).

Homeless Children and Youth

- Over the course of the 2008-09 school year, the Milwaukee Public Schools served 2,771 homeless children which is an increase from 2,378 in 2007-08. Homeless students represent about 3% of all students enrolled in MPS.
- The number of homeless children tested at the time of the administration of the 2008-09 WKCE-CRT. District-wide, during the administration of the WKCE-CRT, 551 homeless

children were enrolled in grades 3 to 8 and grade 10, about 1.38% of the total WKCE enrollment.

- When considering the percent of students scoring at/above the proficient level in reading and mathematics, homeless children perform between 8 to 12 percentage points lower than other children in the district.

**ESEA Performance Goal 2: All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.**

**Performance Indicator 2.1:** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year

**AMAO 1: Progressing in English Language Acquisition**

At least half (50%) of all English Language Learners (ELL students) within a district or consortium must meet ELP required progress expectations. ELP progress criterion is calculated for six identified cohorts using matched ACCESS for ELLs test scores. The overall target for AMAO 1-Progress is 50% for all cohorts.

Milwaukee Public Schools 2008-09 Progress Data (ELL Group)

Grade	ELL 1 & 2				ELL 3 & 4			
	Gain %	Total Count	Met Count	Met %	Gain %	Total Count	Met Count	Met %
K-02	.80	449	143	31.85	.50	928	661	71.23
03-08	.70	491	113	23.01	.40	2232	914	48.65
09-12	.60	337	95	28.19	.30	577	328	56.85
Total		1277	351	27.48	Total	3737	1903	50.19

According to the data table, the percent of students who made gains over all cohorts is 45% (.4495). However, because MPS did meet the 50% target in one of the two ELL groups (ELL 3 & 4), it is believed that we have MET AMAO 1- Progress for 2008-09. The ELL 3 & 4 group accounts for 75% of all students evaluated.

If, in the fall, it is deemed by DPI that this AMAO was not met, a district appeals process will follow to re-calculate district progress.

**AMAO 2: Exiting/Becoming Fully English Proficient 2008-09 Data**

<b>AMAO #2 Exiting/Becoming Fully English Proficient 2008-09 Data</b>			
<i>Total Eligible Students</i>	<i>Total Reaching Level 6</i>	<i>Total NA Converting to Level 6</i>	<i>Percent Exiting</i>
788	281	0	36%

## Definitions:

**Total Eligible Students:** Those students who (1) have been tested in both 2008 and 2009 and (2) received a composite proficiency level of 5 to 5.9 in 2007.

**Total Reaching Level 6:** Those students who (1) have been tested in both 2008 and 2009, (2) received a composite proficiency level of 5 to 5.9 in 2007 and (3) achieved status of formally ELL, level 6, in 2008.

**Total NA:** Those students who (1) have been tested in both 2008 and 2009, (2) received a composite proficiency level of 5 to 5.9 in 2007 and (3) achieved status NA in 2009.

### Percent Exiting (AMAO 2):

Calculated by: 
$$\frac{\text{Total Reaching Level 6} + \text{Total NA Converting to 6}}{\text{Total Eligible Students}}$$

$$\frac{281 + 0}{788} = 36\%$$

Districts must meet 20%, according to the DPI requirement, to meet this AMAO.

**Performance Indicator 2.2:** The percentage of **limited English proficient students** who are at or above the proficient level in **reading** on the state's assessment, as reported for performance indicator 1.1.

- Overall (across all grades assessed), 47.6% of all ELL students (ELL Levels 1 to 5) scored at/above the proficient level in Reading in 2008-09, about 11 percentage points lower than for non-ELL students.
- Students in grades 3 to 7 scored between 48% to 54% at/above the proficient level, while students in grade 8 scored lower at 44% and lower still in grade 10 at 21%. The percentage of students attaining the proficient/advanced level in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for Non-ELL students.

**Performance Indicator 2.3:** The percentage of **limited English proficient students** who are at or above the proficient level in **mathematics** on the state's assessment, as reported for performance indicator 1.1.

- Overall (across all grades assessed), 45.5% of all ELL students (ELL Levels 1 to 5) scored at/above the proficient level in Mathematics in 2008-09, about 12 percentage points lower than for non-ELL students.
- Students in grades 3 to 7 scored between 44% to 57% at/above the proficient level, while students in grade 8 scored lower at 39% and lower still in grade 10 at 23%. The percentage of students attaining the proficient/advanced level in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for Non-ELL students.

**ESEA Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.**

**Performance Indicator 3.1:** The percentage of classes being taught by “highly qualified” teachers.

- MPS is a high-need LEA with 4% of the 6,154 active teachers not fully certified, teaching on a waiver
- Over 7% of MPS’ teaching force resigns annually, with many leaving for reasons other than retirement.
- Of this seven percent, approximately 15% are new teachers resigning within their first year (14% in 2007-08) and that number rises to nearly 40% by the end of their fifth year. An additional 14% resign by the end of their tenth year.
- Approximately 300 highly qualified teachers need to be recruited and hired annually to fill critical shortage areas of special education, bilingual education, mathematics, science, foreign language, and Montessori.
- MPS needs to increase its recruitment of minority teachers, especially African-American teachers and male teachers to better represent the diversity of its student body.

**Performance Indicator 3.2:** The percentage of teachers receiving high-quality professional development

- MPS is dealing with increasing costs, decreasing revenues, and increased poverty among our students.
- Student achievement is well below the state average for attainment.
- Student achievement and resource utilization are a high priority for district leaders.
- MPS recognizes the need to increase its ability to link resource utilization with student outcomes where appropriate.
- Teachers were given 12 hours of paid collaborative planning time in addition to banking time days used for school-level professional development.
- Every MPS school develops a comprehensive professional development plan as part of their school improvement plan.
- MPS supports school-based embedded professional development through the use of district-level literacy and math specialists, and school-based literacy coaches and math teacher leaders.
- Approximately 275 newly hired teachers participated in the New Teacher Orientation Program in the August 2008.

- MPS collects data on teacher and staff practices, needs, and perceptions in two ways. During the 2008-09 school year, 6,489 teachers/staff responded to the online School Climate survey, and in January of 2009, there were 2,295 of district teachers that responded to the Instructional Practices Survey.
- 78.68% of staff respondents to the 2008-09 Instructional Practices Survey reported that they disagree or strongly disagree to the statement “I met with other staff to review learning walk data and results.”
- 66.84% of teacher respondents to the 2008-09 Instructional Practices Survey felt they received some or a great deal of professional development in deepening their knowledge of the subjects they teach.
- Only 65.49% of teachers responding to the 2008-09 Instructional Practices Survey felt they received some or a great deal of professional development in differentiation of instruction.
- 25% of current MPS principals are eligible to retire, with over half of those age 57 or older
- Almost 43% of all principals have fewer than 5 years experience
- About 31% of principals at schools that either missed AYP or schools identified for improvement (SIFI) have less than 5 years experience as a principal.
- About 44% of principals at schools that either missed AYP or schools identified for improvement (SIFI) have been placed at the school for fewer than 5 years.

**Performance Indicator 3.3:** The percentage of **paraprofessionals** (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see DPI Bulletin No. 0203).

- There were 1,577 paraprofessional employed during the 2008-2009 school year.
- 100% of MPS paraprofessionals meet the ESEA highly qualified paraprofessional requirements.
- Paraprofessionals receive embedded professional development at their school and are encouraged to participate in district-level professional development opportunities throughout the school year.
- 11.5% of 764 paraprofessional respondents reported on the 2008-09 climate survey that they disagree or strongly disagree that the school provides them with the resources necessary to be an effective teacher.
- 28.6% of 764 paraprofessional respondents on the 2008-09 climate survey rated their ability to use technologies, such as computers, Internet, e-mail, software programs, PDAs, calculators, etc., as non-user or beginning user.
- 41.3% of 764 paraprofessional respondents on the 2008-09 climate survey strongly agree or agree that they are more focused on controlling students’ behavior than on teaching and learning.

**ESEA Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Performance Indicator 4.1:** The number of **persistently dangerous schools**, as defined by the state.

- According to ESEA, students must be provided with an option for intra-district transfer if they attend a school that has been identified as “persistently dangerous” or if they have been the victim of a violent crime. In Wisconsin, any school that for three or more consecutive years has (1) suspended 5% of the student body for weapons-related offenses, or (2) expelled 1% of the student body or five students, whichever number is higher, for assault/endangering behavior or weapons-related offenses, will be considered for identification/designation by the state Department of Public Instruction.
- Since the reauthorization of ESEA, no school in the state of Wisconsin has met the criteria noted above. MPS does not currently have a school identified as persistently dangerous. Schools that meet the persistently dangerous criteria for one or more years will receive intervention support from district personnel and the DPI.

**Performance Indicator 4.2:** The number of **referrals for discipline** due to violations of school policies prohibiting alcohol, tobacco or other drugs, possession or distribution or threats of violence including weapon possession.

- There was a significant reduction (-13.6%) in the number of student suspensions in 2008-09 compared to the year before. Most of the drop in suspensions was due to fewer suspensions for the category of Learning Environment (-19.7%), and the largest category of suspensions was for generally less serious offenses. The percentage of all suspensions for Learning Environment declined from 71.0% to 65.9% in 2008-09. The reduction in the number of suspensions was due, in part, to district encouragement that schools employ alternatives to out of school suspensions for less serious incidents.
- About 33% of all out of school suspensions in 2008-09 was for a variety of offenses related to Personal/Physical Safety. The total number of suspensions for these more serious offenses rose slightly in 2008-09 (1.5%) compared to the year before. Only about 1% of all out of school suspensions are for weapons.
- There was a decline in the total number and percentage of students enrolled that were suspended at least once during the school year, and the total number of suspensions, by grade, for the last two school years (2007-08 and 2008-09). A decline in the total number of suspensions from 2007-08 to 2008-09 has resulted in a drop in the percentage of students suspended at least once, overall, from 27.1% to 24.9%.
- There was a decline in the percent of students suspended at all grade levels (elementary, middle and high) in 2008-09, compared to the year before, although the largest decrease was for middle and high school levels, with a decline in suspensions of 16% from the year before.
- About 35% of all expulsions are for drugs and alcohol, another 25% are for assault and battery, 17% for weapons, and the balance for a variety of other offenses. About 75% of all expulsions are for high school students, the balance, largely for middle grade students. The number of students expelled represents about 0.03% of all students enrolled in the district.

- MPS annually conducts a school climate survey of parents, students, and staff. In 2008-09, 21,434 grade 4 students, 10,870 high school students, 11,802 parents, and 6,489 staff took the school climate survey. Seventy-five percent of all students, grades 4 to 8, took the 2008-09 school climate survey, as did 43% of all high school students, and 64% of all school staff.
- School climate survey questions cover four broad categories; rigor, environment, governance, and safety. A four point scale is used to record results (1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree). Sample questions in each area are detailed in the table below, along with the percentage of respondents reporting Agree or Strongly Agree.
- Overall, parents rate schools highest, followed by students in grades 4 to 8, then by staff, and high school students.

### **ESEA Performance Goal 5: All students will graduate from high school.**

**Performance Indicator 5.1:** The percentage of students who **graduate** from high school each year with a regular diploma, disaggregated by race/ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

- Effective since the 2003-04 school year, the state of Wisconsin assumed responsibility for compiling and reporting high school graduation rates.
- Based upon the state's reporting, the latest high school graduation rate for the district is 68% for 2007-08, compared to 89% for the state.
- The 2007-08 district graduation rate (68%) is down from 69% the previous year, but it is up from 52% nine years earlier (16 points). The gap with the state has declined from 38 points to 21 points over this time span.
- The 2007-08 graduation rate for boys is 11 points lower than for girls, overall, and the rate for Whites and Asians is about 10 points higher than it is for African Americans and Hispanics. The overall high school graduation rate for students with disabilities is about the same rate as for all students.

**Performance Indicator 5.2:** The percentage of students who **drop out of school**, disaggregated by student sub-group.

- Effective in 2003-04, the state of Wisconsin began compiling and reporting annual high school dropout rates by grade and student group.
- Based upon the state's method, the district's reported high school dropout rate for 2007-08 (the latest year for which data is reported) was 8%, similar to the rates of the three previous years.
- The highest dropout rate, 9.3%, in 2007-08 was in grades 9 and 11.
- Among ethnic groups, Native Americans and African Americans have the highest dropout rates. By gender, boys have the higher rate, and students with special education needs and ELL students have higher than district rates.

**ESEA Performance Goal 6: Family and Community Involvement – Schools involve families in the education of their children (LEA may include other performance goals)**

**Performance Indicator 6.1:** Number of parents participating in workshops/trainings to assist their children to improve achievement.

**Performance Indicator 6.2:** Number of parents serving on school governance councils.

**Performance Indicator 6.3:** Number of parent communications sent to families as required under ESEA.

Family and community involvement has continued to be an area in need of improvement for MPS, although progress was made in bringing stakeholders together to develop a Family and Community Involvement strategic plan. Critical needs identified/affirmed during that planning process includes the following:

- All standard areas for improvement need to be addressed for Family and Community Involvement. Current data indicates relatively high levels of satisfaction. Parents were generally more positive than staff members. Efforts at both district and school levels need to focus on improvements related to each standard area in the 2009-2010 school year.
- To improve student achievement, implement the strategic plan to improve the coordination of planning and service delivery among many groups involved in the promotion of Family and Community Involvement in Milwaukee.
- The District Advisory Council is comprised of parents of students who attend Milwaukee Public Schools. This council is a catalyst for information flow between local schools and Central Services. It allows for networking, the sharing of ideas, and gathering of parental input. During the 2008-09 school year, 40% of schools had parent representatives on the District Advisory Council. *This is a 4% increase from 33% in 2007-2008.*
- Administrators and school leaders must be provided with training and support that clearly identifies quality parent involvement strategies and the essential components of creating and maintaining an effective School Governance Council. During the 2008-09 school year, only 56% of our schools had a School Governance Council with 51% parent representation. *This is a 4% decrease from 60% in 2007-2008.*
- Parents were offered between 5 to 30 training sessions from schools and the district during the 2008-09 school year to support parents and improve student achievement.
- There are several district departments that provide trainings for the families in the district. According to the sign-in sheets, from the 2008-09 school year only 6% of parents attended parent training opportunities. However, MPS schools offered over 1,000 parent training sessions according to the Parent Activity Logs.
- The internet-based Parent Assistant provides a means for parents or guardians to view information about his/her child who is enrolled in MPS. It allows parents or guardians to view attendance and bus pick-up and drop-off information; and, in some schools, courses, grades, and even assignments. During the 2008-09 school year, 12% of our families have a Parent Assistance Account. *This is a 5% increase from 7% in 2007-2008.*
- Collaborating with Community, Standard Area #6, has consistently been the greatest area of need since 2006-2007. During the 2008-2009 school year, 80.9% agreed that the district utilized community resources to enhance student learning. This is a 4.8% increase from 76.1% in 2007-2008. In addition, data on the Family and Community Involvement Needs Table (Appendix) show that 88.2% of parents surveyed agree that communication between home and school is regular, two-way and meaningful. This is also a 1.3% increase from

86.9% in 2007-2008. Although the district has made progress in all areas, there is still a need to provide more trainings and workshops with a strong emphasis on collaborating with the community.

- MPS has established a uniform monitoring system to collect and analyze school-based data related to the success or failure of efforts to improve performance related to Family and Community Involvement standards.
- In the 2009-2010 school year, all schools will implement the Comprehensive Framework based on the Joyce L. Epstein Model's Action Team Approach which includes collaborating with parents and community members as partners.

### ***C. Consultation, Participation and Coordination***

The district is collaborating in a number of areas at both the district and school levels to ensure that all state standards as well as the consultation, participation, and coordination requirements of the *No Child Left Behind Act* are fulfilled. The following is an overview:

MPS conducted its annual Affirmation of Consultation with Private School Officials Survey during November and December of 2008 (Appendix G). Multiple mailings and meetings that both announced the survey period and emphasized the importance of responding preceded the certified mailing. The effort was supplemented with website information, listserv promotion, and assistance from the Milwaukee Non-public School Steering Committee, which is made up of local religious and independent school representatives. The certified mailing went to every non-public school found on the state, federal, and local databases of non-public schools.

Milwaukee Public Schools uses a variety of channels to engage non-public schools in ongoing consultation related to non-public school participation in ESEA/NCLB Title programs.

- A non-public school e-mail listserv operates to allow broader and faster communication related to non-public school participation in Federal Title programs. There were 524 subscribers to this listserv ([non-public@lists.milwaukee.k12.wi.us](mailto:non-public@lists.milwaukee.k12.wi.us)) by July 2009.
- A non-public school web page is maintained by the district. The web site at: [http://www2.milwaukee.k12.wi.us/title\\_i/Web\\_Pages/non-public.html](http://www2.milwaukee.k12.wi.us/title_i/Web_Pages/non-public.html) focuses on information about non-public participation under both ESEA and the Individuals with Disabilities Education Act, but also gives information on other topics of interest to Milwaukee non-public schools and parents.
- A calendar of non-public school consultations and activities is maintained on the non-public web site and mailed to all Milwaukee non-public schools. Consultation activities held during 2008-2009 include:
  - Quarterly Title Program Consultations – Five sessions were held: September 9 and November 13, 2008, and February 5, April 23, and June 8, 2009. Meetings addressed NCLB mandated issues related to equitable participation for non-public schools under all Titles. All Milwaukee non-public schools (even those not currently participating in Title Programs) were invited to these meetings through U.S. mail. To facilitate non-public school consultation, MPS Special Education staff worked with Title program staff to hold IDEA consultations at the November and April meetings. Agendas and minutes for consultations are made available at: [http://www2.milwaukee.k12.wi.us/title\\_i/Web\\_Pages/minutes.htm](http://www2.milwaukee.k12.wi.us/title_i/Web_Pages/minutes.htm).
  - Participation in Milwaukee Non-public School Steering Committee meetings – Monthly meetings from September through May in 2008-2009.

- Title Program Orientations focusing on Titles II-A, II-D, III-A, and IV-A– Four sessions were held from September 2008 through January 2009. These sessions focused on Title program guidelines for non-public schools, procedures for accessing Title funds and opportunities for ongoing consultation and communication through meetings as well as the non-public listserv and web site.
- Title I-A Informational Sessions – Two sessions held in September 2008 focused on Title I-A guidelines for non-public schools.

### District level

A key collaboration component at the district level is MPS’ participation in the *Milwaukee Partnership Academy*, which was established to support quality teaching and learning in all schools. This unique, broad-based collaboration includes major community stakeholders including public school, teachers’ union, university, business, governmental, and community partners. The goals and priorities of this partnership, which are described more fully in the Background section, are solidly linked to the district’s Comprehensive Literacy and Mathematics initiatives, teacher and principal quality, tutoring and family literacy, use of data to improve achievement, and the requirements of the *Elementary and Secondary Education Act*.

The district’s core beliefs were used as a guide and foundation for the development of MPS’ 2008-09 annual budget. Specifically, challenging budget decisions were made based on the district’s core beliefs: Children Come First, The Classroom is the Most Important Place in the District, Leadership and Accountability are Keys to Our Success, Central Services Supports Student Achievement, Families are Valuable Partners, and Community Partnerships Add Value. Using these beliefs as a guide, MPS continues to coordinate, realign, and target its human and financial resources to support the educational reform strategies and to meet the requirements of the *Elementary and Secondary Education Act*.

In addition, the district continues to support literacy and mathematics specialist positions to provide focused support and assistance to the school learning teams, literacy coaches and other school-based literacy leaders, and math lead teachers at MPS schools. The literacy and math specialists are primarily responsible for training the school-based literacy coaches and math teacher leaders and providing ongoing assistance as schools implement the Comprehensive Literacy and Mathematics initiatives. The school learning teams, literacy specialists, and math teacher leaders are provided ongoing professional development to assist them in carrying out their responsibilities. (Resnick & Glennan, 2002; Joyce & Showers, 1982, 1980)

The *Elementary and Secondary Education Act* requirements and goals are a major challenge to MPS, as well as other school districts across the country. MPS continues to work collaboratively with the Wisconsin Department of Public Instruction, U.S. Department of Education officials, and other partners as it implements and monitors progress in meeting the *Elementary and Secondary Education Act* provisions. MPS continues to strive to serve as a model for other urban school districts in the country.

### School Level

Collaboration and participation at the school level will be primarily accomplished by creating a *professional learning community* in each school as part of a district wide commitment to comprehensive school reform. A school-based professional learning community brings the principal, teachers, school support staff, parents, students, and community partners behind a common vision that all children can learn, where grade level proficiency is the standard, and where failure is not an option. The district's Comprehensive Literacy and Mathematics initiatives coupled with a professional learning community reform strategy is based on two decades of research and practice that has identified the characteristics of highly successful schools. As described earlier, each school's learning team is responsible for guiding the development and implementation of the school improvement plan, using the professional learning community approach to comprehensive school reform.

The professional learning community approach is focused on helping schools identify, implement, and refine best teaching and learning practices in the classroom and throughout the school. The purpose of the professional learning community is to increase student achievement, and this approach is aimed at transforming the school culture and climate, governance structures, curriculum development, and alignment with district and state standards, professional development, performance assessment, as well as meaningful and substantial parent and community involvement. It is a long-term strategy that is aimed at transforming the school culture into a learning organization. Action research is an integral part of this strategy. Action research engages multiple stakeholders in a continuous cycle of planning, acting, assessing, and reflecting. This entails creating and sustaining collaborative teams among teachers, staff, administrators, parents, and community partners. The focus is on addressing three important questions that are aimed at ensuring that all children learn. First, "What should the children learn?" Second, "How do we know if the children are learning?" Third, "What are we prepared to do when students don't learn?" An essential component is the development of interventions aimed at helping students who need additional support.

The Milwaukee Public Schools (MPS) Community Learning Centers (CLCs) provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. CLCs provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers also offer activities designed to engage family members in support of student learning and help working parents by providing a safe environment for students when school is not in session. A large part of the success of the MPS CLC program can be attributed to the diversity of agencies involved in its planning and implementation. Each school is responsible for interviewing and selecting a community based organization to serve as their "Lead Agency Partner" who works jointly with them to plan and implement the CLC program. This partnership brings additional resources to the schools thereby enhancing CLC program operations and supporting the academic goals of each school.

Local, state, and federal resources provide the funding needed to implement the goals and objectives of the MPS CLC program. In the 2009-10 school year, funding from the American Recovery and Reinvestment Act (ARRA) will support a referral-based, tutoring program for students most in need of additional academic support services.

MPS is working with each school to ensure that all students have a *safe, drug free environment* conducive to learning. MPS School Board Policy requires each school to create a Coordinated School Health Team (CSHT). Consultation, participation, and coordination of all *Elementary and Secondary Education Act* provisions include input from the CSHTs in each school. These teams, which are strongly encouraged to work with each school's Learning Team, gather data on the specific problems their schools face in making a safe, drug free school a reality. School incident referrals, police reports, neighbor observations (both residential and business), parent observations, and student accounts are considered. Following a comprehensive school wide needs assessment, the teams select research-based programs appropriate for meeting individual school needs as identified. In selecting programs, team members consult with other individuals in the population they represent. This ensures involvement of all stakeholders. It also provides opportunities for collaboration during program implementation. Following completion, submission, and approval of the comprehensive needs assessment and program selection to the district's Safe and Drug Free grant review committee, schools will begin implementation in early October 2009. CSHTs coordinate consultation and collaboration with regular school programs, after school activities, CLC activities, and community events. This brings support from the entire school community to the ATODA efforts.

Evaluation by the CSHTs includes all stakeholders. Sharing on a consistent basis the needs identification data analysis provides all sectors a voice in reporting of results. Using the *Youth Risk Behavior Survey*, the MPS school climate survey, and additional supporting data including incident referrals, suspensions and expulsions, police reports, neighbor observations (both residential and business), parent observations, and student accounts provides a framework for comparison of local school efforts with MPS as a whole. Pre- and post- implementation data is analyzed to determine not only program success, but also ongoing needs. Creating a safe, drug free school environment for maximum learning is an ongoing task.

Collaboration and coordination is also evidenced through the district's information and technology based learning strategies. The district's wide area network is complete along with classroom and local area networks and efforts are currently underway to establish a cutting-edge wireless network based on WiMax technology. Because of MPS's commitment to student use of technology and the district's commitment to incorporate instructional technology seamlessly across the curriculum and enhance leadership, MPS fosters working relationships with higher education institutions and community resources throughout the country. The resources available prompt the need for focused and targeted professional development that will enable educators to differentiate instruction to best meet all students' needs. Technology has proven to positively impact student achievement when used correctly. The Information and Technology Strategic Plan aligns with district goals and initiatives and is a living document that provides a framework for connectivity between efforts to ensure all schools have equitable access to technology.

#### ***D. Closing Achievement Gaps***

Milwaukee Public Schools continues to struggle with a significant achievement gap related to student racial/ethnic status. According to a report from the Wisconsin Policy Research Institute, "This is certainly the case in Milwaukee where minority test scores and graduation rates are significantly behind those of white students in the district and even further behind those of white students in the rest of the state...[and when] measured against the average student in the state of Wisconsin at 8th grade, the average African-American male in MPS is approximately two years behind in math and almost two years behind in reading" (White, 2007).

Sixty-four percent of all African-American students in the state are enrolled in MPS. Hence, when reading of African-American student performance in Wisconsin, it is largely a reflection of African-American achievement in MPS. Key indicators of achievement gaps are outlined in Section B, Needs Assessment, and in the comprehensive needs assessment included in the Appendix D.

MPS data reveal that the chief obstacles to closing the achievement gap include the need for:

- **Stronger leadership and a clear agenda for reducing achievement gaps that is articulated in a school improvement plan in which all stakeholders have ownership:** Robert Marzano's research on school reform emphasizes that collaboration or cooperation is a major variable impacting student achievement. Essentially, Marzano reports, schools can be differentiated in their effectiveness by the extent to which ideas, decisions, resources, and solutions to common problems are shared. Such collaborations become imbedded in the school culture as staff commit to a greater alignment with school and district goals, embracing their critical role as effective change agents, (Marzano, 2003).
- **Stronger coordinated professional development activities that support the implementation of the school improvement plan in reducing achievement gaps:** Continuing work with a comprehensive professional development plan will develop the link between student achievement and instruction. Teachers who plan together stay in teaching longer, and they become a community of professionals, all of whom are responsible for student learning. "When opportunities for collaboration are present in a school's culture, teachers are typically more satisfied with their work, more actively involved in the schools, and work more productively toward school goals," (Killion, 2002a). The best collaborations include teachers and leaders across all experience levels so all teachers can learn from one another. These collaborations should be structured to help teachers connect the "what and the how" they teach to student achievement. There should be time for a teacher to examine with other teachers how her or his own teaching leads to student learning.
- **Stronger use of data to drive decision making in reducing achievement gaps:** A central means to closing the achievement gap is to make decisions based on actual data rather than on presumed characteristics of a school's functioning. Ongoing use of data must apply to individual teachers as well as to the school as a whole. The availability of data is a cornerstone of the work of the Learning Teams and provides direction for identifying areas in need of immediate attention. The challenge is in engaging Learning Teams in more in-depth analysis of the data on achievement gaps and to draw on other sources of ongoing data within their own buildings to inform their decision-making. Toward that end, the district is redesigning professional development for both learning teams and school leaders. One of the major foci of the workshops will be around the use of data to monitor efficacy of outcomes targeted in the School Improvement Plan.
- **Stronger recruitment and retention of highly qualified teachers and principals in the neediest schools:** It takes a high quality teacher to give students a high quality education. Like most urban school districts in the country, MPS is faced with teacher workforce challenges, including teacher retention and filling critical shortage areas such as qualified math, special education, bilingual, and science teachers.

- **Stronger partnerships with families:** To eliminate disparities in student achievement, there must be strong partnerships with families and communities. To close the achievement gap, schools must view students simply as children. Then they will likely see both the family and the community as partners with school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students. (Epstein, J., Sanders, M., Simon, Clark Salinas, K., Rodriguez Jansorn, N. and Van Voorhis, F. (2002).

During the 2009-2010 school year, the district will be implementing the Comprehensive Framework from the Joyce L. Epstein Model. The model includes the framework of six types of involvement, identifies challenges that must be met, and provides an action team approach for developing comprehensive partnership programs.

In spite of challenges, the educational philosophy and practice of MPS is predicated upon the belief that all children can learn at high levels. The improvement plan strategies outlined in Section A focus on closing achievement gaps so students of all ethnic and socioeconomic groups can excel together. Titles I-A, Title I ARRA, II-A, II-D, III-A, IV-A, and V-A funds are instrumental in implementing strategies to close achievement gaps in MPS.

Additionally, the Milwaukee community has embraced working together to close achievement gaps. In 2006, a broad based constituency was awarded a six-year grant from the National Education Association Foundation (NEAF) to close achievement gaps. Collaboratively, the Milwaukee Teachers' Education Association, the Milwaukee Partnership Academy, the Milwaukee Metropolitan Alliance of Black School Educators (MMABSE) and the Milwaukee Public Schools are implementing effective and proven strategies to improve academic achievement, close achievement gaps and ensure success for all students in MPS.

The NEA Foundation award provides the time and additional resources needed to take all of the systems that are in place and make a difference at the classroom level. The NEAF sponsored activities to close achievement gaps over the next two remaining years of the grant include:

- Professional development for MPS teachers and administrators. Professional development focuses on closing achievement gaps and is aligned to the following MPS Central Services Core Academic Functions: leadership development, data-driven decision making, research-proven best practices and innovations, and accountability.
- MPS Instructional Leadership *Hot Topics Conference* sponsored by various partners within the Milwaukee Partnership Academy occurs every June. The three strands of the conference include: closing achievement gaps, leadership, and comprehensive literacy and mathematics. Exemplar school and classroom based educational school improvement plans are featured at the conference.
- *Save Our Students Closing the Achievement Gap Summit* continues to be a focus and is sponsored by MMABSE. Exemplar school and classroom based educational school improvement plans are featured at the conference.
- Teacher-leader workshop hosted by MMABSE. Teacher leaders will learn how to be effective leaders in their building by pro-actively closing achievement gaps. MMABSE aims to train teacher leaders on budgets, educational school improvement plans, and getting consensus on school issues as they pertain to the role of teacher leaders in closing achievement gaps. Experienced MPS principals and principal coaches facilitate the workshop.

- MMABSE’s five commissions (Governance in Education Commission, District Administration Commissions, Higher Education Commission, Program Development, Research, and Evaluation Commission) and the four MPA workgroups (Comprehensive Literacy and Mathematics, Tutoring and Family Literacy, Teaching and Principal Quality, Monitoring and Reporting Student Performance) will put their efforts into operation to deepen the institutionalization of closing achievement gaps within MPS.
- Learning Teams from 20 plus targeted schools that have been identified as low attainment and low value-added in both reading and mathematics will be supported to develop “closing the gap” action plans. (Some of the 20 are already off the list and are not SIFI any more.)
- Learning Teams action plan support is provided to 20 learning teams for research and exploration of implementing best practices that involve all stakeholders. The targeted sites serve as exemplars regarding developing, implementing, evaluating, and disseminating effective strategies to the district at various opportunities throughout the year.
- Learning Team action plan support is given to 9 (this number varies- the grants are competitive in nature) targeted teams for implementing professional development to close achievement gaps through classroom instruction. The targeted sites serve as exemplars regarding developing, implementing, evaluating, and disseminating effective strategies to the district at various opportunities throughout the year.
- Classroom teacher action plan support is given to 20 targeted classroom teachers to implement data driven best-practices that close achievement gaps within the classroom i.e....action research. The targeted classroom teachers serve as exemplars that develop, implement, evaluate, and disseminate effective strategies to the district at various opportunities throughout the year.
- A newly revised MPS Induction Handbook designed to focus support of all stakeholders in implementing a comprehensive induction program which include a high quality, common planning time, ongoing professional development, an external network of teacher, and standards-based evaluation (PI-34). The targeted sites served will be identified as exemplars that develop, implement, evaluate, and disseminate effective strategies to the district at various opportunities throughout the year.
- Classroom teacher action plan support is given to 10 (this number varies) targeted classroom teachers to implement effective family involvement strategies to close achievement gaps within the classroom. The targeted classroom teachers serve as exemplars that develop, implement, evaluate, and disseminate effective strategies to the district at various opportunities throughout the year.
- Formative and summative evaluation of closing the achievement gap activities.

### ***E. Assessment and Accountability***

According to research conducted by the Council of Great City Schools, urban districts that have seen major improvements in student achievement have recognized the need for high quality formative assessments to diagnose students’ needs and to identify areas for strengthened professional development for classroom teachers. In its review of MPS instructional programs (May, 2006), the Council recommended that MPS initiate use of periodic, common formative assessments. The Council noted that these assessments would provide reliable, valid information for school and district personnel several times throughout the year about what students know and are able to do.

Since the 2006-07 school year, MPS has used benchmark assessments four times per year in Reading and Mathematics. Nearly every school in the district that enrolled students in grades 3-9 has participated in the benchmark assessment program. The assessments are on a vertical scale, allowing for measuring student progress over time and for comparability across tests. They are also aligned to the Wisconsin State Assessment Frameworks, provide user-friendly reports for teachers, school leaders, and learning teams available 24/7; reports can be accessed in one business week following the close of the assessment window. Schools that test on-line get immediate results.

All together, MPS included approximately 45,000 students in grades 3 – 9 in the benchmark assessment program during each of the past three school years. Hundreds of professional development sessions have been held with school personnel since the program's inception on accessing and using ThinkLink benchmark assessment data to guide instruction. So far, implementation of the program has been very successful in that school learning teams now have data from common assessments to discuss and analyze collaboratively. Increasingly, teachers are involving students in analyzing their own results and developing goals for improvement.

Beginning with the 2005-2006 school year, the state adopted fully customized assessments for grades 3-8 and 10 as mandated by the *Elementary and Secondary Education Act*. Per state statute, results on the state assessment are used as one of the three criteria for student promotion from grades 4 and 8. Performance on classroom assessments and teacher recommendations account for the other two. These data are electronically collected on the district's Student Promotion System database.

In addition to individual student accountability for performance on assessments, the district has a policy relative to school-wide performance that aligns with the ESEA requirements. Specifically, school-wide performance is reported in the district's annual Report Card on the following three measures:

1. Attainment (percent of students proficient/advanced) in reading, language arts, and mathematics),
2. Growth (value-added analyses of school growth compared to similar attaining schools), and
3. School climate (annual, district-administered surveys of students, staff, and parents).

Building decade-long partnership with Wisconsin Center for Education Research (WCER), several years ago MPS instituted a contractual relationship that provides the district with an embedded researcher. The researcher works under the functional direction of the Director of Research and Assessment at MPS but receives technical direction from Dr. Rob Meyer, Director of the Value-Added Research Center at the WCER. This has provided MPS with access to the extensive resources and expertise of WCER, resulting in several major research studies in the past year alone (summer school, year-round schools, post-secondary outcomes). In addition to the embedded researcher contract, the district has contracted with the WCER to complete evaluations of the Supplemental Services programs required under ESEA, the district's high school and charter schools, and of the READ 180 program. These projects are in addition to the ongoing work on providing value-added data annually to the district at the school and grade levels. Although enhanced grade-level reports were not provided to schools as anticipated in 2008-09, planning is now underway to provide learning teams and Central Services System of Support staff with value-added training.

In addition to work completed with its primary research partner, WCER, the district also reviews and approves approximately 100 research requests per year from people/institutions interested in conducting research within the district. A relatively new partner in research is the Institute for Research on Education Policy and Practice (IREPP) at Stanford University. The district is a member of the LEADS Network at IREPP and collaborates through the Network with other participating districts on common areas of interest in policy and practice.

As noted above, the district's annual Report Card is published each year and presented to the Board of School Directors and the community at large. In addition to the attainment, growth, and climate information described above, the district also reports a number of other student outcomes including mobility, stability, attendance, promotion, graduation, suspension, and truancy rates. Schools also write a narrative that describes the school's curricular emphases and special programs.

The state and district assessment data currently reside in the district's data warehouse and in the student information system (eSIS). In order to improve the use of data throughout the district, and to link assessment data with other student outcome information, the Division of Research and Assessment and the Division of Technology redesigned the district's data warehouse and launched it in August of 2007. Usage data from 2008-09 indicates that most months, there were over twice as many users than in 2007-08. Further, users accessed reports nearly 13,000 times in March of 2009, a nearly 200% increase over the year before.

For the third year in a row, MPS planned and provided intensive three-day data retreats for schools following the spring release of WKCE-CRT data. These data retreats, based upon the framework originally developed by Judy Sargent, Ph.D. of CESA 7, were required for all SIFI schools, schools that missed AYP, and other district-designated low-performing schools (including those with low CIFM compliance). With facilitation, teams discuss the effects of their own instructional practices on these student outcomes, and they develop new strategies to address students' needs. In 2008-09, about half of the MPS schools participated in the retreats while the other half participated in one day School Improvement Planning workshops.

#### ***F. Highly Qualified Teachers and Paraprofessionals***

MPS has made consistent progress over the last five years in recruiting new teachers to fill positions identified as "teacher shortage areas" in a complex urban district. Unfortunately, over 7% of MPS' teaching force resigns annually, with many leaving for reasons other than retirement. Of this seven percent, approximately 16% are new teachers resigning within their first year and that number rises to nearly 40% by the end of their fifth year. An additional 14% resign by the end of their tenth year. The next largest percentage of resignations is that of retirements. With the baby boom generation nearing retirement age, the district anticipates that this attrition rate will significantly increase the number of resignations over the next five years. The departure of a substantial number of veteran teachers in such a short period of time will directly impact student academic success in the school district.

Because studies show that the lowest achieving students tend to have a higher percentage of novice teachers (less than six years of experience), the "revolving door" effect of the resignations of these teachers on these schools and the educational outcomes of their students is acute. The high attrition rate can be traced oftentimes to the fact that novice teachers consistently struggle with issues of curriculum and instruction, classroom management, technology integration, and

lack of effective building level support from their peers or their administrator. In 2007-08, of the 425 teachers who resigned by the end of the school year, 60 or 14% were new teachers leaving within their first year of employment. Many of these teachers leave to join suburban or other school districts; others leave the profession entirely. The 425 teachers who resigned represented nearly 7% percent of the total teaching population of MPS. The need to develop and implement initiatives to recruit and retain highly qualified teachers and support teachers early in their career is evident. It is encouraging however, that the preliminary data from 2008-09 suggests that the resignation rate among new teachers in their first year dropped by nearly 40%.

Emergency licensed teachers enrolled in alternative certification programs will be rehired from the previous year to help fill the need for approximately 300 highly qualified teachers in critical shortage areas of special education, bilingual education, mathematics, science, foreign language, and Montessori (see table.) Just as other K-12 districts are faced with teacher shortages in critical areas, MPS faces challenges of recruiting and retaining the teachers committed to an urban setting.

<b>Critical Areas of Teacher Shortages in MPS</b>		
<b>Subject</b>	<b>2007-08</b>	<b>2009-10</b>
Special Education	210	206
Bilingual	65	51
Science	13	7
Mathematics	12	10
Foreign Language	20	5
Montessori	9	9
Total	329	288

Each year MPS falls short in achieving the goal of 100% highly qualified teachers for a variety of reasons, but significant among those reasons are failure of some teachers to pass the Praxis II (one of the requirements needed to be deemed “highly qualified”) and the inability to recruit or retain highly qualified teachers in the shortage areas (particularly special education). As a result, an unacceptable number of classrooms are staffed with teachers who are not highly qualified. In fact, in some instances, these teachers remain in the classroom for the entire school year. Without the support that comes from being enrolled in a certification program or the mentoring that is also required for highly qualified status, these teachers are ill equipped to help close achievement gaps. Their command for delivering and understanding curriculum and instruction, knowledge of strategies to effectively manage a classroom, and techniques to motivate and advance students from one level to the next is inadequate.

Since NCLB’s mandated inception during the 2002-2003 school year, school principals have been required to notify parents of students who are in classrooms staffed with uncertified teachers or teachers who are teaching outside of their area of certification. This is another example of the need to recruit and retain teachers who are highly qualified. For 2009-10 Title I-A funding was used to provide a three days of orientation/induction to all new teachers, including emergency licensed teachers. The orientation/induction consists of an introduction to the district’s academic initiatives around reading and math, including suggestions on how to provide instruction integrating the these subjects across content areas; an introduction to special education language and issues; training in classroom management; and information about district resources designed to support new teachers. During the orientation, many of the new teachers will also be introduced to their district mentor for the first time. Title I funding will also be used to provide support to those emergency licensed teachers who have not passed the Praxis II exam for certification. The district will also offer differentiated levels of support based on individual assessment and could include content specific mini courses, study sessions with an instructor, one-on-one tutoring, PLATO (online), and Praxis II study guides for reinforcement and home study.

For the 2009-2010 school year, Title I funds will be used to fund the implementation of a comprehensive induction program to support novice teachers. The goal is to significantly reducing the attrition rate of novice teachers with the ultimate goal of positively impacting instructional practice which should raise student achievement through the resulting stability. Central to the induction initiative is the mentoring component. Funding supports a mentor coordinator and a supervisor charged with overseeing the implementation of this initiative as well as the supervision of the mentors. The job of the mentors is to provide instructional support to novice teachers as well as the social-emotional support often needed by novice teachers in their first year on a consistent basis. They will also provide part of the district level staff development that will be offered to novice teachers throughout the school year. Mentors will work in conjunction with the school-based mentor (located in local buildings) who also functions as a resource and support to novice teachers in their buildings. The school-based mentors work to ensure that new teachers are able to navigate the local school culture, meet key teachers in the building and are included in staff development planning at the local level.

Currently, there are three certificated staffing specialists and a staffing manager who recruit, interview, and hire teachers, and a classified staffing specialist who coordinates the hiring process for paraprofessionals. Once cleared by human resources, teachers and paraprofessionals are interviewed by local schools for specific positions. Human resources then fills the balance of the vacant positions centrally. Three FTEs are funded with Title II-A funds. All certificated staffing specialists are also responsible for the recruitment of teachers for the critical shortage areas (special education, bilingual education, mathematics, science, foreign language, and Montessori). One staffing specialist is also the district's liaison/coordinator that collaborates with all local alternative certification programs (Milwaukee Teacher Education Center (MTEC), University of Wisconsin-Milwaukee, Cardinal Stritch University, Milwaukee Area Technical College (MATC), and CESA #1 in recruitment, retention, and certification of highly qualified teachers. In addition to collaborating with the local alternative certification programs, the district also incorporates a variety of deliberate recruitment strategies to attract teacher candidates. These activities include, but is not limited to, ongoing student teacher, attendance at recruitment fairs, targeting non-traditional populations, such as career changers and non-educational majors in higher education institutions. During the 2009-10 school year, the district hopes to make more effective use of its portal presentation as a recruitment tool. Finally, the district has also entered into partnership with various national organizations like The New Teacher Project (TNTP) and Teach for America (TFA) to help meet teacher shortages in high need areas.

In addition to strengthening the rapport and open communication with institutions of higher learning that have teacher preparation programs, MPS meets regularly with institutions of higher learning to discuss the ongoing needs of school district. Beyond discussing critical shortage areas, MPS works to ensure new and emerging teacher leaders have the tools to excel in a large, urban school district. These discussions help both the district and the institutions of higher learning learn what is needed from each other. Through the efforts of the Milwaukee Partnership Academy, a new higher education structure was established called the Metropolitan Milwaukee Area Deans of Education, which is convened by the Dean of the School of Education at UWM. This network includes all of the local education deans across the public and private institutions that prepare teachers. The group meets regularly to discuss relevant issues, raise concerns, and interact collectively with school district personnel.

In 2008, the district eliminated one of the long standing barriers to the hiring of highly qualified teachers, particularly in shortage areas, when, as a result of negotiations with the teachers union, the hiring process was move up substantially. Not only was the hiring and placement process moved up nearly two months, but schools were able to offer placements to new hires much earlier.

*Paraprofessionals with outstanding qualifications* continue to be recruited to assist teachers. MPS currently requires that paraprofessionals have sixty college credits as a minimum.

### ***G. Professional Development***

Milwaukee Public Schools (MPS) is working to enhance the knowledge, skills and performance of all employees so that all students can learn and perform at their highest level. Professional development is essential to improving teaching and learning and increasing the efficiency and effectiveness of district operations. In addition, creating a strong adult learning system is a major goal of the MPS Strategic Plan.

ESEA and local board funds support staff in various central services departments who are responsible for designing and delivering professional development. These departments directly support the implementation of district initiatives, programs, policies and practices. Training is targeted to the appropriate employees based on current needs. Each central services department uses multiple sources of data to ensure that professional development offered is aligned to the district strategic plan and supports school improvement.

MPS's Department of Educational Services, in conjunction the Department of District and School Improvement, will use federal stimulus or ARRA funds to offer various professional learning opportunities one Saturday a month beginning in October 2009 and running through May 2010. Saturday Academies for Professional Development will be dedicated to supporting the professional growth needs of all teachers and school leaders. The professional learning opportunities offered will promote strategies for meeting goals identified in the District Identified For Improvement (DIFI) Plan and individual School Improvement Plans. Similar professional development will be offered during the school day and after school for those unable to attend Saturday sessions.

Professional development is ongoing at the district and school levels. A building learning team at each school develops a Title I School Improvement Plan, which serves as the basis for teacher professional growth over a two-year period. At annual data retreats, identified school teams receive training on analyzing data and using it to drive instruction. In addition, curriculum, assessment, literacy and math specialists offer academic guidance and deliver differentiated professional development directly to school staffs. School improvement facilitators, curriculum generalists, literacy coaches, and math teacher leaders also provide embedded professional development to whole staffs, small learning communities and individual teachers in identified schools.

Ongoing support seminars are provided for initial educators. A Comprehensive Induction Plan, developed for the 2008-2009 school year, continues to be implemented and includes district wide mentors being assigned to all first year teachers.

In 2009-2010, MPS will align all professional learning opportunities offered with the NSDC Standards. The National Staff Development Council's (NSDC) Standards recognize that sustained, rigorous professional learning is essential for everyone who affects student learning. These standards are a landmark contribution in raising the performance levels of students. The district's framework for professional development incorporates the three major components of the NSDC Council's Standards: 1) Context Standards, which refer to the organization, system and culture in which the new learning will be implemented, 2) Process Standards, which refer to the "how" of staff development, and 3) the Content Standards, which refer to the "what" of staff development. As seen to the right, these three major components incorporate the 12 NSDC Standards (NSDC, 2001).



**Staff Development: e-Management System**

In 2009-2010, MPS will continue to fully implement the staff development e-Management system to facilitate and track staff development for all district employees. The 2007-2008 school year served as phase one of the district's plan for collecting staff development data district wide. This data is used to ensure student performance and district operations data is incorporated into department's staff development planning.

During the 2008-2009 school year, the district introduced a new module in PeopleSoft called eDevelopment. Schools were required to enter school-based or "embedded" staff development data directly.

District-level training opportunities will continue to be recorded in Enroll for the first semester. Data collected in Enroll will be loaded into PeopleSoft throughout the school year to create a one-stop location for employee training data. By spring 2010, district and school personnel will be able to download staff development reports from the data warehouse for use in instructional planning and development of educational plans. Individual employees will be able to view and download an MPS "transcript" that contains information on all of the training they have participated in over the course of the school year. The data generated from the system will support data-based decision making, accountability and improved use of resources.

**Staff Development: Learning Technologies**

MPS technology leaders know that education in the 21st century has changed rapidly from traditional methods of teaching and learning. Through the appropriate use of current technologies to support learning, student motivation will increase as they accelerate their grasp of complex concepts and experience opportunities to work as adults work in collaborative, problem-centered settings. MPS has made major investments in professional development, infrastructure development, online content and collaboration space access, and data systems to expand learning opportunities for every child in Milwaukee. Rapid advances in technology impact every facet of our lives, from the way we conduct business to the social relationships we form. As the economic and social landscape changes, demands on educators and students shift as well. While traditional literacy skills are still important, there are a host of new skills educators and students must master to be successful global citizens. They focus on cognitive and learning skills, as well as creativity and innovation.

The 21st century educator must be adequately prepared for the 21st century students whom they teach; therefore, educators must be self-directed cyclical learners. The professional development that they receive must carry them from learner of technology, to teacher of technology, assessor of technology, back to the learner again. Chris Dede of Harvard University states that, "Distributed learning communities should aid educational practice, professional development and the transformation of schooling to foster 21st century knowledge and skills. In particular, emerging devices, tools, media, and virtual environments provide novel ways to enable distributed learning and professional development designed to achieve the vision for educational improvement," (Dede, 2004).

Research shows that professional development is key to developing educators' ability to use technology in ways that actually improve student achievement. "To improve education today we must do more than put technology in schools," the CEO Forum on Education and Technology said in its 1999 School Technology and Readiness Report. The CEO Forum Report stresses *professional development* as a tool for improved learning. The correlation between student performance and teacher *professional development* is high. Wenglinsky's (1998) study, *Does it Compute: The Relationship between Educational Technology and Student Achievement in Mathematics*, demonstrated that teachers who did not participate in technology-focused staff development used computers for "skill and drill" which had no effect on student achievement. Teachers who had professional development were able to integrate technology to advance critical thinking and other higher order learning skills and saw increases in student achievement.

The lack of adequate professional development has been described as possibly the single greatest obstacle to teachers making use of educational technology (Office of Technology Assessment 1995). The Seir\*Tec (2005) report on *Factors that Affect the Effective Use of Technology in Teaching and Learning* found that when professional development and technical assistance start with a particular teaching or learning strategy that the teachers believe will benefit their students, such as cross-curricular thematic units, and then help teachers discover ways technology is a tool that supports the strategy, teachers are usually eager to try both the new instructional strategy and the technology. The research suggests that when the technology matches a job or task that the teacher perceives as important or related to their work, they will embrace the technology.

"Most of today's educators entered the field planning to teach a specific subject or grade level. Few expected to teach classroom technology; some even are reluctant to use computers for such teacher-based tasks as classroom management and grading," states Jackson (2004). Moving teachers from the survival stage to innovation stage is only accomplished through sustained, systemic professional development. It is supported by a variety of strategies (Sparks, 2002) including online and face-to-face professional development as well as collaborative professional learning communities; follow-up training over a sustained period of time, mentoring, coaching, and modeling of instruction that effectively incorporate technology.

The link between professional development, instructional practice and student achievement has been well established. Effective technology use, like effective teaching, must challenge and engage students. In a study that examined the relationship between computer use and students' science achievement on a standardized assessment, Papanastasiou, Zemblyas and Vrasidas (2003) found that computer use itself did not have an effect, but rather how the computer was used. Teachers who receive professional development are more likely to use technology beyond the foundational level, which creates stronger student engagement.

Instructional Technology Specialists provide professional development to support effective use of technology integration as a tool for teaching and learning district-wide. Ongoing, job-embedded coaching and training for educators supports learning experiences within the context of their work so they may practice, reflect, and modify their instructional practices to produce student evidence of learning that supports the culture of evidence required by NCLB. As part of the instructional technology team the library media specialist plays an integral part in providing support for and professional development on the use of online tools and databases. The most recent study by the Illinois School Library Media Association, Canton, Illinois, 2005 titled *Power Libraries Make Powerful Learners* (Lance, Rodney, and Hamilton-Pennell) concluded that the study clearly demonstrates the critical role that library resources and librarian activities play in enhancing student performance.

In 2009-2010 Instructional Technology will support:

- **Instructional Technology Leaders:** Having a designated instructional technology leader within the school is a research-based approach for successful integration of technology into the curriculum. Beginning in 2007-2008, all schools are required to identify a certified teacher who guides and leads school staff and students in effectively using instructional technology and resources. Title IID resources are provided to schools with Instructional Technology Leaders to offer school-based professional development opportunities to support technology-rich lesson planning and implementation of instructional strategies designed to ensure that all students meet technology literacy requirements.
- **Grade 8 Technology Literacy:** Rubrics, based on the National Educational Technology Standards for Students (NETS\*S), were provided to help teachers identify and assess student technology literacy. These rubrics included performance indicators along with descriptors at four different grade levels PK-2, 3-5, 6-8, and 9-12. In 2008-2009 completed project-based lessons, enhanced with technology, were used to measure students' technology literacy skills. In 2009-2010, MPS will continue its efforts to ensure every student is exposed to their grade-appropriate NETS\*S through project-based lessons that integrate technology and that grade eight students are literate.
- **1:1 6<sup>th</sup> Grade Laptop Initiative:** In 2007-2008 MPS piloted a one-to-one laptop initiative, *E-Learning Kids* that provided seven schools with laptop computers for their sixth grade students. Teachers received high-quality professional development with a focus on improving student academic achievement through the use of technology in schools, ways to assist all students in becoming technology literate by the end of eighth grade, and effective instructional strategies integrating technology into all areas of the curriculum. Parents were provided with district and community online resources to help support their child's learning. MPS provided every participating student with an Internet connection at home to ensure equitable access. During 2008-2009, MPS expanded the program adding four more schools. In 2009-2010, the district will add six new schools reaching over 800 students. The vision is to expand the program over the next five years to include all sixth grade students in the district.

- **Electronic Grade Book (eSIS):** Grade Book is a component in the district's student management system. The online tool allows students and their parent's access to their individual academic progress. Progress can be recorded using numeric, standard alpha, and rubric scoring. Approximately **90% of high school teachers** and over **50% of middle school teachers** actively used eSIS grade book during the 08-09 school year. The goal for the 2009-2010 school year is for the effective use of eSIS grade book with 100% of all middle and high school teachers.
- **Online Learning Communities (Moodle)** Moodle, a free, Open Source learning management system (LMS) is designed to help educators create effective online professional learning communities for educators and for use by teachers with their students. Each year MPS's use of the LMS has grown to be an effective vehicle for learning and communicating at the district and school levels. There are currently 65% of MPS Schools using at least one hybrid room with students and approximately 21% of MPS students participate in the online community. For the adult learning community, MPS has 219 professional learning communities and collaborative rooms.
- **Instructional Software, Resources, and Tools:** Instructional software and virtual library subscriptions are provided to enhance and monitor student learning and differentiate instruction. The wide-range of online databases provide both staff and students ubiquitous access to information.

#### **Staff Development: English Language Learners**

Professional Development is a very important aspect of Title III-A in providing teachers with research-proven strategies to implement in their classrooms and help improve the academic achievement of *English Language Learners* (ELLs). Second language acquisition workshops are offered for district staff members who work with ELLs as well as school-based professional development. In addition, differentiated instructional workshops for ELLs in Sheltered Instructional Observational Protocol (SIOP) will be offered, which will assist with academic improvement as well as other district and school-based professional development.

Monthly professional development sessions are held with English as a Second Language (ESL) teachers and bilingual teacher representatives from each school to provide technical assistance focused on improving reading and mathematics teaching strategies. The staff members who attend share the information and topics discussed with other teachers at their schools. Schools also utilize Title III-A funding for the development of curriculum and other supplementary units that schools can use to train other staff and utilize Title III funds to meet ELLs needs. Quarterly sessions are held for principals who have Bilingual/ESL programs in their schools. Principals are provided technical assistance, information on initiatives, compliance issues regarding ELLs, and guidelines and requirements for the Title III funding. In addition, professional development opportunities and literacy classes are conducted in collaboration with Title I-A for parents to acquire English skills to enable them to assist their children with homework and increase achievement in reading, mathematics, and English proficiency.

#### **Staff Development: Safe and Drug-free School Environments**

Title IV-A supports professional development efforts to *ensure safe and drug-free school environments*. Quarterly workshops are conducted for CSHT members from each school. At these sessions, best practices are shared to assist schools in delivering programs to address the

high-risk behaviors of youth. In addition, comprehensive training programs are held for each of the six research-based programs that will be offered to participating schools. Technical assistance as provided from the district's "trainer of trainers" model will provide ongoing assistance to each participating school. School level and district staff members also participate in the "The Heart of the Matter: Building Safe and Drug Free Schools" conference sponsored by DPI where MPS personnel learn about available programs and resources available to address high-risk student behaviors. A partnership utilizing Title II-D and Title IV-A funds allows teachers and students to access online curriculum on health and wellness topics.

#### ***H. Parental and Community Participation and Involvement***

Over 30 years of research have proven beyond dispute the positive connection between parental involvement and student success. Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform. Since 2004, MPS has been promoting the use of the National Parent/Teacher Association's Standards for Parent/Family Involvement Programs in school efforts to promote family and community involvement. These standards promote meaningful parent, family and community participation, raise awareness regarding the components of effective programs, and point to strategies and activities to assist schools in improvement efforts. As with any effective long-term reform, the integration and implementation of these six standards at the district level and at each school are based on the school's specific needs and circumstances. The standards are as follows:

- Standard 1. Communicating—Communication between home and school is regular, two-way, and meaningful.
- Standard 2. Parenting—Parenting skills are promoted and supported.
- Standard 3. Student Learning—Parents play an integral role in assisting student learning.
- Standard 4. Volunteering—Parents are welcome in the school, and their support and assistance are sought.
- Standard 5. School Decision-Making and Advocacy—Parents are full partners in the decisions that affect children and families.
- Standard 6. Collaborating with Community—Community resources are used to strengthen schools, families, and student learning.

MPS is continuing its efforts to increase parental and community involvement at all levels to address these standards and meet the Title I NCLB parental involvement provisions defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. MPS is focusing on the following:

- Ensuring parents and families across the socio-economic and cultural spectrum have access to and understand information that will support their involvement in all decisions about their child;
- Assisting families and parents in becoming better consumers of supports and services;
- Enhancing the capacity of parents and families to become decision-makers in their child's current and future educational, home and community environments;
- Promoting the development of school leadership that emphasizes the creation and maintenance of positive school environments that welcome and support diversity; and
- Promoting partnerships between parent organizations, the district and schools to support implementation of district initiatives.

During the 2007-2008 school year, the district convened representative leaders from the various district and school-level parent organizations and advocacy groups to develop a long-range strategic plan for increasing parent involvement and measuring the success of parent involvement strategies across all grade levels. The long range strategic plan goals for increasing parent involvement and measuring the success of parent involvement strategies across all grade levels outlined in the Parental Relationships Functional Plan show that MPS is on the correct path to developing stronger partnerships. We also provide strategies to ensure parents/guardian participate in the shared decision-making process. During the 2008-2009 school year, the Parent Congress held its first activity for MPS parents and community. The activity focused on identifying barriers that hinder parents from participating in activities. One primary barrier identified was parents not feeling welcome in schools. During the 2009-2010 school year, the Parent Congress will focus on providing strategies to eliminate this barrier. MPS will also continue coordination of the parent groups through an MPS Parent Congress. The Parent Congress will continue to work collaboratively to better address identified needs and collect and analyze data on the effectiveness of efforts.

MPS will work closely with Milwaukee-based DPI staff to coordinate and provide training and support to schools on strategies structured to involve all parents in school decision-making that builds positive connections between home and school for students and their families.

As part of the continuous improvement process, Learning Teams and School Governance Councils seek input from the local school community in developing the Family and Community Involvement Action Plan. Learning teams and school governance councils must evaluate and assess current school climate survey results, identify and prioritize family and community involvement needs, including professional development, and then establish a family and community involvement SMART goal (Specific, Measurable, Attainable, Relevant and Research-based and Time bound).

In addition to the action plan, annually schools are required to provide an updated parent-student-school compact and family involvement policy. These documents are collaboratively developed via the school's Governance Council. Included are the details of the partnerships that must occur to assure academic success for each child and effective parent involvement in school decision making. The compact and school-based parent involvement policy allows for a greater level of ownership of the learning process for the student, parent, teacher, and administrator levels.

The Title I Office continues to communicate the availability of coordinated support and technical assistance to students and their families, and provide educational activities for parents provided by the various parent organizations throughout the district. Schools are encouraged to provide parents with training sessions to better understand the State standards and the manner in which standardized test scores are reported to them. Additional resource tools for parents to help their children in the learning process are provided at the school and district levels as identified needs become evident. Technology adds to the repertoire of tools available to parents as partners in their child's education. All parents have access to online information that includes real-time attendance data, assignments and grades, along with special education and other school information. The MPS Portal hosts current district information and resources for parents, such as Internet safety, calendars, and school websites.

The district continues to collaborate with the Milwaukee Partnership Academy on a tutoring and family literacy project. Tutoring and adult/family education programs focus on improving achievement in literacy and mathematics. Tutor training began in 2005-06 and is continuing. Trained tutors have been placed at after-school sites, including MPS Community Learning Centers (CLCs), recreation sites, and community-based sites. During the 2008/09 school year Milwaukee Partnership Academy trained approximately 245 tutors in eight sessions at diverse locations. The trainings provided more in-depth sessions for reading and mathematics tutors. MPS personnel works with Milwaukee Partnership Academy to ensure that the tutor trainings are aligned to the standards-based curriculum taught during the day. In the 2009/10 school year the collaboration will focus on increasing the number of parents and other adults working with students in the home, and community and faith based agencies. Through organized groups with parental representation, the district continues to increase efforts to involve parents in the education of their children through after-school tutoring, and through working collaboratively with them so that they have the tools and resources to conduct effective tutoring in the home setting. The collaboration with MPA will strengthen existing tutoring programs, link parents to tutorial sites and trained volunteers to a cross section of volunteer opportunities.

The *No Child Left Behind* Act requires greater effort on the part of the district to communicate with parents and involve them in their children's education. The MPS Title I Office partners with other MPS departments to support parental and community programs that address parental questions regarding education options for homeless, English Language Learners (ELLs), migrant and students with special needs enrollment, student achievement, student discipline, family literacy, and supplemental education services. Collaborative parental activities utilizing Title I and Title III funds are held for parents of ELL students to acquire English language proficiency via ESL after-school and Saturday classes as well as basic literacy classes. In addition, Title I and IDEA support implementation of the district's Parent Dispute Resolution System, established to respond to complaints filed by parents of students with disabilities and regular education students in a timely basis. The district continues to track and monitor data on the number of complaints filed and the percent resolved. During the 2008-2009 school year, there were 214 complaints; all complaints have been closed. Professional development for parents includes workshops, community meetings, advisory committees, school-based programs led by parent coordinators, parenting classes hosted by central services and other non-profit organizations with which MPS is affiliated. In the 2009-2010 school year, we will have school-based action teams, cluster action teams and a district action team. All action teams will focus on implementing strategies that increase student attendance.

### ***I. Evaluation***

MPS has instituted a nine cluster system of support (SOS) for schools. MPS schools are grouped into nine separate clusters. Centralized support is organized into teams within the cluster system. These teams support all schools, but concentrate on low achieving schools that have missed Adequate Yearly Progress (AYP), schools identified as NEA schools (National Education Association Closing Achievement Gaps program schools) and SIFI schools (Schools Identified For Improvement). There are several NEA schools that are also Schools Identified For Improvement. The SOS teams provide technical support and assist schools in conducting a comprehensive needs assessment, examining the use of school resources, and developing and implementing school improvement plans. Team members are knowledgeable and skilled in the areas of school leadership, curriculum and instruction, classroom management and discipline,

academic assessment, family and community involvement, financial management, and evaluation and research. The team is comprised of multiple stakeholders and may include District and School Improvement (DIFI) Supervisors, Administrative Specialists, Special Education Leadership Liaisons, Literacy Specialists, Mathematics Specialists, Data Support Specialists, Parent Center Liaisons, Teaching and Learning staff members, Budget Analysts, Human Resource Coordinators, and members of the Milwaukee Partnership Academy.

The comprehensive needs assessment is a description of the current condition within each school. In order to identify where one wants to go, one must have a good understanding of current status. The needs assessment is as much a process as it is a product. An EdStat data based decision making process is used to review school improvement plans and facilitate the school's on-going reflections and conversations about data. To support this process, each school must evaluate its progress on previous year's goals and effectiveness of strategies, gather current, relevant data, identify needs and trends, and finally prioritize needs and select core strategies for inclusion in the school improvement plan. Schools use a continuous improvement-focused monitoring tool to assess needs in the area of special education compliance for students with disabilities. The SOS teams, school administrators and learning team members collaborate to:

- Assist with the analysis of data and program information to plan for improvement of student performance;
- Assist with aligning curriculum information with standards;
- Leverage school reform;
- Utilize the Ed Stat data based decision making process to identify areas for improvement;
- Assist in establishing accountability for student outcomes;
- Provide instructional support that is responsive to school needs;
- Understand and support student progress in the general curriculum and toward community roles;
- Assist in making judgments and decisions based on evidence/data;
- Help determine and prioritize needs; and
- Assist in the selection and implementation of high yield instructional strategies.

Included in Appendix H is a summary of the System of Support and Corrective Action used by the district to support school improvement. In particular, the DIFI Supervisors, special education leadership liaisons, and administrative specialists monitor and support implementation of the school improvement plan. The Administrative specialists are responsible for holding the principal accountable through evaluation.

Review of school improvement plans is not isolated to low performing schools. The Ed Stat data based decision making process is embedded within the required principal professional development sessions. The Ed Stat model is also used with the learning teams. Teams discuss formative assessment results and progress to date on achieving school improvement goals.

The SOS teams facilitate or collaborate on various professional development opportunities as well as the other required sanctions at the various SIFI levels, including school transfer options, supplemental educational services, corrective action, restructuring and/or school closure. Resources are available to support low performing schools through local school and district funds and various state and federal programs. DPI provided additional funding to SIFI schools through the School Improvement Grant. DPI strongly encourages the district to use these funds

for teacher certification/qualification, professional development, curriculum alignment, parental involvement, class size reduction, early intervention/remediation programs, discipline/ health/ safety, and/or extended learning opportunities.

During the 2008-09 school year, the district submitted a District Identified For Improvement (DIFI) Plan to document what actions were being taken to address the areas that placed the district at the level 3 status.

During the 2009-2010 school year, the DIFI plan will be revised in alignment with the district's Strategic Plan. The plan will incorporate the effective strategies being employed by the district and address the areas of need highlighted in the corrective action plan designated as a result of the district at a level 4 status.

To maximize the positive impact of ESEA programs on closing achievement gaps and raising achievement of all students, district level program and fiscal staff conduct three monitoring conferences annually with Title program coordinators. The ESEA monitoring conferences have two goals: (1) monitor implementation of strategies, and (2) monitor collection of documentation of compliance. The oversight and monitoring process includes an extensive review and approval process by members of senior management directly responsible for supervision and oversight of each Title program coordinator. In addition to senior management, proposed Title program budgets are submitted to the Milwaukee Board of School Directors in May for review, public hearing and approval. The Board reviews and approves Title budgets a second time in October when final allocations and carryover amounts have been finalized.

In addition to the local compliance measures implemented by MPS, the district continues to participate in ongoing professional development offered by DPI program coordinators and the U.S. Department of Education. The district works with DPI to monitor local compliance through the annual ESEA Consolidated Plan Monitoring Conference, ESEA Consolidated Plan End-of-the-Year Report and Statewide System of Support process.

Currently, MPS is involved in a number of research projects/federal evaluations around one or more ESEA provisions. MPS will continue to collect and report data to the U.S. Department of Education or to DPI when requested.

## ***II. Assistance Needed to Fully Implement the Elementary and Secondary Education Act Provisions***

MPS continues to participate actively in the DPI statewide system of support process for Schools and Districts Identified for Improvement under ESEA. Initiatives implemented with consistency over time will bring about needed improvement within MPS. The district anticipates that improved communication and ongoing dialogue with DPI staff will lead to improved state-level funding and support for district initiatives designed to raise student achievement and close achievement gaps. MPS will continue to work with DPI officials to communicate local needs, secure needed support, and strengthen collaboration with DPI to consolidate and coordinate deadlines for monitoring and quality reporting.

MPS is continuing to work pro-actively on issues around Title I requirements related to Supplemental Education Services (SES). Assistance continues to be needed to review assurance compliance and applications more critically, monitor effectiveness, ensure ability to provide quality services, and to monitor state guidelines on the use of and distribution of incentives for students and parents.

MPS calculates and reports growth in student achievement (value-added) via its partnership with Wisconsin Center for Education Research. SIFI schools that demonstrate growth in student achievement that is greater than the district average should be credited for their improvements with less severe and less prescriptive sanctions by the district and state. MPS looks forward to partnering with DPI in its exploration and application of value-added analyses and longitudinal data systems in the AYP process.

With reauthorization of ESEA looming, MPS requests that DPI continue to keep district officials apprised of new developments and opportunities to share best practices as well as concerns that will impact local decision-making and the use of resources to meet federal mandates.

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# **Appendix A**

## **Contact Information for MPS Title Coordinators**



 Contact Information for **Milwaukee (3619) 2009-2010**

 CONTACT INFO |  MAIN |  EXIT |  HELP

*\* Denotes required field.*

<b>*Title Area:</b>	<input type="text" value="Select..."/>	<b>*Email:</b>	<input type="text"/>
<b>*Last Name:</b>	<input type="text"/>	<b>*Phone:</b>	<input type="text"/>
<b>*First Name:</b>	<input type="text"/>	<b>Extension:</b>	<input type="text"/>
<b>*Position Title:</b>	<input type="text"/>		
<b>Indicate Time as Coordinator:</b> <input type="radio"/> Less than one year <input checked="" type="radio"/> 1-3 years <input type="radio"/> More than 3 years			



**ERROR!** You must complete ALL required areas!

**Save**

**Reset**

Title Area / Title / Email	Name	Phone	
Business Manager	Michelle Nate		<b>Delete</b>
Chief Financial and Operations Officer <a href="mailto:natemj@milwaukee.k12.wi.us">natemj@milwaukee.k12.wi.us</a>		More than 3 years as coordinator (414) 475-8336	
ESEA Program Coordinator	Phyllis Anderson		<b>Delete</b>
Title I Coordinator <a href="mailto:anderspp@milwaukee.k12.wi.us">anderspp@milwaukee.k12.wi.us</a>		1-3 years as coordinator (414) 773-9820	
Homeless Liaison	Jennie Dorsey		<b>Delete</b>
Director of Parent and Student Services <a href="mailto:dorseyjb@milwaukee.k12.wi.us">dorseyjb@milwaukee.k12.wi.us</a>		1-3 years as coordinator (414) 475-8027	
Title I Part A	Phyllis Anderson		<b>Delete</b>
Title I Coordinator <a href="mailto:anderspp@milwaukee.k12.wi.us">anderspp@milwaukee.k12.wi.us</a>		1-3 years as coordinator (414) 773-9820	
Title II Part A	Catherine Thome		<b>Delete</b>
Director of Educational Services <a href="mailto:thomecc@milwaukee.k12.wi.us">thomecc@milwaukee.k12.wi.us</a>		1-3 years as coordinator (414) 475-8090	
Title II Part D	Catherine Thome		<b>Delete</b>
Director of Educational Services		1-3 years as coordinator	

[thomecc@milwaukee.k12.wi.us](mailto:thomecc@milwaukee.k12.wi.us)

(414) 475-8090

Title III Part A

Jesus Santos

[Delete](#)

Director Bilingual Multicultural Education

1-3 years as coordinator

[santosjx@milwaukee.k12.wi.us](mailto:santosjx@milwaukee.k12.wi.us)

(414) 475-8091

Title IV Part A

Brett Fuller

[Delete](#)

Curriculum Specialist: Health, Physical Education, Safe and Drug Free Schools

1-3 years as coordinator

[fullerba@milwaukee.k12.wi.us](mailto:fullerba@milwaukee.k12.wi.us)

(414) 475-8057

# **Appendix B**

## Team Roster



## Milwaukee ESEA Consolidated Plan Team - 2009-2010

Team Member	Title Program Affiliation	Phone Number	E-mail Address
Anderson, Phyllis A	Title I-A	414-773-9820	<a href="mailto:anderspp@milwaukee.k12.wi.us">anderspp@milwaukee.k12.wi.us</a>
Anderson, Catherine	Finance and Operations	414-475-8242	<a href="mailto:anderse2@milwaukee.k12.wi.us">anderse2@milwaukee.k12.wi.us</a>
Berlin, Dana	Summer School/SES	414-475-8252	<a href="mailto:banksdm@milwaukee.k12.wi.us">banksdm@milwaukee.k12.wi.us</a>
Boling, Dare	Special Services	414-438-3413	<a href="mailto:bolingdm@milwaukee.k12.wi.us">bolingdm@milwaukee.k12.wi.us</a>
Buenrostro Soto, Olivia	Student Services Parent Center	414-475-5272	<a href="mailto:buenroo@milwaukee.k12.wi.us">buenroo@milwaukee.k12.wi.us</a>
Chatman, Lisa	Library Media	414-773-9876	<a href="mailto:chatmald@milwaukee.k12.wi.us">chatmald@milwaukee.k12.wi.us</a>
Cleary, Janet	Classified Staffing	414-475-8218	<a href="mailto:clearyja@milwaukee.k12.wi.us">clearyja@milwaukee.k12.wi.us</a>
Cole, Kristi	Diversified Community Schools	414-773-9823	<a href="mailto:coleky@milwaukee.k12.wi.us">coleky@milwaukee.k12.wi.us</a>
Cotton, Katrice	Administrative Accountability	414-475-8974	<a href="mailto:cottonkm@milwaukee.k12.wi.us">cottonkm@milwaukee.k12.wi.us</a>
Dorsey, Jennie	Student Services	414-475-8027	<a href="mailto:dorseyjb@milwaukee.k12.wi.us">dorseyjb@milwaukee.k12.wi.us</a>
Ford, Deborah	Human Resources	414-475-8224	<a href="mailto:fordda@milwaukee.k12.wi.us">fordda@milwaukee.k12.wi.us</a>
Fuller, Brett	Title IV-A	414-475-8057	<a href="mailto:fullerba@milwaukee.k12.wi.us">fullerba@milwaukee.k12.wi.us</a>
Givens, Susa	Non Public Representative	414-265-4131	<a href="mailto:sgivens@greaterholy.org">sgivens@greaterholy.org</a>
Green, Karen	Science	414-475-8252	<a href="mailto:greenka@milwaukee.k12.wi.us">greenka@milwaukee.k12.wi.us</a>
Gueny, Lorena	Allen-Field Elementary School (AP)	414-902-9208	<a href="mailto:guenylc@milwaukee.k12.wi.us">guenylc@milwaukee.k12.wi.us</a>
Hanley, Tom	Educational Services	414-475-8253	<a href="mailto:hanleytp@milwaukee.k12.wi.us">hanleytp@milwaukee.k12.wi.us</a>
Harris, Sharonda	Mathematics	414-475-8768	<a href="mailto:harrisrm@milwaukee.k12.wi.us">harrisrm@milwaukee.k12.wi.us</a>
Harris-Day, Erica	Early Childhood High/Scope	414-475-8769	<a href="mailto:harrisen@milwaukee.k12.wi.us">harrisen@milwaukee.k12.wi.us</a>
Hirsch, Scott	Safety Coor/Supervisor	414-345-6606	<a href="mailto:hirschs@milwaukee.k12.wi.us">hirschs@milwaukee.k12.wi.us</a>
Ivy, Reginald	Title I	414-777-7802	<a href="mailto:ivyrd@milwaukee.k12.wi.us">ivyrd@milwaukee.k12.wi.us</a>
Johnson, Tanya	Early Childhood Programming	414-475-8244	<a href="mailto:johnsot7@milwaukee.k12.wi.us">johnsot7@milwaukee.k12.wi.us</a>
Jones, Keona	EC Services	414-777-7853	<a href="mailto:jonesks@milwaukee.k12.wi.us">jonesks@milwaukee.k12.wi.us</a>
Jones, Stephanie	Title I Non-Public	414-475-8812	<a href="mailto:jonessj@milwaukee.k12.wi.us">jonessj@milwaukee.k12.wi.us</a>
Kesl, Jude	K-8 Science	414-475-8473	<a href="mailto:kesljk@milwaukee.k12.wi.us">kesljk@milwaukee.k12.wi.us</a>
Kirby, Pat	Safe Schools/Healthy Students	414-773-9827	<a href="mailto:kirbypm@milwaukee.k12.wi.us">kirbypm@milwaukee.k12.wi.us</a>
Klein, Catherine	Homeless Ed. Program	414-475-8532	<a href="mailto:kleinm@milwaukee.k12.wi.us">kleinm@milwaukee.k12.wi.us</a>
Kranendonk, Henry	Mathematics		
Kreitzman, Martha	Grant Development	414-475-8239	<a href="mailto:krentzmj@milwaukee.k12.wi.us">krentzmj@milwaukee.k12.wi.us</a>
Landry, Julie	Human Resources	414-475-8771	<a href="mailto:landryja@milwaukee.k12.wi.us">landryja@milwaukee.k12.wi.us</a>
Lee, Juanita	SS/HS Division of Early Childhood Education	414-475-8449	<a href="mailto:leejj@milwaukee.k12.wi.us">leejj@milwaukee.k12.wi.us</a>
Lexmond, Marty	Innovative Schools	414-475-8845	<a href="mailto:lexmonmg@milwaukee.k12.wi.us">lexmonmg@milwaukee.k12.wi.us</a>
Lindsey, Deb	Research & Assessment	414-475-8751	<a href="mailto:lindsedl@milwaukee.k12.wi.us">lindsedl@milwaukee.k12.wi.us</a>
Mcdowell, Mildred	Library Media	414-773-9875	<a href="mailto:mcdoweml@milwaukee.k12.wi.us">mcdoweml@milwaukee.k12.wi.us</a>
Mcelhatton, Tim	Research & Assessment	414-475-8259	<a href="mailto:mcelhatj@milwaukee.k12.wi.us">mcelhatj@milwaukee.k12.wi.us</a>
Medina, Laura A.	Title I Parent	414-418-0273	
Miller, Duane	Non-Public, St. Martini	414-383-7058	<a href="mailto:Duaneandrose.miller@gmail.com">Duaneandrose.miller@gmail.com</a>

## Milwaukee ESEA Consolidated Plan Team - 2009-2010

Team Member	Title Program Affiliation	Phone Number	E-mail Address
Moe, Celeste	Charter Schools	414-777-7841	<a href="mailto:moeca@milwaukee.k12.wi.us">moeca@milwaukee.k12.wi.us</a>
Murphy, Kathleen	Coordinator Health	414-475-8766	<a href="mailto:murphyk@milwaukee.k12.wi.us">murphyk@milwaukee.k12.wi.us</a>
Neumann, Freya	Title I Community Relations	414-475-8078	<a href="mailto:neumanfx@milwaukee.k12.wi.us">neumanfx@milwaukee.k12.wi.us</a>
Navine, Jay	School Safety	414-750-3487	<a href="mailto:navonejg@milwaukee.k12.wi.us">navonejg@milwaukee.k12.wi.us</a>
Patterson, Trinetta	Title II, Part D, Technology Technology Division	414-438-3602	<a href="mailto:patterth@milwaukee.k12.wi.us">patterth@milwaukee.k12.wi.us</a>
Perkins, Shelley	Title I, Part A, Early Reading First	414-777-7869	<a href="mailto:perkinssa@milwaukee.k12.wi.us">perkinssa@milwaukee.k12.wi.us</a>
Radtke, Dena	SSW	414-438-3558	<a href="mailto:radtkedl@milwaukee.k12.wi.us">radtkedl@milwaukee.k12.wi.us</a>
Rivas, Robin	Division of Bilingual/Multicultural	414-475-8732	<a href="mailto:rivasra@milwaukee.k12.wi.us">rivasra@milwaukee.k12.wi.us</a>
Robinson, Sharonda	Literacy	414-475-8458	<a href="mailto:robins@milwaukee.k12.wi.us">robins@milwaukee.k12.wi.us</a>
Rodriguez, Antonio	Science	414-475-8790	<a href="mailto:rodrigax@milwaukee.k12.wi.us">rodrigax@milwaukee.k12.wi.us</a>
Rosove, Sandra	Title I, Part B, Reading First	414-777-7869	<a href="mailto:bruksx@milwaukee.k12.wi.us">bruksx@milwaukee.k12.wi.us</a>
Santos, Jesus	Title III, Bilingual, ESL	414-475-8091	<a href="mailto:santosjx@milwaukee.k12.wi.us">santosjx@milwaukee.k12.wi.us</a>
Schroeder, Sandra	Summer School	414-475-8238	<a href="mailto:schroesj@milwaukee.k12.wi.us">schroesj@milwaukee.k12.wi.us</a>
Shogren, Janis	Title I - Homeless	414-777-7838	<a href="mailto:shogrej1@milwaukee.k12.wi.us">shogrej1@milwaukee.k12.wi.us</a>
Smith, Betty	MPA/Community Representative	414-264-4010	<a href="mailto:bsmith@milwaukeecatalyst.org">bsmith@milwaukeecatalyst.org</a>
Smith, Dominique	School Improvement, DIFI	414-773-9852	<a href="mailto:smithdq@milwaukee.k12.wi.us">smithdq@milwaukee.k12.wi.us</a>
Smith, Kortney	Head Start	414-777-7854	<a href="mailto:smithkel@milwaukee.k12.wi.us">smithkel@milwaukee.k12.wi.us</a>
Staum, Marcia	Title I, Part A, School Improvement	414-475-8003	<a href="mailto:staumml@milwaukee.k12.wi.us">staumml@milwaukee.k12.wi.us</a>
Terrell, Ann	Early Childhood Education	414-475-8528	<a href="mailto:terrelam@milwaukee.k12.wi.us">terrelam@milwaukee.k12.wi.us</a>
Thome, Catherine	Educational Services	414-475-8090	<a href="mailto:staumml@milwaukee.k12.wi.us">staumml@milwaukee.k12.wi.us</a>
Vainstein, Mayela	Title I parent	414-324-1634	
Washington, Krissy	SAGE Program	414-475-8094	<a href="mailto:washinkn@milwaukee.k12.wi.us">washinkn@milwaukee.k12.wi.us</a>
Weatherall-Jones, Takisha	Professional Development	414-773-9853	<a href="mailto:weathetq@milwaukee.k12.wi.us">weathetq@milwaukee.k12.wi.us</a>
Williams, Ramona	Title I Parent	414-383-0254 414-424-4648	
Woods, Adrienne	DCS - Partnership and At-Risk	414-475-8875	<a href="mailto:wattsal@milwaukee.k12.wi.us">wattsal@milwaukee.k12.wi.us</a>
Yahle, Pat	Special Services	414-475-8745	<a href="mailto:yahlepa@milwaukee.k12.wi.us">yahlepa@milwaukee.k12.wi.us</a>

# **Appendix C**

## **Meeting Schedule and Attendance**



**ESEA 2009-2010 Consolidated Plan Team  
Meeting Schedule**

**Location: MPS Central Services Building  
5225 W. Vliet Street**

<b>Date</b>	<b>Time</b>	<b>Room</b>	<b>Focus of Meeting</b>
April 8 <sup>th</sup>	1:30 p.m. – 3:30 p.m.	Superintendent's Conference Room	Monitoring of ESEA Consolidated Programs
April 22 <sup>nd</sup>	9:30 a.m. – 11:30 a.m.	206-208	Developing the 2009-2010 Application
April 29 <sup>th</sup>	9:00 a.m. – 11:00 a.m.	206-208	Monitoring of ESEA Consolidated Programs
May 6 <sup>th</sup>	1:00 p.m. – 3:30 p.m.	255-256	Needs Assessment: Title II, III, IV
May 13	8:30 a.m. – 4:15 p.m.	206-208	DPI ESEA On-Site Monitoring
May 14	8:30 a.m. – 4:15 p.m.	206-208	DPI ESEA On-Site Monitoring
May 19 <sup>th</sup>	9:00 a.m. – 11:30 a.m.	210-211	Needs Assessment: Title I and III
June 10 <sup>th</sup>	9:00 a.m. – 11:30 a.m.	255-256	Strategies to Support Goals 1
June 22 <sup>th</sup>	9:00 a.m. – 11:30 a.m.	255-256	Strategies to Support Goals 2, 3 and 6
July 1 <sup>st</sup>	9:00 a.m. – 11:30 a.m.	206-208	Strategies to Support Goals 4 and 5
August 5 <sup>th</sup>	9:00 a.m. – 11:30 a.m.	206-208	Finalizing the Plan

\* Shading indicates monitoring meeting.

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>ANDERSON, PHYLLIS A</b>	Title I-A 773-9820 anderspp@milwaukee.k12.wi.us	X	X	X		X		X
<b>ANDERSON, CATHERINE</b>	Finance and Operations 475-8242 Andersc2@milwaukee.k12.wi.us					X		X
<b>BUENROSTRO SOTO, OLIVIA</b>	Student Services Parent Center 475-5272 buenroo@milwaukee.k12.wi.us	X		X	X	X		
<b>CHATMAN, LISA</b>	Library Media 773-9876 chatmald@milwaukee.k12.wi.us	X		X	X			
<b>CLEARY, JANET</b>	Classified Staffing 475-8218 clearyja@milwaukee.k12.wi.us	X	X	X				
<b>COLE, KRISTI/ MOE, CELESTE/ WOODS, ADRIENNE</b>	Diversified Community Schools 773-9823 /777-7841/475-8875 coley@milwaukee.k12.wi.us moeca@milwaukee.k12.wi.us wattsal@milwaukee.k12.wi.us	X / X						
<b>COTTON, KATRICE</b>	Administrative Accountability 475-8974 cottonkm@milwaukee.k12.wi.us							
<b>DORSEY, JENNIE</b>	Student Services 475-8027 dorseyjb@milwaukee.k12.wi.us		X					X

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>FORD, DEBORAH</b>	Human Resources 475-8224 fordda@milwaukee.k12.wi.us					X		X
<b>FULLER, BRETT</b>	Title IV-A PH.: 475-8057 fullerba@milwaukee.k12.wi.us	X	X	X	X	X		
<b>GIVENS, SUSA</b>	Non-Public Representative 265-4131 sgivens@greaterholy.org		X					X
<b>GREEN, KAREN/ RODRIGUEZ, ANTONIO</b>	Science 475-8252 greenka@milwaukee.k12.wi.us							
<b>GUENY, LORENA</b>	Allen-Field Elementary School Assistant Principal 902-9208 guenylc@milwaukee.k12.wi.us						X	
<b>HANLEY, TOM</b>	Educational Services 475-8253 hanleytp@milwaukee.k12.wi.us		X					X
<b>HARRIS, SHARONDA</b>	Mathematics 475-8768 harrissm@milwaukee.k12.wi.us							
<b>HARRIS-DAY, ERICA</b>	Early Childhood High/Scope 475-8769 harrisen@milwaukee.k12.wi.us	X		X	X	X		X
<b>HIRSCH, SCOTT</b>	Safety Coor/Supervisor 345-6606 hirschs@milwaukee.k12.wi.us						X	X
<b>IVY, REGINALD</b>	Title I 777-7802 ivyrd@milwaukee.k12.wi.us	X	X	X	X	X		X

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>JOHNSON, TANYA</b>	Early Childhood Programming 475-8244 Johnsot7@milwaukee.k12.wi.us	X				X		
<b>JONES, KEONA</b>	EC Services 777-7853 jonesks@milwaukee.k12.wi.us	X				X		
<b>JONES, STEPHANIE</b>	Title I Non-Public 475-8812 jonessj@milwaukee.k12.wi.us	X	X	X	X		X	
<b>KESL, JUDE</b>	K-8 Science 475-8473 kesljx@milwaukee.k12.wi.us	X		X	X			
<b>KIRBY, PAT</b>	Safe Schools/Healthy Students 773-9827 kirbypm@milwaukee.k12.wi.us	X	X	X			X	
<b>KLEIN, CATHERINE</b>	Homeless Ed. Prog. 475-8532 kleincm@milwaukee.k12.wi.us		X	X			X	X
<b>KRANENDONK, HENRY</b>	Mathematics			X				
<b>KREITZMAN, MARTHA</b>	Grant Development 475-8239 kreitzmj@milwaukee.k12.wi.us	X	X	X	X	X	X	X
<b>LANDRY, JULIE</b>	Human Resources 475-8771 landryja@milwaukee.k12.wi.us		X					
<b>LEE, JUANITA</b>	SS/HS Division of Early Childhood Education (DECE) 475-8449 leejj@milwaukee.k12.wi.us	X	X					

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>LEXMOND, MARTY</b>	Innovative Schools 475-8845 lexmonmg@milwaukee.k12.wi.us			X			X	
<b>LINDSEY, DEB / MCELHATTON, TIM</b>	Research and Assessment 475-8751/475-8259 lindsedl@milwaukee.k12.wi.us mcelhatj@milwaukee.k12.wi.us	X	X / X	X	X			
<b>MCDOWELL, MILDRED</b>	Library Media 773-9875 mcdoweml@milwaukee.k12.wi.us	X		X				
<b>MEDINA, LAURA A.</b>	Title I Parent 418-0273				X	X		
<b>MILLER, DUANE</b>	Non-Public, St. Martini 383-7058 Duaneandrose.miller@gmail.com				X		X	
<b>MURPHY, KATHLEEN</b>	Coordinator Health 475-8766 murphyk@milwaukee.k12.wi.us				X	X		X
<b>NEUMANN, FREYA</b>	Title I Community Relations 475-8078 neumanfx@milwaukee.k12.wi.us				X	X		X
<b>NAVINE, JAY</b>	School Safety 750-3487 navonejg@milwaukee.k12.wi.us	X			X	X		

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>PATTERSON, TRINETTE</b>	Title II, Part D, Technology Technology Division 438-3602 patterth@milwaukee.k12.wi.us	X	X	X		X		
<b>PERKINS, SHELLEY</b>	Title I, Part A, Early Reading First 777-7869 perkinssa@milwaukee.k12.wi.us	X		X	X	X		
<b>RADTKE, DENA</b>	SSW 438-3558 radtkedl@milwaukee.k12.wi.us		X					
<b>RIVAS, ROBIN</b>	Bilingual Multicultural Division of Bilingual/Multicultural 475-8732 rivasra@milwaukee.k12.wi.us		X				X	X
<b>ROBINSON, SHARONDA</b>	Literacy 475-8458 robins@milwaukee.k12.wi.us		X	X	X	X	X	X
<b>RODRIGUEZ, ANTONIO</b>	Science 475-8790 rodrigax@milwaukee.k12.wi.us							
<b>ROSOVE, SANDRA</b>	Title I, Part B, Reading First 777-7869 bruksx@milwaukee.k12.wi.us			X	X			
<b>SANTOS, JESUS</b>	Title III, Bilingual, ESL 475-8091 santosjx@milwaukee.k12.wi.us			X	X	X		
<b>SCHROEDER, SANDRA/ BERLIN DANA</b>	Summer School Services/SES 475-8238/475-8402 schroesj@milwaukee.k12.wi.us banksdm@milwaukee.k12.wi.us	X	X	X	X		X	X

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>SHOGREN, JANIS</b>	Title I - Homeless 777-7838 shogrejl@milwaukee.k12.wi.us	X	X	X	X	X		
<b>SMITH, BETTY</b>	MPA/Community Representative 264-4010 bsmith@milwaukeecatalyst.org		X	X		X		X
<b>SMITH, DOMINIQUE</b>	School Improvement, DIPI 773-9852 smithdq@milwaukee.k12.wi.us	X	X	X			X	X
<b>SMITH, KORTNEY</b>	Head Start 777-7854 smithke1@milwaukee.k12.wi.us	X	X	X	X		X	
<b>TERRELL, ANN</b>	Early Childhood Education 475-8528 terrelam@milwaukee.k12.wi.us	X						
<b>THOME CATHERINE / STAUM MARCIA</b>	Educational Services/Title I, Part A, School Improvement 475-8090 / 475-8003 thomecc@milwaukee.k12.wi.us staumml@milwaukee.k12.wi.us	X	X	X / X	X / X			X
<b>VAINSTEIN, MAYELA</b>	Title I parent 324-1634			X	X			
<b>WASHINGTON, KRISSY</b>	SAGE Program 475-8094 washinkn@milwaukee.k12.wi.us	X	X			X	X	
<b>WEATHERALL-JONES, TAKISHA</b>	Professional Development 773-9853 weathetq@milwaukee.k12.wi.us	X	X	X	X			X

## ESEA 2009-10 CONSOLIDATED PLAN TEAM

NAME	ROLE	4/22	5/6	5/19	6/10	6/22	7/1	8/5
<b>WILLIAMS, RAMONA</b>	Title I Parent Home: 383-0254 Cell: 424-4648				X	X	X	
<b>YAHLE, PAT/ BOLING, DARE</b>	Special Services 475-8745/438-3413 yahlepa@milwaukee.k12.wi.us bolingdm@milwaukee.k12.wi.us	X		X	X			

# **Appendix D**

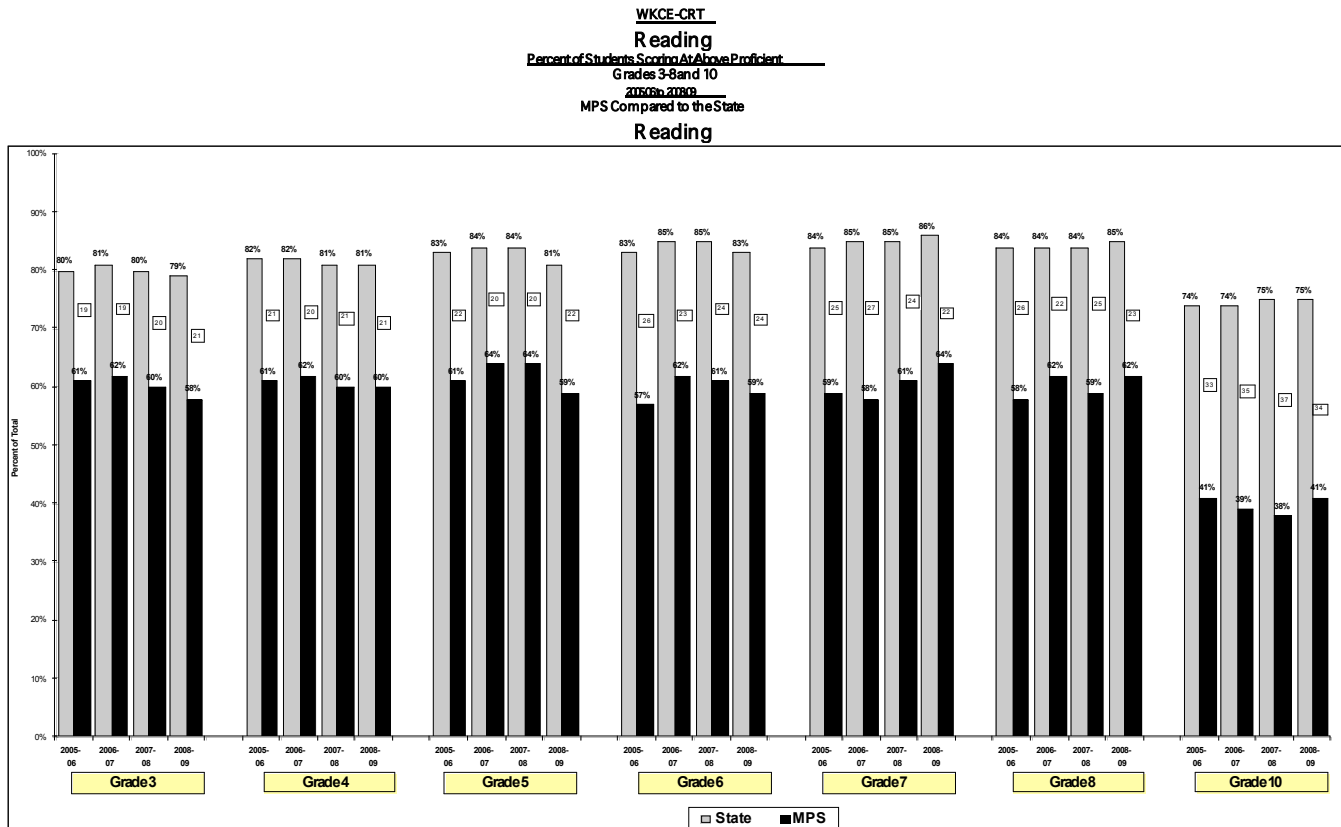
## Needs Assessment



**ESEA Performance Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.**

**Performance Indicator 1.1:** The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the state’s assessment. **The state annual measurable objective in reading is 74.0% at or above proficient.**

The chart below shows the percent of students enrolled scoring at or above the proficient level on the WKCE-CRT for the last four years across grades 3 to 8 and grade10, for the district and the state.



Collectively, students at all grades in the Milwaukee Public Schools perform below the state’s annual measurable objective of 74% in Reading for 2008-09.

By grade, proficiency rates rose in three grades (7, 8, 10), declined in three other grades (3, 5, 6) and remained the same in one more (grade 4). Overall, the average proficiency achievement gap with the state across the seven grades assessed is 24%, varying from a low of 21 percentage points in grades 3 and 4 to a high of 34 percentage points in grade 10. The achievement gap with the state rose in two grades (3 and 5) in 2008-09 compared to the year before, declined in three grades (7, 8 and 10) and remained the same as the year before in two grades (4 and 6)

The table, at right, details the percentage of students scoring at/above the proficiency level for each of the primary student subgroups, in Reading, by grade, for 2008-09.

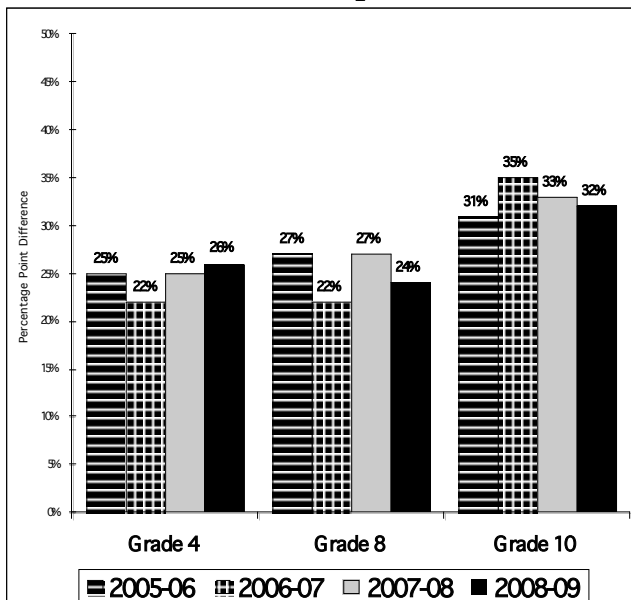
**Milwaukee Public Schools**  
**2008-09 WKCE-CRT**  
**Reading**  
**Percent of Students Enrolled -- Scoring At/Above Proficient**  
**By Student Sub-Group - By Grade**

Student Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
African-American	52.0%	53.2%	51.5%	52.8%	57.7%	56.3%	34.5%	50.9%
Asian	65.8%	69.1%	67.1%	66.8%	71.7%	70.7%	48.4%	65.7%
Hispanic	59.1%	62.7%	61.4%	63.1%	68.1%	66.3%	46.7%	61.4%
Native American	63.0%	63.0%	72.7%	76.9%	62.3%	70.3%	50.0%	64.9%
White	73.8%	79.4%	78.5%	74.7%	78.4%	80.1%	66.9%	76.1%
Female	63.2%	64.8%	62.3%	65.1%	68.7%	67.4%	45.2%	62.3%
Male	53.8%	56.4%	56.1%	53.4%	59.2%	57.5%	37.7%	53.5%
SpEd	30.7%	29.9%	27.5%	23.2%	27.9%	25.1%	16.2%	25.9%
Non-SpEd	64.2%	67.4%	66.5%	67.5%	72.7%	71.8%	47.0%	65.2%
ELL	48.8%	54.8%	49.2%	47.4%	50.7%	44.6%	20.7%	47.6%
Non-ELL	59.5%	61.2%	60.3%	60.4%	65.2%	63.8%	42.5%	58.9%
FRL	53.8%	56.1%	54.4%	54.7%	60.0%	59.0%	37.8%	53.9%
Non-FRL	77.0%	78.6%	77.5%	77.8%	78.5%	75.1%	51.2%	72.6%
Total	58.3%	60.4%	59.1%	59.1%	63.7%	62.3%	41.4%	57.8%

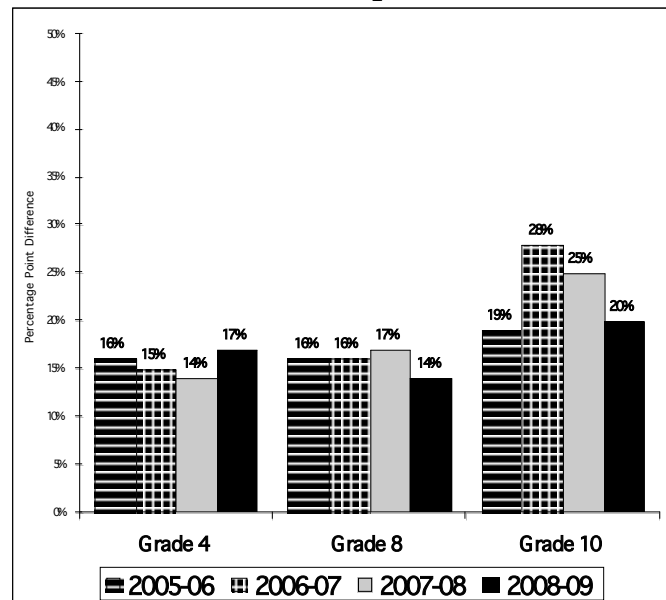
Data Source: MPS Data Warehouse report - 'District WKCE Proficiency by Subgroup.'

The charts below detail the achievement gap between African Americans and Whites and Hispanics and Whites in Reading, for grades 4, 8, and 10 over the last four years. At grade 4, there is a gap of 26 percentage points in 2008-09, up slightly over each of the last two years. However, at grade 8, the achievement gap dropped from 27 to 24 points in 2008-09 compared to the year before. At grade 10, the achievement gap has declined over each of the last two years to a 32 point difference in 2008-09, although the gap is widest at this grade level.

**White to African American Reading**



**White to Hispanic Reading**



The three charts on this page show the percentage point difference in students scoring at/above the proficient level in Reading at grades 4, 8, and 10, for the last four years, between three primary student sub-groups; 1) Special Education (SPED) and Non-Special Education, 2) English Language Learners (ELL) and Non-English Language Learners, and 3) Free and Reduced Lunch (FRL) and Non-Free and Reduced lunch pupils.

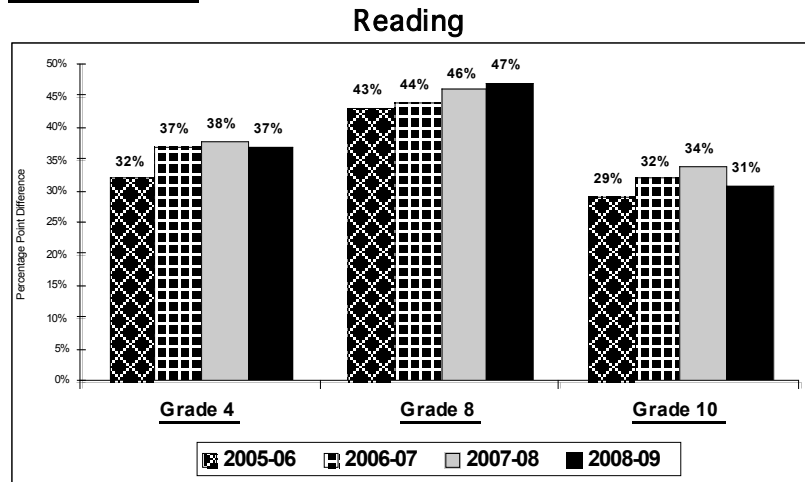
The largest achievement gap among all student groups is in Special Education. SPED students account for about 18% of all WKCE students assessed. The achievement gap declined somewhat from the year before at grade 4 in 2008-09 compared to the year before (38 to 37 percentage points) and at grade 10 (34 to 31 points), but the gap has risen over each of the last three years at grade 8 to 47 points in 2008-09.

ELL students account for about 9% of all students assessed on the WKCE. The achievement gap with English Language Learners remains quite low at 6% for grade 4 students in 2008-09, while the gap rose somewhat at grade 8 (from 18 to 19 points). However, the achievement gap at grade 10 has declined over each of the last two years, to 22 points in 2008-09.

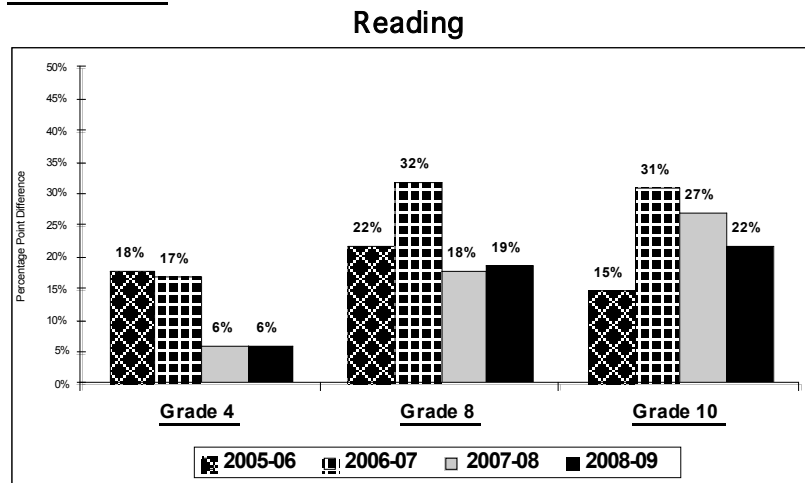
Nearly 80% of all students assessed on the WKCE are eligible for Free and Reduced Lunch. After rising the previous two years, the achievement gap narrowed somewhat at grade 4 in 2008-09 (24 to 23 points), while it remained the same at grade 8 compared to the year before at 16 points. At grade 10 the achievement gap has declined over each of the last two years to 13 points in 2008-09.

**WKCE-CRT**  
**Percentage Point Difference**  
**SPED and Non-SPED, ELL and Non-ELL, FRL and Non-FRL**  
**Reading**  
**2005-06 to 2008-09**

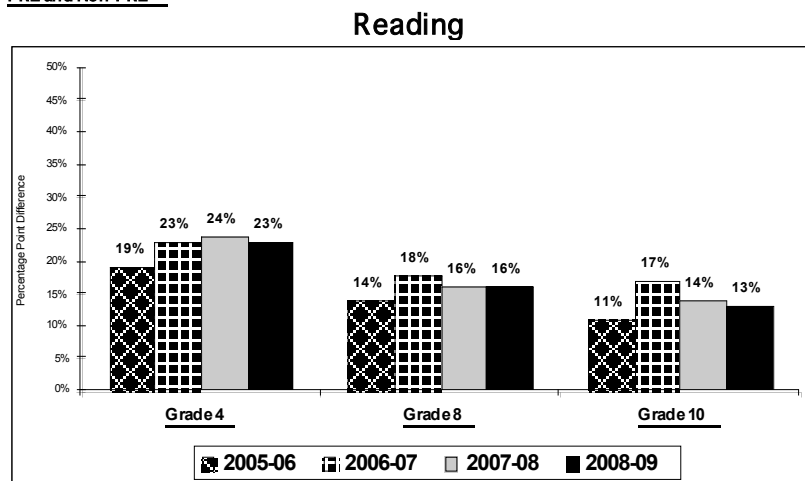
**SPED and Non-SPED**



**ELL and Non-ELL**



**FRL and Non-FRL**



2008-09 WKCE  
**Standard Performance Index (SPI)**  
**Reading**  
**By State Area**  
**MPS Compared to the State**

The chart to the right details the gap between the district and State in each of the four areas that comprise the state standards in Reading (Determines Meaning, Understands Text, Analyzes Text and Evaluate and Extend Text).

Grades	Determines Meaning			Understands Text			Analyzes Text			Evaluate/Extend Text		
	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff
Grade 3	56.1	69.7	-13.6	56.1	70.7	-14.6	48.9	62.6	-13.7	41.2	52.7	-11.5
Grade 4	54.3	68.2	-13.9	55.3	69.4	-14.1	48.4	61.1	-12.7	46.5	58.2	-11.7
Grade 5	60.5	73.4	-12.9	57.6	70.6	-13.0	50.1	62.6	-12.5	48.3	59.6	-11.3
Grade 6	47.9	61.6	-13.7	54.9	69.0	-14.1	57.0	70.0	-13.0	44.6	57.7	-13.1
Grade 7	56.4	73.6	-17.2	60.9	75.1	-14.2	50.2	62.7	-12.5	48.0	59.7	-11.7
Grade 8	56.9	71.9	-15.0	58.0	71.6	-13.6	57.5	70.5	-13.0	56.1	70.0	-13.9
Grade 10	56.4	71.9	-15.5	55.2	68.9	-13.7	47.6	63.8	-16.2	45.6	63.2	-17.6

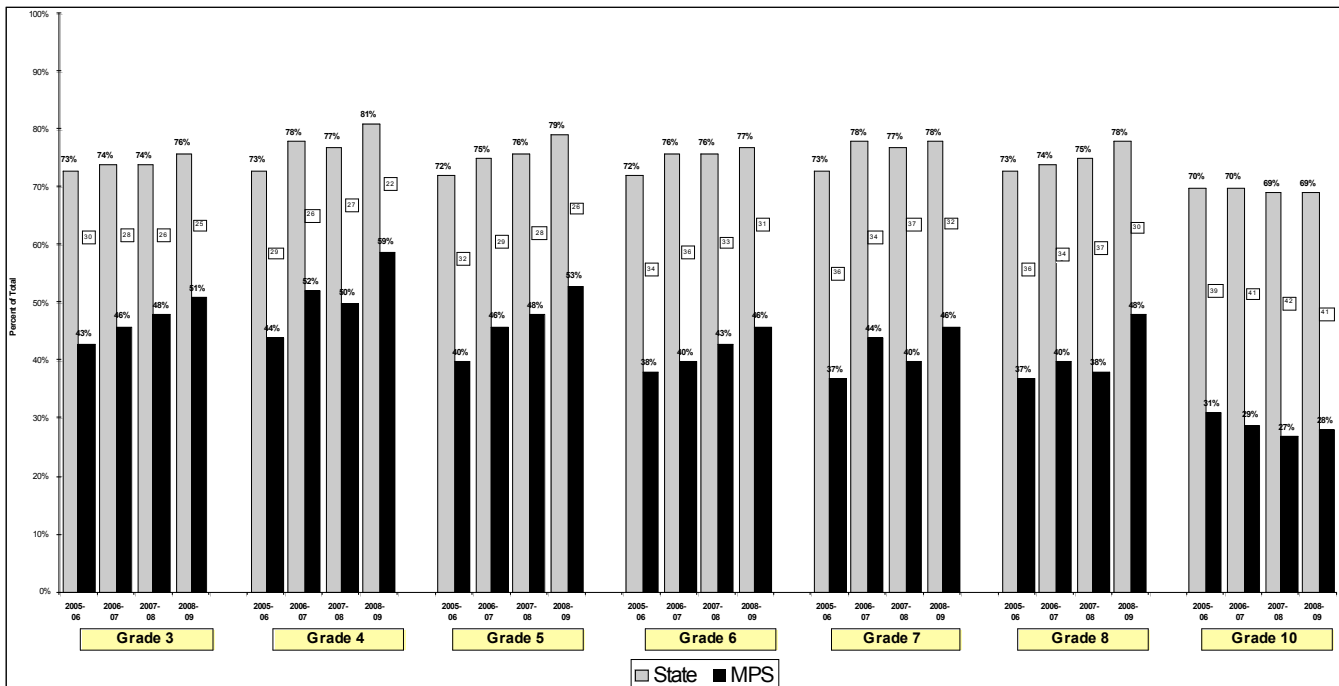
Each WKCE subject area test measures student learning with respect to defined State standards. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. The Average SPI is the mean of the SPI's for students tested in that standard.

The gap between the district and state widens through the grades assessed. The largest gap between the district and the state is in the standard of ‘Understands Text’ at grades 3 to 6, while the largest gap in grades 7 and 8 is in ‘Determines Meaning’. At grade 10, the greatest gap is in ‘Evaluate and Extend Text.’

**Performance Indicator 1.2:** The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the state’s assessment. **The state annual measurable objective in reading is 58.0% at or above proficient.**

The chart below shows the percentage of students enrolled scoring at or above the proficient level on the WKCE-CRT for the last four years across grades 3 to 8 and grade 10, for the district and the state.

WKCE-CRT  
**Mathematics**  
Percent of Students Scoring At/Above Proficient  
Grades 3-8 and 10  
2005-06 to 2008-09  
**MPS Compared to the State**



Collectively, students at all grades in the Milwaukee Public Schools perform below the state’s annual measurable objective of 58%. However, one MPS grade (grade 4) exceeds the 2008-09 objective, at 59% in 2008-09 and six of the seven grades are now within 80% of the state objective.

MPS math proficiency has steadily increased overall for the last three years. There was an increase in the percentage of students assessed scoring at/above the proficient level in all seven grades assessed in 2008-09 compared to the year before, an average rise of 5 percentage points.

The achievement gap with the state has narrowed in all seven grades in 2008-09 compared to the year before. And, over the last four years, the achievement gap has narrowed an average of 5 percentage points across grades 3 to 8. Only in grade 10 has the achievement gap widened over the last four years.

The table, at right, details the percentage of students scoring at/above the proficiency level for each of the primary student subgroups in Mathematics, by grade, for 2008-09.

**Milwaukee Public Schools**  
**2008-09 WKCE-CRT**  
**Mathematics**  
**Percent of Students Enrolled – Scoring At/Above Proficient**  
**By Student Sub-Group - By Grade**

Student Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
African-American	40.4%	49.8%	43.6%	37.0%	35.7%	39.7%	18.9%	37.7%
Asian	66.8%	73.2%	68.8%	68.8%	67.7%	65.5%	42.8%	64.8%
Hispanic	53.3%	62.3%	56.1%	51.7%	57.2%	53.5%	36.9%	53.7%
Native American	54.3%	53.7%	67.3%	51.3%	35.8%	67.6%	36.5%	51.8%
White	72.4%	79.2%	74.4%	65.6%	65.5%	68.3%	55.9%	69.6%
Female	51.4%	57.7%	53.1%	47.7%	47.5%	49.1%	27.3%	47.8%
Male	49.8%	59.5%	52.6%	44.7%	45.5%	46.7%	28.8%	47.1%
SpEd	33.0%	35.7%	27.7%	18.9%	23.2%	21.7%	9.8%	24.5%
Non-SpEd	54.3%	63.9%	58.7%	52.5%	52.3%	54.5%	32.0%	52.8%
ELL	47.9%	56.7%	47.0%	43.6%	46.1%	39.4%	23.3%	45.5%
Non-ELL	50.9%	58.9%	53.7%	46.5%	46.5%	48.8%	28.3%	47.7%
FRL	45.6%	54.5%	48.0%	41.6%	42.0%	44.3%	24.0%	43.3%
Non-FRL	71.1%	76.0%	71.9%	65.6%	64.1%	62.0%	39.1%	63.2%
Total	50.6%	58.6%	52.8%	46.2%	46.5%	47.9%	28.0%	47.4%

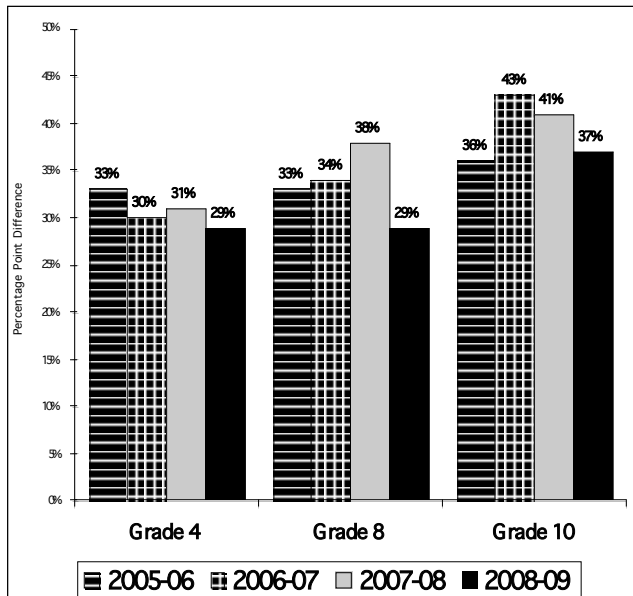
Data Source: MPS Data Warehouse report - 'District WKCE Proficiency by Subgroup.'

The charts below detail the achievement gap between African Americans and Whites and Hispanics and Whites in Mathematics, for grades 4, 8, and 10 over the last four years. Overall, the achievement gap is wider in Mathematics than in Reading.

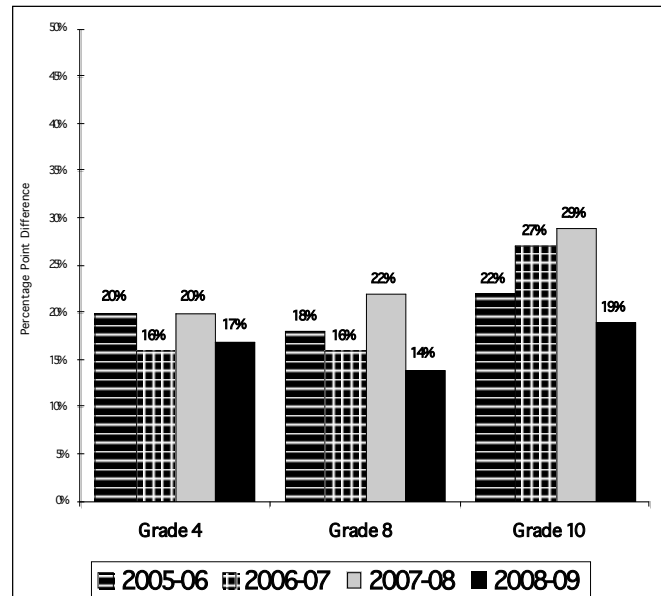
The achievement gap between Whites and African Americans declined at grades 4, 8, and 10 in 2008-09 compared to the year before. At grade 4, there is a gap of 29 percentage points in 2008-09, down slightly from the year before. However, there as a large reduction in the achievement gap between Whites and African Americans in grade 8 (37 to 26 points), as well as a four point achievement gap decline at grade 10 (41 to 37 points), although the gap is widest of all grades at grade 10.

The achievement gap between Whites and Hispanics also declined at grades 4, 8, and 10 in 2008-09 compared to the year before. There was a 3 point decline at grade 4 (20 to 17) and a large drop in the achievement gap at grade 8 of eight points (22 to 14), similar to the large decline in Reading. At grade 10, the achievement gap declined by an even larger number (10 points) from the year before (29 to 19).

**White to African American  
Mathematics**



**White to Hispanic  
Mathematics**



The three charts on this page show the percentage point difference in students scoring at/above the proficient level in Mathematics at grades 4, 8, and 10 for the last four years, between three primary student sub-groups; 1) Special Education (SPED) and Non-Special Education, 2) English Language Learners (ELL) and Non-English Language Learners, and 3) Free and Reduced Lunch (FRL) and Non-Free and Reduced lunch pupils.

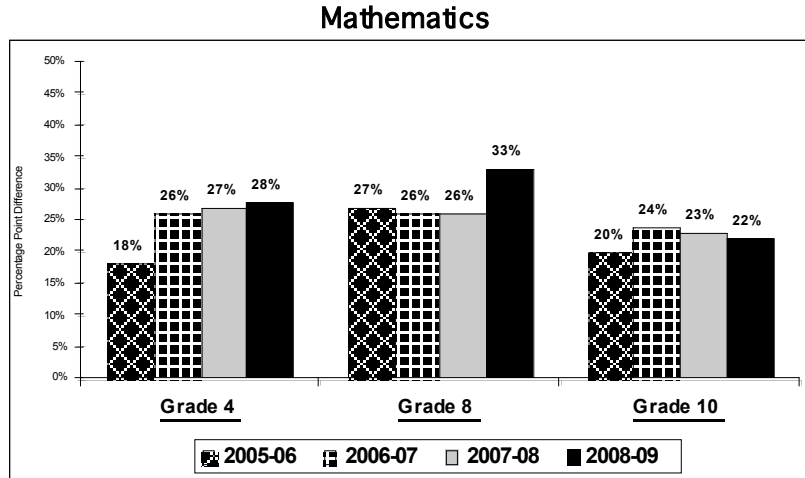
The largest achievement gap among all student groups is in Special Education. SPED students account for about 18% of all WKCE students assessed. The achievement gap has risen slightly over each of the last two years at grade 4, to 28 points in 2008-09. The gap widened significantly in grade 8 in 2008-09 (to 33 points), compared to the year before, while the gap has narrowed somewhat over each of the last two years at grade 10 to 22 points in 2008-09.

ELL students account for about 9% of all students assessed on the WKCE. The achievement gap with English Language Learners is only 2 points at grade 4, but rose to 9 points in grade 8, and declined to more than half at grade 10 from 12 to 5 points.

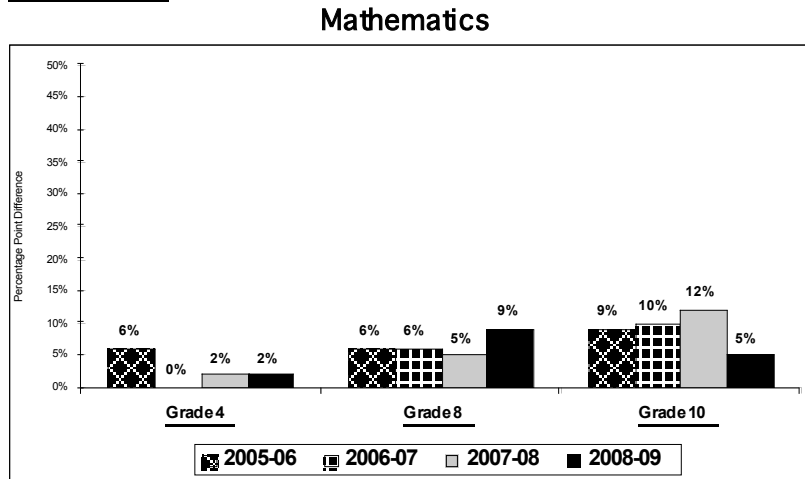
Nearly 80% of all students assessed on the WKCE are eligible for Free and Reduced Lunch. After remaining the same the previous two years, the achievement gap narrowed somewhat at grade 4 in 2008-09 (24 to 22 points). After rising the previous two years, the achievement gap at grade 8 dropped from 22 to 18 points. And, at grade 10, the achievement gap remained the same in 2008-09 as the year before at 13 points.

**WKCE-CRT**  
**Percentage Point Difference**  
**SPED and Non-SPED, ELL and Non-ELL, FRL and Non-FRL**  
**Mathematics**  
**2005-06 to 2008-09**

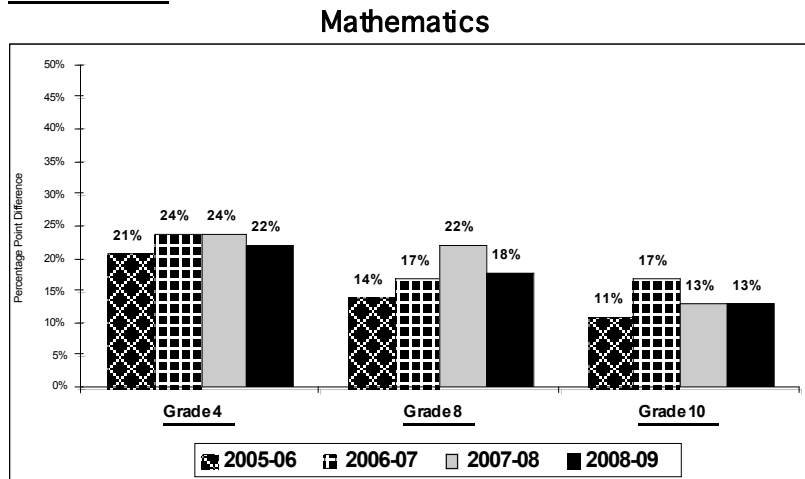
**SPED and Non-SPED**



**ELL and Non-ELL**



**FRL and Non-FRL**



2008-09 WKCE  
**Standard Performance Index (SPI)**  
**Mathematics**  
 By State Area  
**MPS Compared to the State**

Grades	Mathematical Processes			Number Operations			Geometry			Measurement			Statistics/Probability			Algebraic Relationships		
	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff
Grade 3	37.4	50.4	-13.0	62.9	76.8	-13.9	64.1	75.1	-11.0	69.4	80.3	-10.9	59.5	73.5	-14.0	72.5	84.4	-11.9
Grade 4	43.0	56.8	-13.8	67.0	78.4	-11.4	73.4	80.7	-7.3	65.7	78.3	-12.6	64.8	75.2	-10.4	66.3	79.1	-12.8
Grade 5	47.8	60.8	-13.0	60.0	73.1	-13.1	56.5	67.4	-10.9	57.1	68.9	-11.8	51.8	65.5	-13.7	52.3	66.1	-13.8
Grade 6	42.2	61.0	-18.8	56.8	71.2	-14.4	60.2	72.4	-12.2	49.8	65.6	-15.8	50.6	68.1	-17.5	61.4	75.3	-13.9
Grade 7	37.4	56.0	-18.6	52.3	69.6	-17.3	44.9	60.7	-15.8	45.2	62.9	-17.7	57.7	72.4	-14.7	56.3	74.2	-17.9
Grade 8	31.4	48.5	-17.1	41.8	59.2	-17.4	44.7	59.5	-14.8	45.4	62.6	-17.2	41.1	56.7	-15.6	47.4	62.7	-15.3
Grade 10	41.6	62.2	-20.6	49.1	69.7	-20.6	35.0	52.0	-17.0	33.1	54.2	-21.1	36.0	55.4	-19.4	31.5	52.4	-20.9

Each WKCE subject area test measures student learning with respect to defined State standards. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. The Average SPI is the mean of the SPI's for students tested in that standard.

The chart above details the gap between the district and State in each of the six areas that comprise the state standards in Mathematics (Mathematical Processes, Number Operations, Geometry, Measurement, Statistics/Probability and Algebraic Relationships).

The gap between the district and state widens through the grades assessed. The largest gap between the district and the state overall is in the areas of Mathematical Processes and Algebraic Relationships.

**Wisc. Knowledge and Concepts Examination**  
**Percent of Students Enrolled - Scoring Proficient/Advanced**  
2005-06 to 2008-09  
**Grades 4 - 8 - 10**  
**State Compared to MPS**

**Science:**

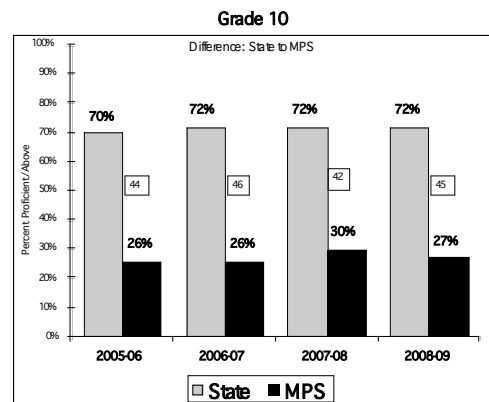
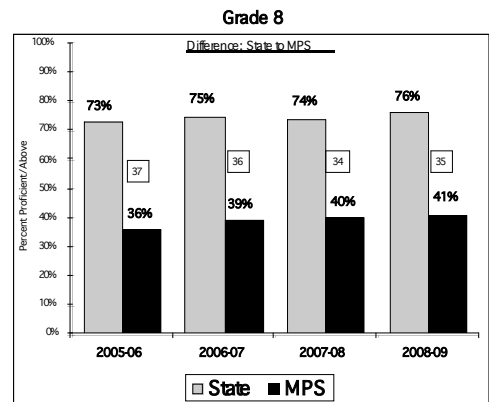
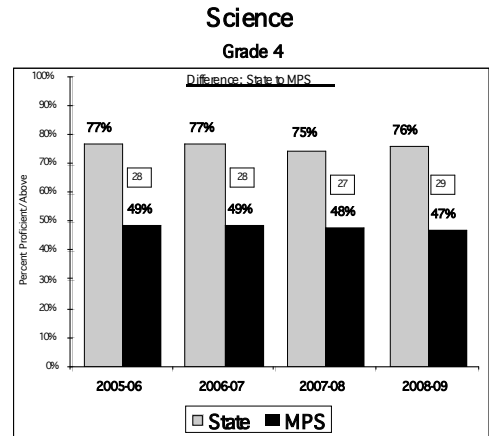
The charts to the right show the percentage of students enrolled in grades 4, 8, and 10, district-wide, scoring at/above the proficient level in Science for the last four years, compared to the State.

The percent scoring proficient/above declines from grade 4, to grade 8, to grade 10, and the gap with the state widens correspondingly.

At grade 4, the proficiency rate has declined slightly over the last four years, from 49% 2-3 years ago, to 47% in 2008-09.

However, at grade 8, the proficiency rate has steadily risen from 36% in 2005-06 to 41% in 2008-09.

At grade 10, following a rise in proficiency in the previous year, the percentage scoring at/above the proficient level in 2008-09 (27%) is only slightly higher than the rate four years ago.



The chart at the bottom of this page details the difference between the district and the state by state standard (Standards Performance Index). Overall, the largest gap with the state is in the areas of ‘Connections-Nature of Science’ and ‘Science Inquiry.’

2008-09 WKCE  
**Standard Performance Index (SPI)**  
**Science**  
**By State Area**  
**MPS Compared to the State**

Grades	Connections/Nature of Sci.			Science Inquiry			Physical Science			Earth and Space			Life and Environment			Appl. & Social Perspectives		
	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff	District	State	Diff
Grade 4	50.8	67.0	-16.2	55.6	68.6	-13.0	61.8	70.3	-8.5	56.5	68.8	-12.3	65.6	77.7	-12.1	65.2	75.6	-10.4
Grade 8	49.8	67.3	-17.5	74.2	85.3	-11.1	60.1	74.0	-13.9	61.2	76.0	-14.8	54.4	69.5	-15.1	58.6	77.0	-18.4
Grade 10	40.0	59.7	-19.7	43.7	65.0	-21.3	47.9	54.9	-7.0	43.5	60.5	-17.0	42.0	62.6	-20.6	45.8	66.3	-20.5

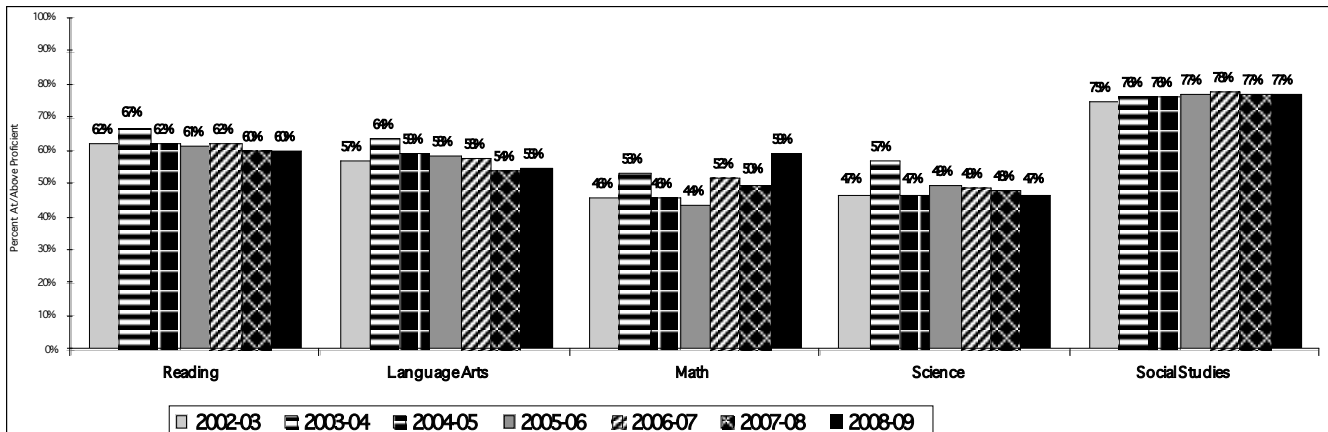
Each WKCE subject area test measures student learning with respect to defined State standards. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. The Average SPI is the mean of the SPIs for students tested in that standard.

## WKCE-CRT proficiency across all subjects at grades 4-8-10 for seven years:

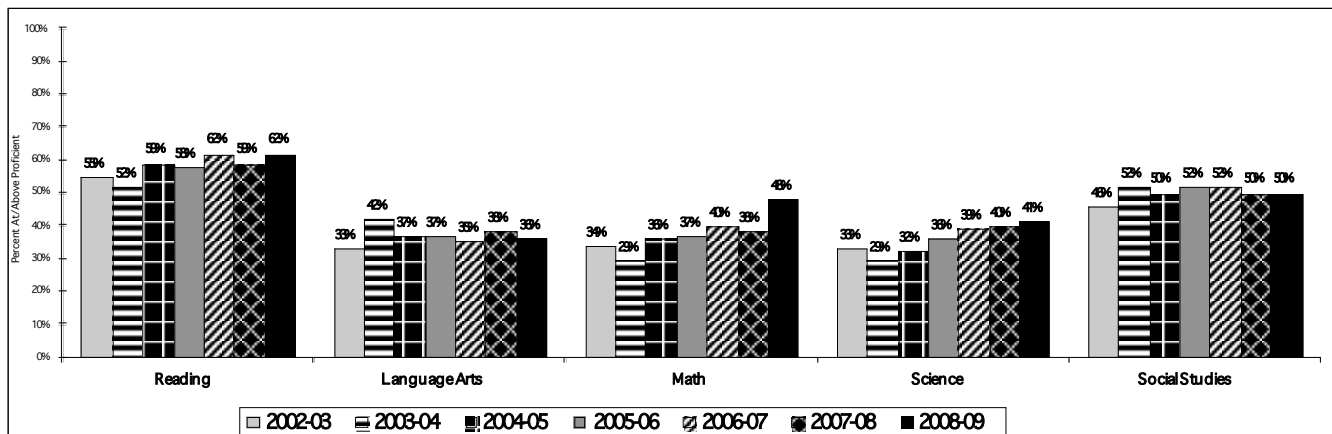
The charts below show the percentage of MPS students enrolled scoring at/above the proficient level in all five subject areas assessed on the WKCE-CRT for the last seven years for grades 4, 8, and 10.

**Wisconsin Knowledge and Concepts**  
 Reading - Language Arts - Math - Science - Social Studies  
 Percent of Students Enrolled - Scoring At/Above Proficient  
 2002-03 to 2008-09

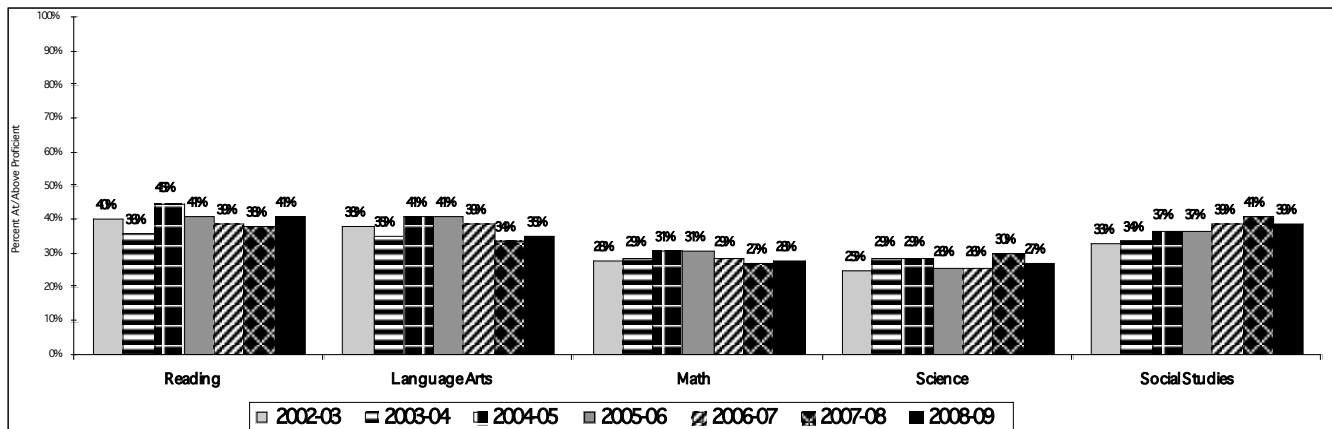
### Grade 4



### Grade 8



### Grade 10



**WKCE and WAA:**

The state administers the WKCE-CRT to most students. But, for a few special needs children whose IEP's suggest they cannot take the regular WKCE-CRT, a Wisconsin Alternate Assessment is administered.

The table to the right shows that nearly 1,000 (2.5%) children took the WAA in 2008-09.

Overall, the proficiency level of WAA students exceeded the performance of students who took the regular WKCE-CRT in 2008-09

**WAA-DIS and WKCE-CRT - 2008-09 - District Totals**  
**Reading and Mathematics**  
**Number Tested/Enrolled - Number Prof/Adv - Percent Prof/Adv**  
**Grades 3 to 8 , 10 and All Grades**

**Reading**

Grades	WAA			WKCE			WKCE + WAA		
	Number Tested	Number Prof/Adv	Percent Prof/Adv	Number Enrolled	Number Prof/Adv	Percent Prof/Adv	Number Enrolled	Number Prof/Adv	Percent Prof/Adv
Grade 3	155	112	72.3%	5751	3334	58.0%	5906	3446	58.3%
Grade 4	160	115	71.9%	5817	3497	60.1%	5977	3612	60.4%
Grade 5	161	119	73.9%	5594	3280	58.6%	5755	3399	59.1%
Grade 6	133	92	69.2%	5217	3069	58.8%	5350	3161	59.1%
Grade 7	139	102	73.4%	5256	3337	63.5%	5395	3439	63.7%
Grade 8	133	89	66.9%	5411	3364	62.2%	5544	3453	62.3%
Grade 10	108	63	58.3%	5383	2211	41.1%	5491	2274	41.4%
All Grades	989	692	70.0%	38429	22092	57.5%	39418	22784	57.8%

**Mathematics**

Grades	WAA			WKCE			WKCE + WAA		
	Number Tested	Number Prof/Adv	Percent Prof/Adv	Number Enrolled	Number Prof/Adv	Percent Prof/Adv	Number Enrolled	Number Prof/Adv	Percent Prof/Adv
Grade 3	155	117	75.5%	5857	2923	49.9%	6012	3040	50.6%
Grade 4	160	132	82.5%	5881	3410	58.0%	6041	3542	58.6%
Grade 5	158	112	70.9%	5648	2956	52.3%	5806	3068	52.8%
Grade 6	132	92	69.7%	5287	2409	45.6%	5419	2501	46.2%
Grade 7	139	106	76.3%	5315	2428	45.7%	5454	2534	46.5%
Grade 8	133	93	69.9%	5489	2599	47.3%	5622	2692	47.9%
Grade 10	108	62	57.4%	5450	1496	27.4%	5558	1558	28.0%
All Grades	985	714	72.5%	38927	18221	46.8%	39912	18935	47.4%

**Performance Indicator 1.3:** The percentage of Title I schools that make adequate yearly progress.

The table to the right details the number of MPS schools identified for improvement (SIFI) for the last eight years.

The net number of schools identified as SIFI rose in 2008-09 (49) to the highest number in six years. The collective enrollment of these schools accounts for 33% of the district's total student enrollment.

For 2008-09, about 23% of the district's 206 schools subject to AYP evaluation were identified as in need of improvement.

An additional 35 MPS schools (15,294 students) missed Adequate Yearly Progress (AYP) for the first time in 2008-09. If these schools miss AYP again next year in the same component, they would also be identified as SIFI.

**Milwaukee Public Schools**  
**Schools Identified for Improvement**

Years	No. of SIFI Schools	Students Enrolled in SIFI Schools
2001-02	56	43,000
2002-03	55	36,000
2003-04	43	19,000
2004-05	33 *	15,700
2005-06	27 **	17,000
2006-07	27 #	18,200
2007-08	36 ##	22,600
2008-09	49 ###	28,102

\* 37 SIFI schools identified, but 4 closed  
 \*\* 34 SIFI schools identified, but 7 closed  
 # 32 SIFI schools identified, but 5 closed  
 ## 38 SIFI schools identified, but 2 closed  
 ### 51 SIFI schools identified, but 2 closed

## Health and Wellness – Nursing Services

MPS currently has a nurse to student ratio of 1:1333. This ratio has significantly improved over the previous school year, where the ratio was 1: 1712. There is a need to increase the proportion of MPS elementary, K-8, and middle schools that have the recommended nurse-to-student ratio of at least 1:750 in order to reduce the number of health related absences.

The importance of providing health services to students in schools is widely accepted. Such services began over 100 years ago to control communicable diseases and reduce absenteeism. Over the years, school health services have evolved to keep pace with changes in the health care, social, and educational systems in the United States. Current models of school health services reflect an understanding that children's physical and mental health are linked to their abilities to succeed academically and socially in the school environment.

School nurses assess student health and development, help families determine when medical services are needed, and serve as a professional link with physicians and community resources. Nurses manage health care and provide services in the school to support and sustain school attendance and academic achievement. A registered nurse (RN), or a licensed practical nurse (LPN) working under the direction of an RN, is an essential component of a healthy school. The 1:750 ratio should be adjusted downward in settings that have severely chronically ill, developmentally disabled, or medically fragile students with special needs. For children with disabilities, the nurse is an essential resource that allows them to fully participate in their educational program while nursing assessment and care manages their life sustaining medication and procedures.

New research indicates that the problems and issues facing school children mirror those in the community at large and can have a profound impact on teaching, learning, and achievement. Research in 2006 with MPS students revealed that 46% of the sample population was overweight or at risk of being overweight compared to 37% nationally. In addition, the Children with Special Health Care Needs Screener revealed that 22% of the students had special health care needs compared with 13% nationally and statewide. The relationship between self-reported health and student achievement was especially striking: 75% of students reporting "very good" or "excellent" health were proficient in all subjects, compared to 25% proficiency among those who reported their health as "poor, fair, or good".

A 2008 study of the MPS school nurse program (Baisch, 2008) revealed a significant impact on improved immunization rates, decreased student time spent out of the classroom for health issues, and efficient management of student health concerns. In addition, administrators, teachers, and support staff had a high level of satisfaction with school nurse service. The addition of school nurses indirectly improved teaching capacity by relieving school staff of non-teaching, health related duties.

In a 2005 study, 57% fewer students left school early (prior to dismissal time) when they had contact with a school nurse vs. non-nursing staff. (Wyman, Linda L. 2005: **Comparing the Number of Ill or Injured Students Who Are Released Early From School by Nursing and Non-nursing Personnel.** *The Journal of School Nursing*: Vol. 21, No. 6, pp.350-355.) In the 2008 MPS study, 89.9% of students presented to the nurse were treated and able to return to class.

## Homeless Children and Youth

The table below details the number of homeless children tested at the time of the administration of the 2008-09 WKCE-CRT. District-wide, during the administration of the WKCE-CRT, 551 homeless children were enrolled in grades 3 to 8 and grade 10, about 1.3% of the total WKCE enrollment.

Overall, homeless children perform between 8 to 12 percentage points lower than other children in the district in Reading and Mathematics in the percent of students scoring at/above the proficient level.

**Homeless Children**  
**2008-09 WKCE-CRT Results**  
**No. Enrolled - No. Prof/Adv - Percent Prof/Adv**  
**Reading and Mathematics**  
**By Grade**

Grades	Reading			Mathematics		
	Number Prof/Adv	Number Enrolled	Percent Prof/Adv.	Number Prof/Adv	Number Enrolled	Percent Prof/Adv.
3	40	87	46.0%	35	97	36.1%
4	40	76	52.6%	42	87	48.3%
5	52	88	59.1%	43	97	44.3%
6	34	64	53.1%	24	77	31.2%
7	34	62	54.8%	16	73	21.9%
8	33	68	48.5%	27	77	35.1%
10	11	39	28.2%	6	43	14.0%
Total	244	484	50.4%	193	551	35.0%
District	22784	39418	57.8%	18918	39912	47.4%

**ESEA Performance Goal 2:** All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

**Performance Indicator 2:1:** The percent of limited English proficient students, determined by cohort, who have attained English proficiency.

### AMAO 1: Progressing in English Language Acquisition

At least half (50%) of all English Language Learners (ELL students) within a district or consortium must meet ELP required progress expectations. ELP progress criterion is calculated for six identified cohorts using matched ACCESS for ELLs test scores. The overall target for AMAO 1-Progress is 50% for all cohorts.

Milwaukee Public Schools 2008-09 Progress Data (ELL Group)

Grade	ELL 1 & 2				ELL 3 & 4			
	Gain %	Total Count	Met Count	Met %	Gain %	Total Count	Met Count	Met %
K-02	.80	449	143	31.85	.50	928	661	71.23
03-08	.70	491	113	23.01	.40	2232	914	48.65
09-12	.60	337	95	28.19	.30	577	328	56.85
Total		1277	351	27.48	Total	3737	1903	50.19

According to the data table on the previous page, the percent of students who made gains over all cohorts is 45% (.4495). However, because MPS did meet the 50% target in one of the two ELL groups (ELL 3 & 4), it is believed that we have MET AMAO 1- Progress for 2008-09. The ELL 3 & 4 group accounts for 75% of all students evaluated.

If, in the fall, it is deemed by DPI that this AMAO was not met, a district appeals process will follow to re-calculate district progress.

**AMA0 2: Exiting/Becoming Fully English Proficient** **2008-09 Data**

<b>AMA0 #2 Exiting/Becoming Fully English Proficient</b>			<b>2007-08 Data</b>
<i>Total Eligible Students</i>	<i>Total Reaching Level 6</i>	<i>Total NA Converting to Level 6</i>	<i>Percent Exiting</i>
788	281	0	36%

**Definitions**

**Total Eligible Students:** Those students who (1) have been tested in both 2008 and 2009 and (2) received a composite proficiency level of 5 to 5.9 in 2007.

**Total Reaching Level 6:** Those students who (1) have been tested in both 2008 and 2009, (2) received a composite proficiency level of 5 to 5.9 in 2007 and (3) achieved status of formally ELL, level 6, in 2008.

**Total NA:** Those students who (1) have been tested in both 2008 and 2009, (2) received a composite proficiency level of 5 to 5.9 in 2007 and (3) achieved status NA in 2009.

**Percent Exiting (AMA0 2):**

Calculated by: 
$$\frac{\text{Total Reaching Level 6} + \text{Total NA Converting to 6}}{\text{Total Eligible Students}}$$

$$\frac{281 + 0}{788} = 36\%$$

Districts must meet 20%, according to the DPI requirement, to meet this AMAO.

**Performance Indicator 2.2:** The percentage of **limited English proficient students** who are at or above the proficient level in **reading** on the state’s assessment, as reported for performance indicator 1.1.

Overall (across all grades assessed), 47.6% of all ELL students (ELL Levels 1 to 5) scored at/above the proficient level in Reading in 2008-09, about 11 percentage points lower than for non-ELL students. The table below details the proficiency rates in Reading for all ELL levels, by grade. Students in grades 3 to 7 scored between 48% to 54% proficient/above, while students in grade 8 scored lower at 44%, and lower still in grade 10 at 21%. The percentage of students attaining the proficient/advanced level in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for Non-ELL students.

**Performance Indicator 2.3:** The percentage of **limited English proficient students** who are at or above the proficient level in **mathematics** on the state’s assessment, as reported for performance indicator 1.1.

Overall (across all grades assessed), 45.5% of all ELL students (ELL Levels 1 to 5) scored at/above the proficient level in Mathematics in 2008-09, about 2.2 percentage points lower than for non-ELL students. The table, below, details the proficiency levels in Mathematics for all ELL levels, by grade. Students in grades 3 to 7 scored between 44% to 57% proficient/above, while students in grade 8 scored lower at 39% and lower still in grade 10 at 23%. The percentage of students attaining the proficient/advanced level in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for Non-ELL students.

**2008-09 WKCE-CRT  
MPS - District Totals  
Number and Percent of ELL Level Students Enrolled – Scoring At/Above Proficient  
ELL Level  
Reading and Mathematics - By Grade**

**Reading**

Grades	Level1			Level2			Level3			Level4			Level5			Levels 1 to 5 (ELL)			Level6			Level7			AllLevels		
	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof
3	8	36	22.2%	13	63	20.6%	86	280	30.7%	161	219	73.5%	49	52	94.2%	317	650	48.8%	11	12	91.7%	3118	5244	59.5%	3446	5906	58.3%
4	8	24	33.3%	12	64	18.8%	72	236	30.5%	204	292	69.9%	99	105	94.3%	395	721	54.8%	48	50	96.0%	3169	5206	60.9%	3612	5977	60.4%
5	6	20	30.0%	10	59	16.9%	33	189	17.5%	138	236	58.5%	141	162	87.0%	328	666	49.2%	58	59	98.3%	3013	5030	59.9%	3399	5755	59.1%
6	4	25	16.0%	1	39	2.6%	29	153	18.4%	108	187	57.8%	118	137	86.1%	250	546	47.6%	83	92	90.2%	2818	4712	59.8%	3161	5350	59.1%
7	5	24	20.8%	5	51	9.8%	49	170	28.8%	131	204	64.2%	85	93	91.4%	275	542	50.7%	143	161	88.8%	3021	4692	64.4%	3439	5395	63.7%
8	9	45	20.0%	7	76	9.2%	52	160	32.5%	81	114	71.1%	51	53	96.2%	200	448	44.6%	243	282	86.2%	3010	4814	62.5%	3453	5544	62.3%
10	7	42	16.7%	5	60	8.3%	6	83	7.2%	22	65	33.8%	17	26	65.4%	57	276	20.7%	196	350	56.0%	2021	4865	41.5%	2274	5491	41.4%
Total	47	216	21.8%	53	412	12.9%	327	1276	25.6%	845	1317	64.2%	560	628	89.2%	1832	3849	47.6%	782	1006	77.7%	20170	34563	58.4%	22784	39418	57.8%

**Mathematics**

Grades	Level1			Level2			Level3			Level4			Level5			Levels 1 to 5 (ELL)			Level6			Level7			AllLevels		
	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof	# Prof	# Enrl	% Prof
3	22	85	25.9%	27	120	22.5%	105	280	37.5%	161	219	73.5%	48	52	92.3%	363	756	48.0%	10	12	83.3%	2667	5244	50.9%	3040	6012	50.6%
4	24	68	35.3%	28	84	33.3%	91	236	38.6%	213	292	72.9%	89	105	84.8%	445	785	56.7%	45	50	90.0%	3052	5206	58.6%	3542	6041	58.6%
5	12	56	21.4%	21	74	28.4%	47	189	24.9%	121	236	51.3%	136	162	84.0%	337	717	47.0%	54	59	91.5%	2677	5030	53.2%	3068	5806	52.8%
6	13	78	16.7%	5	55	9.1%	38	158	24.1%	104	187	55.6%	109	137	79.6%	269	615	43.7%	77	92	83.7%	2155	4712	45.7%	2501	5419	46.2%
7	14	64	21.9%	16	70	22.9%	48	170	28.2%	117	204	57.4%	82	93	88.2%	277	601	46.1%	131	161	81.4%	2128	4692	45.3%	2534	5454	46.5%
8	22	99	22.2%	19	100	19.0%	54	160	33.8%	69	114	60.5%	43	53	81.1%	207	526	39.4%	213	282	75.5%	2272	4814	47.2%	2692	5622	47.9%
10	9	80	11.3%	14	89	15.7%	16	83	19.3%	27	65	41.5%	14	26	53.8%	80	343	23.3%	153	350	43.7%	1325	4865	27.2%	1558	5558	28.0%
Total	116	530	21.9%	130	592	22.0%	399	1276	31.3%	812	1317	61.7%	521	628	83.0%	1978	4343	45.5%	683	1006	67.9%	16274	34563	47.1%	18935	39912	47.4%

**ESEA Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.**

**Performance Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers.**

- MPS is a high-need LEA with 4% of the 6,154 active teachers not fully certified, teaching on a waiver
- Over 7% of MPS’ teaching force resigns annually, with many leaving for reasons other than retirement.
- Of this seven percent, approximately 15% are new teachers resigning within their first year (14% in 2007-08) and that number rises to nearly 40% by the end of their fifth year. An additional 14% resign by the end of their tenth year.
- Approximately 300 highly qualified teachers need to be recruited and hired annually to fill critical shortage areas of special education, bilingual education, mathematics, science, foreign language, and Montessori.
- MPS needs to increase its recruitment of minority teachers, especially African-American teachers and male teachers to better represent the diversity of its student body.

<b>Subject</b>	<b>2007-08</b>	<b>2009-10</b>
Special Education	210	206
Bilingual	65	51
Science	13	7
Mathematics	12	10
Foreign Language	20	5
Montessori	9	9
Total	329	288

**Performance Indicator 3.2: The percentage of teachers receiving high-quality professional development.**

MPS is dealing with increasing costs, decreasing revenues and increased poverty among our students. Student achievement has remained relatively stagnant and well below the state average for attainment. Student achievement and resource utilization are a high priority for district leaders. With declining student enrollment and funding constraints it is more important than ever that as a district we increase our ability to link resource utilization with student outcomes where appropriate.

Increasing the skills of our employees is one strategy being viewed by the district for increasing student achievement. MPS provides high quality professional development opportunities to all teachers and support staff and school leaders through district-level trainings and embedded professional development opportunities organized at the school level by the school learning team and other school leaders.

Professional development ensures that school staff has the content, process, knowledge, skills, dispositions, and accountability to help all students achieve high standards. For school staff, professional development helps enhance their ability and facilitate organizational change. This year teachers were given 12 hours of paid collaborative planning time in addition to the five banking time days used for school-level professional development.

Every MPS school develops a comprehensive professional development plan as part of their educational/school improvement plan. Schools link their professional development to the school vision, strategic plan, and develop strategies to address specific concerns in the teaching and learning process. Professional development is monitored by the learning team to ensure that it is continuous over time, research-based, culturally relevant, and connected to personal professional practice.

MPS supports school-based embedded professional development through the use of district-level literacy and math specialists, and school-based literacy coaches and math lead teachers. Each school's learning team works collaboratively with school staff and literacy coaches and math lead teachers to identify and implement professional development programs based on specific school needs as identified in the school's educational plan.

Approximately 275 newly hired teachers participated in the New Teacher Orientation Program in the fall. In addition, new teacher seminars were held monthly during October-May to provide ongoing support. Topics are aligned to the Wisconsin Teacher Standards, PI-34, and the characteristics of a high performing urban classroom.

MPS collects data on teacher and staff practices, needs and perceptions in two ways. MPS annually conducts a School Climate/Perception Survey of teachers/staff, parents, and students. In the 2008-09 school year 6,489 teachers/staff responded to the online survey. Individual school and district wide survey results are published in the MPS Accountability Report and are available on the MPS website at: <http://mpsportal.milwaukee.k12.wi.us/portal/server.pt>. The second survey administered in January of 2009 was the Instructional practices Survey completed by 2,295 of district teachers. Individual and district wide survey results are available on the MPS website at: <http://mpsportal.milwaukee.k12.wi.us/portal/server.pt>.

**Performance Indicator 3.3:** The percentage of **paraprofessionals** (excluding those with sole duties as translators and parental involvement assistants) **who are qualified** (see DPI Bulletin No. 0203).

There were 1,577 paraprofessional employed during the 2008-2009 school year. One hundred percent of MPS paraprofessionals meet the ESEA highly qualified requirements. Paraprofessionals receive embedded professional development at their schools and are encouraged to participate in district-level professional development opportunities throughout the school year. Paraprofessionals have expressed the following concerns through the MPS annual school climate survey:

- 11.5% of 764 paraprofessional respondents reported on the 2008-09 climate survey that they disagree or strongly disagree that the school provides them with the resources necessary to be an effective teacher.
- 28.6% of 764 paraprofessional respondents on the 2008-09 climate survey rated their ability to use technologies, such as computers, Internet, e-mail, software programs, PDAs, calculators, etc., as non-user or beginning user.
- 41.3% of 764 paraprofessional respondents on the 2008-09 climate survey strongly agree or agree that they are more focused on controlling students' behavior than on teaching and learning.

**ESEA Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Performance Indicator 4.1:** the number of **persistently dangerous schools**, as defined by the state.

According to ESEA, students must be provided with an option for intra-district transfer if they attend a school that has been identified as "persistently dangerous" or if they have been the victim of a violent crime. In Wisconsin, any school that for three or more consecutive years has (1) suspended 5% of the student body for weapons-related offenses, or (2) expelled 1% of the student body or five students, whichever number is higher, for assault, endangering behavior or weapons-related offenses, will be considered for identification/designation by the state Department of Public Instruction.

Since the reauthorization of ESEA, no school in the state of Wisconsin has met the criteria noted above. MPS does not currently have any schools identified as persistently dangerous. Schools that meet the persistently dangerous criteria for one or more years will receive intervention support from district personnel and the DPI.

**Performance Indicator 4.2:** The number of **referrals for discipline** due to violations of school policies prohibiting alcohol, tobacco, or other drugs, possession or distribution, or threats of violence including weapon possession.

The table to the right details the number and percentage of student suspensions, by major category of incident types, for the last two full school years (2007-08 and 2008-09).

There was a significant reduction (-13.6%) in the number of student suspensions in 2008-09 compared to the year before. Most of the drop in suspensions was due to fewer suspensions for the category of ‘Learning Environment’ (-19.7%), the largest category of suspensions, for generally less serious offenses. The percentage of all suspensions for ‘Learning Environment’ declined from 71.0% to 65.9% in 2008-09. The reduction in the number of suspensions was due, in part, to district encouragement that schools employ alternatives to out-of-school suspensions for less serious incidents.

About 33% of all out of school suspensions in 2008-09 was for a variety of offenses related to Personal/Physical Safety. The total number of suspensions for these more serious offenses rose slightly in 2008-09 (1.5%) compared to the year before. Only about 1% of all out-of-school suspensions are for weapons.

**District Suspensions**  
**Number of Suspensions – By Incident Type**  
**2007-08 and 2008-09 (full school year)**

Incident Types	2007-08	2008-09	No. Increase Suspensions	% Increase Suspensions	2007-08 % of Total	2008-09 % of Total
<b>Learning Environment</b>						
Classroom Disruption	45,017	35,790	-9,227	-20.5%	51.7%	47.6%
Loitering	8,646	6,753	-1,893	-21.9%	9.9%	9.0%
Other Offenses	4,013	3,466	-547	-13.6%	4.6%	4.6%
Verbal Abuse	4,102	3,602	-500	-12.2%	4.7%	4.8%
<b>Total</b>	<b>61,778</b>	<b>49,611</b>	<b>-12,167</b>	<b>-19.7%</b>	<b>71.0%</b>	<b>65.9%</b>
<b>Personal/Physical Safety</b>						
Arson	50	83	33	66.0%	0.1%	0.1%
Assault	2,857	2748	-109	-3.8%	3.3%	3.7%
Assault-Sexual	276	319	43	15.6%	0.3%	0.4%
Battery	527	499	-28	-5.3%	0.6%	0.7%
Bomb Threat	10	5	-5	-50.0%	0.0%	0.0%
Bullying		279	279		0.0%	0.4%
Disorderly Conduct	4,741	4870	129	2.7%	5.4%	6.5%
Drug and Alcohol	958	816	-142	-14.8%	1.1%	1.1%
Fighting	10,590	10643	53	0.5%	12.2%	14.1%
Gang Activity	332	237	-95	-28.6%	0.4%	0.3%
Larceny	885	1037	152	17.2%	1.0%	1.4%
Personal Threat	2,589	2692	103	4.0%	3.0%	3.6%
Robbery	5	1	-4	-80.0%	0.0%	0.0%
Vandalism	634	580	-54	-8.5%	0.7%	0.8%
<b>Total</b>	<b>24454</b>	<b>24809</b>	<b>355</b>	<b>1.5%</b>	<b>28.1%</b>	<b>33.0%</b>
<b>Weapons</b>						
Facsimile Firearm	335	327	-8	-2.4%	0.4%	0.4%
Firearm	1	0	-1	-100.0%	0.0%	0.0%
Possession	489	487	-2	-0.4%	0.6%	0.6%
Threat	2	0	-2	-100.0%	0.0%	0.0%
<b>Total</b>	<b>827</b>	<b>814</b>	<b>-13</b>	<b>-1.6%</b>	<b>0.9%</b>	<b>1.1%</b>
<b>District Total</b>	<b>87,059</b>	<b>75,234</b>	<b>-11,825</b>	<b>-13.6%</b>	<b>100.0%</b>	<b>100.0%</b>

The table below details the number and percentage of students enrolled that were suspended at least once during the school year, and the total number of suspensions, by grade, for the last two school years (2007-08 and 2008-09). A decline in the total number of suspensions from 2007-08 to 2008-09 has resulted in a drop in the percentage of students suspended at least once, overall, from 27.1% to 24.9%. There was a decline in the percent of students suspended at all grade levels (elementary, middle and high) in 2008-09, compared to the year before, although the largest decrease was for middle and high school levels, with a decline in suspensions of 16% from the year before.

**Student Suspensions - District Total**  
**No. and Percent of Students Suspended at Least Once During School Year**  
**Number of Total Individual Student Suspensions**  
**2007-08 and 2008-09 (full school year)**

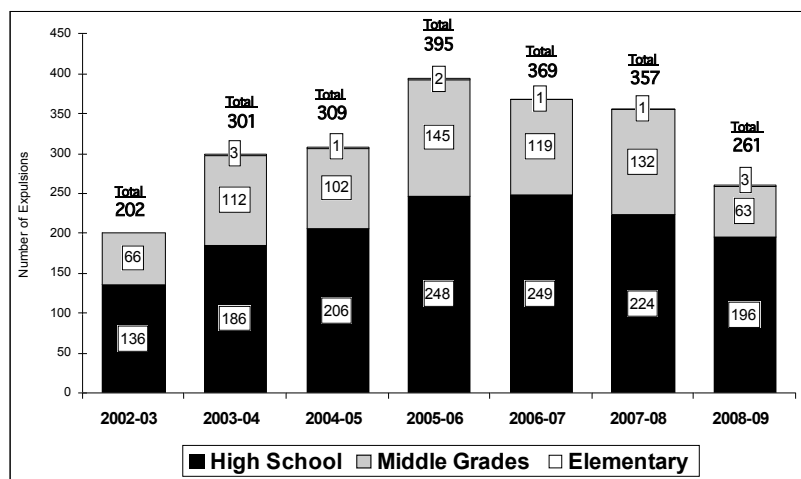
Grades	2008-09			2007-08			2008-09 Total Number of Suspensions	2007-08 Total Number of Suspensions	DIFF 2007-08 to 2008-09
	No. of Students Enrolled	No. of Students Suspended	Percent of Students Suspended	No. of Students Enrolled	No. of Students Suspended	Percent of Students Suspended			
K3	2,100	6	0.3%	1,949	10	0.5%	6	10	-40.0%
K4	6,230	178	2.9%	6,110	190	3.1%	312	331	-5.7%
K5	6,898	409	5.9%	6,695	363	5.4%	802	737	8.8%
01	6,828	670	9.8%	6,761	734	10.9%	1,625	1,538	5.7%
02	6,696	905	13.5%	6,548	950	14.5%	2,173	2,424	-10.4%
03	6,632	1,069	16.1%	6,545	1,135	17.3%	2,728	2,843	-4.0%
04	6,626	1,347	20.3%	6,437	1,377	21.4%	3,600	3,539	1.7%
05	6,285	1,463	23.3%	6,020	1,463	24.3%	3,673	3,675	-0.1%
K-3 to 5	48,295	6,047	12.5%	47,065	6,222	13.2%	14,919	15,097	-1.2%
06	5,894	2,031	34.5%	5,991	2,199	36.7%	7,091	7,906	-10.3%
07	5,953	2,355	39.6%	6,163	2,664	43.2%	8,453	10,418	-18.9%
08	6,066	2,492	41.1%	6,593	2,841	43.1%	8,372	10,216	-18.1%
06 to 08	17,913	6,878	38.4%	18,747	7,704	41.1%	23,916	28,540	-16.2%
09	9,591	4,440	46.3%	9,640	4,920	51.0%	17,926	22,053	-18.7%
10	6,773	2,779	41.0%	6,658	2,880	43.3%	8,985	10,292	-12.7%
11	6,637	2,142	32.3%	6,274	2,211	35.2%	6,183	7,077	-12.6%
12	6,092	1,472	24.2%	5,683	1,563	27.5%	3,288	4,046	-18.7%
09 to 12	29,093	10,833	37.2%	28,255	11,574	41.0%	36,382	43,468	-16.3%
District	95,301	23,758	24.9%	94,067	25,500	27.1%	75,217	87,105	-13.6%

The table to the right details the number of students expelled for the last seven years.

About 35% of all expulsions are for drugs and alcohol, another 25% is for assault and battery, 17% for weapons, and the balance for a variety of other offenses. About 75% of all expulsions are for high school students, the balance largely for middle grade students.

The number of students expelled represents about 0.03% of all students enrolled in the district.

**MPS Student Expulsions**  
**2002-03 to 2008-09**



## School Climate Survey

MPS annually conducts a school climate survey of parents, students, and staff. In 2008-09, 21,434 grade 4 students, 10,870 high school students, 11,802 parents, and 6,489 staff took the school climate survey. Seventy-five percent of all students grades 4 to 8 took the 2008-09 school climate survey, as did 43% of all high school students and 64% of all school staff.

School climate survey questions cover four broad categories; rigor, environment, governance, and safety.

A four point scale is used to record results (1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree). Sample questions in each area are detailed in the table below, along with the percentage of respondents reporting Agree or Strongly Agree.

Overall, parents rate schools highest, followed by students in grades 4 to 8, then by staff, and finally high school students.

### School Climate Survey

Area	Group	No. of Surveys Returned (0607)	No. of Surveys Returned (0708)	No. of Surveys Returned (0809)	Overall Mean Score (All Questions in each Area)			Sample Question	Group	Sample Questions - For District (2008-2009 School Year)					
					06-07 District	07-08 District	08-09 District			Percent Answering Each Possible Response					
					Strongly Agree	Agree	Disagree			Strongly Disagree	Unsure	No Response			
Rigor	ESMS Students	19,724	20,093	21,434	3.2	3.2	3.3	Students at my school are given challenging work.	ESMS Students	37.1%	44.0%	10.2%	3.3%	4.5%	1.0%
	HS Students	7,954	9,443	10,870	2.9	2.9	3.0		HS Students	28.9%	49.6%	11.7%	4.5%	4.5%	9%
	Staff	6,564	5,937	6,489	3.0	3.1	3.1		Staff	38.7%	49.3%	2.0%	4%	6.8%	2.9%
	Parents	8,069	10,930	11,802	3.3	3.3	3.4		Parents	49.4%	40.7%	3.9%	1.5%	3.1%	1.4%
Safety	ESMS Students	19,724	20,093	21,434	2.9	3.0	3.1	My school makes sure that classrooms are safe and orderly.	ESMS Students	46.7%	40.1%	5.3%	2.7%	3.3%	1.9%
	HS Students	7,954	9,443	10,870	2.6	2.7	2.8		HS Students	21.4%	53.9%	11.4%	5.5%	6.2%	1.9%
	Staff	6,564	5,937	6,489	3.0	3.0	3.0		Staff	33.9%	51.8%	8.2%	2.2%	2.2%	2.1%
	Parents	8,069	10,930	11,802	3.2	3.2	3.3		Parents	51.6%	39.1%	2.1%	1.1%	3.2%	2.9%
Environment	ESMS Students	19,724	20,093	21,434	2.9	3.0	3.1	My school has a friendly and welcoming atmosphere.	ESMS Students	24.7%	48.8%	11.6%	5.0%	8.7%	1.1%
	HS Students	7,954	9,443	10,870	2.7	2.7	2.8		HS Students	19.7%	55.9%	11.6%	5.7%	7.0%	8%
	Staff	6,564	5,937	6,489	3.1	3.1	3.1		Staff	40.3%	49.9%	6.9%	1.9%	1.1%	2%
	Parents	8,069	10,930	11,802	3.3	3.4	3.5		Parents	60.0%	34.8%	1.6%	1.0%	1.5%	9%
Governance	ESMS Students	19,724	20,093	21,434	2.7	2.8	2.9	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ESMS Students	26.7%	40.0%	15.8%	7.0%	9.2%	1.2%
	HS Students	7,954	9,443	10,870	2.6	2.7	2.8		HS Students	18.3%	42.0%	20.0%	8.5%	10.3%	1.0%
	Staff	6,564	5,937	6,489	3.0	3.0	3.0		Staff	35.9%	48.7%	7.3%	2.9%	3.8%	3%
	Parents	8,069	10,930	11,802	3.2	3.3	3.3		Parents	48.0%	39.6%	4.7%	1.6%	4.7%	1.5%

Beginning in 2006-07, Key Area Mean Scores should not be compared to prior years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

\* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

Data Source: 2008-2009 MPS School Climate Surveys

N/A indicates: Not available / Not applicable

**ESEA Performance Goal 5: All students will graduate from high school.**

**Performance Indicator 5.1:** The percentage of students who **graduate** from high school each year with a regular diploma, disaggregated by race/ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

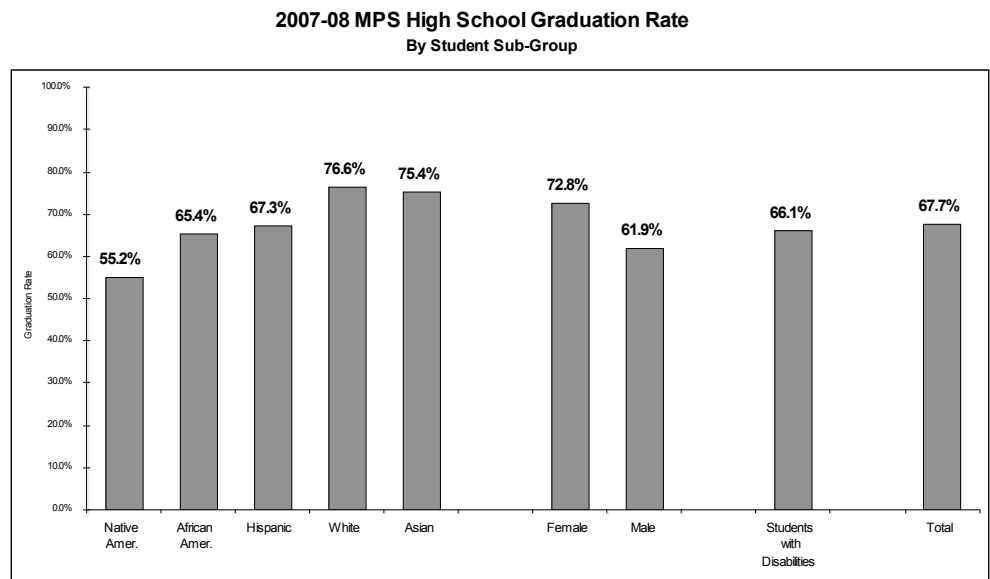
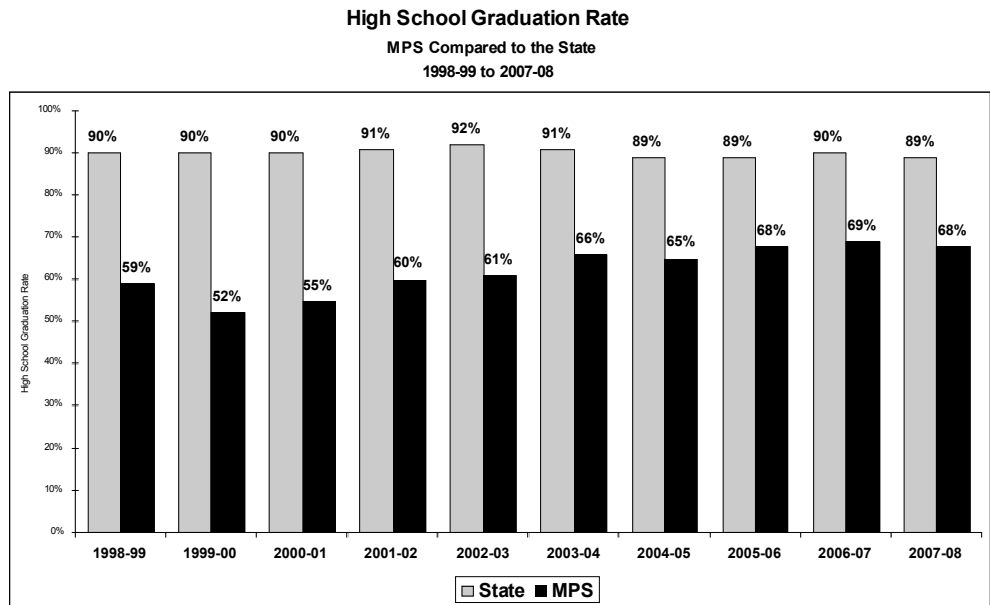
Effective since the 2003-04 school year, the state of Wisconsin assumed responsibility for compiling and reporting high school graduation rates.

Based upon the state’s reporting, the latest high school graduation rate for the district was 68% for 2007-08, compared to 89% for the state.

The 2007-08 district graduation rate (68%) was down from 69% the previous year, but was up from 52% nine years earlier (16 points). The gap with the state has also declined from 38 points to 21 points over this time span.

The table to the right details the 2007-08 district graduation rate by primary student sub-groups.

The 2007-08 graduation rate for boys was 11 points lower overall than for girls, and the rate for Whites and Asians was about 10 points higher than it was for African Americans and Hispanics. The overall high school graduation rate for students with disabilities was about the same rate as for all students.



**Performance Indicator 5.2:** The percentage of students who **drop out of school**, disaggregated by student sub-group.

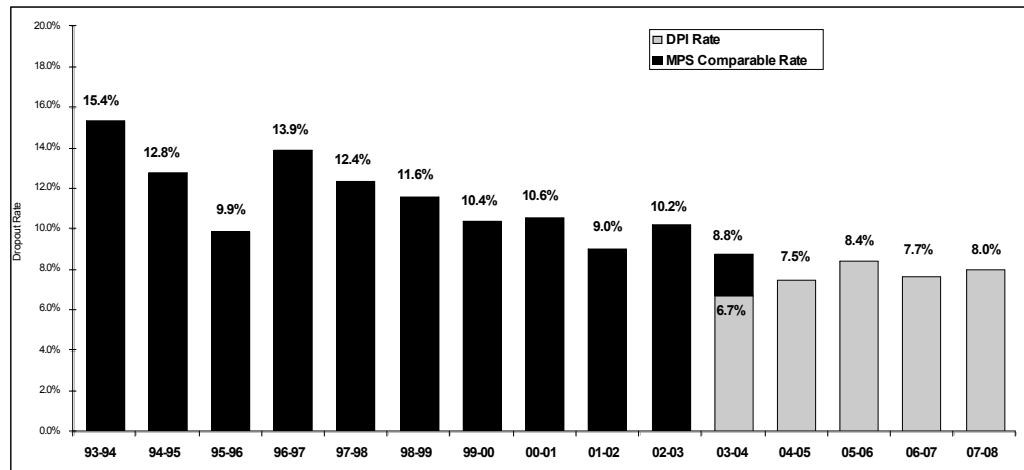
Effective in 2003-04, the state of Wisconsin began compiling and reporting annual high school dropout rates by grade and student group.

Based upon the state's method, the district's reported high school dropout rate (as detailed in the chart to the right) for 2007-08 (the latest year for which data is reported) was 8%, similar to the rates of the three previous years.

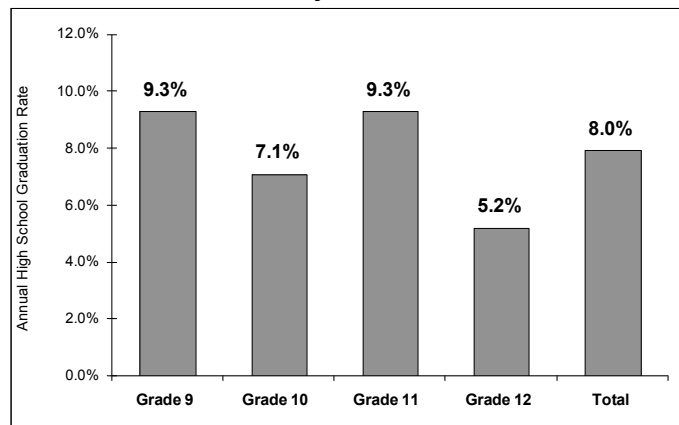
The highest dropout rate in 2007-08 was in grades 9 and 11, as detailed in the table to the right.

Among ethnic groups, Native Americans and African Americans have the highest dropout rates. By gender, boys have the higher rate, and by special student groups, SpEd and ELL students have higher rates than the district rates.

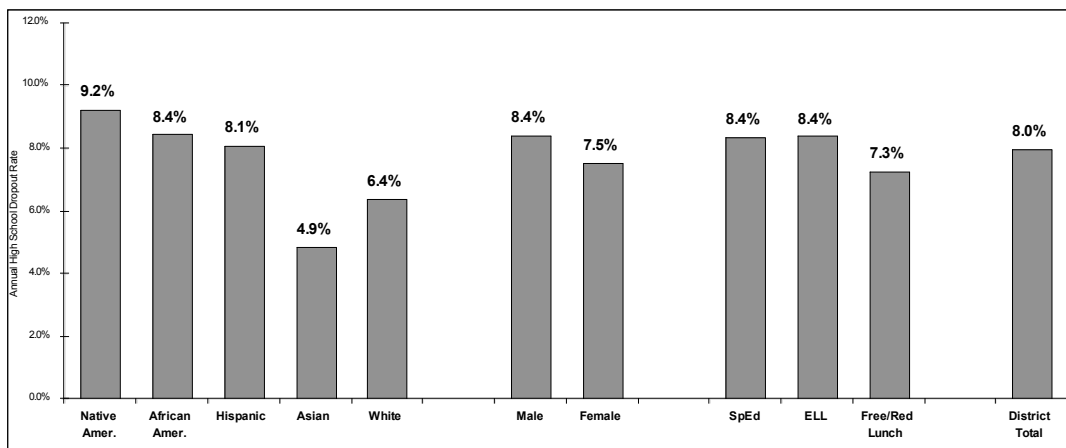
**MPS High School Dropout Rate**  
1993-94 to 2007-08



**2007-08 MPS High School Dropout Rate**  
By Grade



**2007-08 MPS High School Dropout Rates**  
By Primary Student Group



**ESEA Performance Goal 6: Family and Community Involvement – Schools involve families in the education of their children (LEA may include other performance goals).**

**Performance Indicator 6.1:** Number of parents participating in workshops/trainings to assist their children to improve achievement.

**Performance Indicator 6.2:** Number of parents serving on school governance councils.

**Performance Indicator 6.3:** Number of parent communications sent to families as required under ESEA.

**Supportive and Responsive School Staff**

Milwaukee Public Schools has set up internet-based systems that allow parents to readily access important records. One internet-based system is called Parent Assistant. The system provides a means for parents or guardians to view information about his/her child(ren) who are enrolled in MPS. It allows parents or guardians to view attendance, bus pick-up and drop-off information, and in some schools, courses, grades, and even assignments. They are also able to review demographic and emergency information for accuracy, and verify their child’s school schedule. This information can be reviewed at anytime. Although usage of the system has increased steadily over the last three years, there is no district training on the use of the Parent Assistant. However, there is a sheet of helpful hints schools use when training local parents.

**Parent Assistant Table**

<b>School Year</b>	<b>Families with Parent Assistant Accounts</b>	<b>Number of Households in District</b>	<b>Percentage Of Households with Parent Assistance Account</b>
2007-2008	3,900	55,924	7%
2008-2009	5,800	49,919	12%

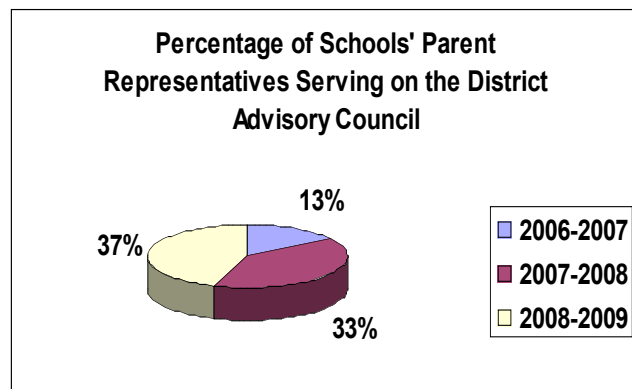
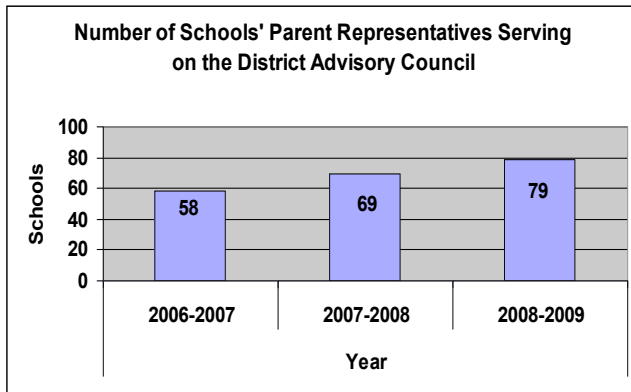
**Building Partnerships/Professional Development**

The District Advisory Council (DAC) membership is comprised of parents of students who attend Milwaukee Public Schools. This council is a catalyst for information flow between local schools and Central Services. Parents are informed about program changes and adjustments to Title I legislation. The DAC engages parents in the decision making process at the district and school levels. It allows for networking, sharing of ideas, and gathering parent input. The District Advisory Council meets nine times a year. During the 2008-2009 school year, there were 196 representatives recognized as members on the council. The chart below indicates that while representatives are identified, only 14 representatives attended 6-9 of the 9 meetings held during the 2008-2009 school year. Further, 40% of all 196 representatives attended 0-2 of the 9 meetings.

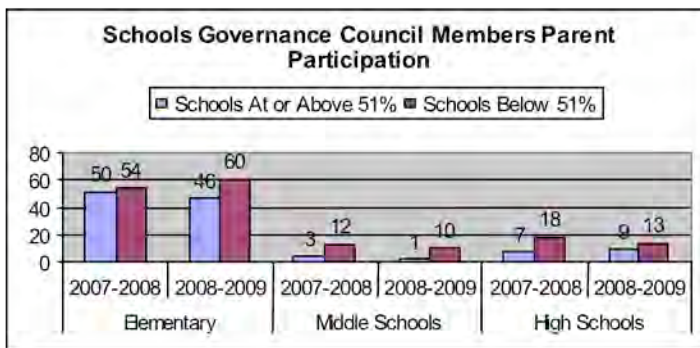
### 2008-2009 District Advisory Council Elected Representative Attendance Chart

District Advisory Council Meetings (9 total meetings per school year)	Elected Representatives 2007-2008	Percentage of 110 elected representatives on the District Advisory Council 2007-2008	Elected Representatives 2008-2009	Percentage of 196 elected representatives on the District Advisory Council 2008-2009
Elected Representatives who attended 6-9 meetings	12	11%	14	7%
Elected Representatives who attended 3-5 meetings	19	17%	18	3%
Elected Representatives who attended 0-2 meetings	79	72%	79	40%

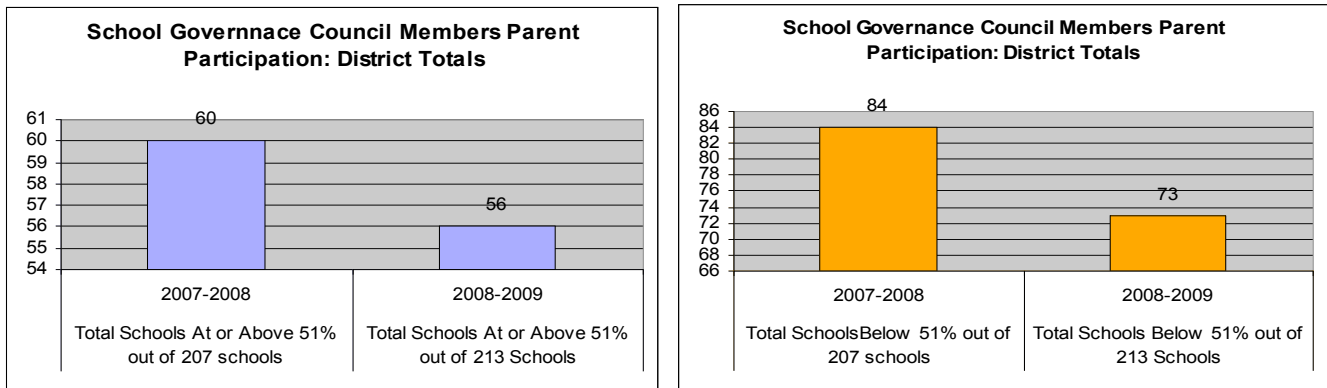
This chart indicates that out of 213 schools in MPS, 79 schools had parent representatives serving on the District Advisory Council in 2008-2009. *This is an increase from 69 schools in 2007-2008.*



School Governance Councils are organized to provide an opportunity for parents, teachers, community, students, and principals to collaborate in providing continued analysis and improvement of school related items and the well-being of students. In agreement with Section 111.8 to increase parental involvement, all governance councils are to consist of 51 percent parent representation.



The data from the graphs below show the positive gains and decreases within each academic level. From a district point of view, within the span of the 2007-2009 school years, there has been a decline in the total number schools not meeting the 51 percent requirement (41% for 2007-2008 to 35% 2008-2009). However, there has also been a decline of schools meeting the 51% requirement from 29 % in 2007-2008 to 26 % in 2008-2009.









Over the past four years, Milwaukee Public Schools has been using a standards based approach for improvements in Family and Community Involvement in schools’ improvement plans. Schools are required to create a “SMART” (Specific, Measurable, Attainable, Research-based and Time-bound) goal in relation to the Family and Community Involvement Standards based on research from John Hopkins University Center.

Each year Milwaukee Public Schools ask parents and guardians to participate in a school climate survey with responses ranging from strongly agree to strongly disagree. The six Family and Community Involvement standards from John Hopkins University Center on School, Family, and Community Partnerships are used as a guide to obtain this feedback. These standards promote meaningful parent, family, and community participation, raise awareness regarding the components of effective programs, and provide strategies and activities to assist schools in improvement efforts. The table below shows data collected over the past three years.

Collaborating with Community, Standard Area #6, has consistently been the greatest area of need since 2005-2006. Data on the Family and Community Involvement Needs Table show that in 2006-2007, 86.1% of parents surveyed agree that communication between home and school is regular, two-way, and meaningful. This percentage took an upward trend to 86.9% in 2007-2008, and 88.2% in 2008 -2009. *Although the district will continue to excel, we are extremely proud that the trend since 2006 has been taking an upward trend under each Family and Community Involvement Standard.*

**Family and Community Involvement Needs Table**

Family and Community Involvement Standard #	Standard and Brief Descriptor (from National Parent Teacher Organization Parent Involvement Self Assessment)	Related MPS Climate Survey Question (Parents and staff members are asked if they Strongly Agree, Agree, Disagree or Strongly Disagree with each statement. These questions are found at or near the end of each survey.)	2006-2007 Percentage of 8069 MPS Parents Agreeing	2007-2008 Percentage of 11,130 MPS Parents Agreeing	2008-2009 Percentage of 11,802 MPS Parents Agreeing	Trends since 2005-2008
Standard 1	<b>Communicating</b> —Communication between home and school is regular, two-way, and meaningful.	My school regularly communicates with parents using a variety of different methods.	86.1%	86.9%	88.2%	
Standard 2	<b>Parenting</b> —Parenting skills are promoted and supported.	My school provides parents with information, resources and support to enhance their parenting skills.	80.6%	80.9%	84.4%	
Standard 3	<b>Student Learning</b> —Parents play an integral role in assisting student learning.	My school gives parents information and resources regarding how they can support their child with school work.	85%	86%	87.4%	
Standard 4	<b>Volunteering</b> —Parents are welcome in the school, and their support and assistance are sought.	My school offers parents a variety of ways in which they can volunteer.	84.1%	83.5%	86.3%	
Standard 5	<b>School Decision-Making and Advocacy</b> —Parents are full partners in the decisions that affect children and families.	Parent participation in shared decision-making is encouraged and supported at my school.	85.5%	86.2	87.6%	
Standard 6	<b>Collaborating with Community</b> —Community resources are used to strengthen schools, families, and student learning.	My school utilizes community resources to enhance student learning.	74.5	76.1	80.9%	

The number of professional development opportunities offered at Central Services has increased. There are several departments providing training for parents such as Title I, Department of Parent and Student Services, Special Education, Bilingual Multicultural Education, and others. According to the sign-in sheets, only 2% of our parents attended the professional development opportunities out of the total families represented. The 2006-2007 professional development data was not available. Therefore, the 2007-2008 will be used for the baseline data.

The business rule for the Parent Dispute Resolution System (PDRS) is that schools must respond within five (5) days to a parent concern and the schools must request assistance within ten (10) days if needed.

Outcome Measure	School Year	Days
Baseline	2003-2008 Average	86
Target	2003-04	80
Target	2004-05	122
Target	2005-06	52
Target	2006-07	107
Target	2007-08	88
Target	2008-09	40
Target	2009-10	30
Target	2010-11	25
Target	2011-12	20

### 2007-08 Special Education PDRS Data

Total PDRS complaints received during school year	270
Total complaints closed	0
Average time before complaint was closed	86 days

### 2008-09 Special Education PDRS Data

Total PDRS complaints received during school year	214
Total complaints closed	214
Average time before complaint was closed	29.4 days

The district has already met a target goal of responding and closing PDRS complaints within 30 business days one year ahead of time. The goal for the 2009-2010 school year will be to revise the target to 25 business days. The goal for the 2010-2011 year will be to revise the target from 25 to 20 business days. The goal for the 2011-2012 year will be to replicate the target of 20 business days.

During the next school year, schools will be provided continued support on giving information to parents about additional dispute resolution options available to them.

### Central Services Parent Professional Development Table

School Year	Parent Training Offerings	Total Attendance	Total Families in the District	Percentage of Parents Attended
2007-2008	20	1,273	55,924	2%
2008-2009	34	3,226	49,919	6%

MPS increased the number of parent trainings offered in 2008-2009. In 2007-2008, the district conducted 20 parent trainings. In 2008-2009, the district conducted 34 parent trainings, a difference of 14 parent trainings. However, in 2008-2009, when data was collected from MPS schools, over 1,000 Parent Trainings were offered according to the Parent Activity Logs. The district also had a significant increase in total families attending the parent trainings. In the 2007-2008 school year, 1,272 families attended the parent trainings. In 2008-2009, 3,226 families attended the trainings, a difference of 2,047, and an increase of 6%. Even though the district experienced a decrease of 6,005 total families in the district, the district was able to increase the number of parents attending parent trainings.



# **Appendix E**

## **Improvement Plan**



**Milwaukee Public Schools 2009-2010 ESEA Consolidated Plan  
Improvement Plans**

**9/08/2009**

Improvement Plans-Summarize the strategies, programs, services, or activities, if any, to be funded with ESEA aid and carried out by the LEA or school staff members during 2009-10 intended to address student performance or close achievement gaps related and provide the dollar amount of the sources of aid that will be used to support each one. In the “Other Fund Source” column, write in the fund source, (e.g., IDEA, CSR, SAGE, local, etc.).

<b>Performance Goal 1:</b> Reading and Mathematics All students proficient or better in <b>reading and mathematics</b> .
<b>Performance Indicator 1.1:</b> Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of students performing at proficient or advanced in <b>reading</b> .
<b>Evaluation Method:</b> Analysis of student performance on the WKCE-CRT, district benchmark assessments, and WAA. Performance-based budgeting system. School Improvement Plan review and monitoring. SAGE and P-5 program evaluations. Professional development evaluation rubric. Health and wellness intervention evaluation. Analysis of School Climate Survey and Instructional Practices Survey data. Learning Walk data.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
1.1(1) Implement high-yield/ research-based instructional literacy practices across all core content areas by providing district-wide alignment of services that improve teaching and learning through supports, such as: <ul style="list-style-type: none"> <li>• Curriculum Specialists</li> <li>• Curriculum Generalists</li> <li>• Literacy Specialists</li> <li>• Literacy Coaches/ Leaders</li> <li>• DIFI Supervisors</li> <li>• Library Media Specialists</li> <li>• English Language Arts Specialists</li> <li>• Reading First Coordinator</li> <li>• Early Reading First</li> </ul>	Collectively, students at all grades in the Milwaukee Public Schools performed below the state’s annual measurable objective of 74% in Reading for 2008-09.  By grade, proficiency rates rose from 2007-08 to 2008-09 in three grades: Grade 7 by 3 percentage points (61% to 64%), Grade 8 by 3 points (59% to 62%) and Grade 10 by 3 points (38% to 41%) and declined in three other grades: Grade 3 by 2 points (60% to 58%),	\$9,824,973		\$714,162	\$106,632			SIG  Extensive research now exists which shows the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure (Armbruster, 2005).  The National Reading Council calls on educators, policy makers, and others to adopt practices that are consistent with available research on how to teach reading effectively. This research calls for explicit, systematic instruction in phonemic awareness and phonics along with early and continued exposure to rich literature and writing opportunities (Learning First Alliance, 1998)  Learning to read is not a “natural” process. Most children must be taught to read through a structured and protracted process in which they are made aware of sounds and the symbols that represent them, and then learn to apply these skills automatically and attend to meaning (Cook Moats, 2000).  Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully

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<p>Coordinator</p> <ul style="list-style-type: none"> <li>• Instructional Technology Leaders</li> <li>• Content Area Specialists</li> <li>• Professional Development Specialist</li> </ul>	<p>Grade 5 by 5 points (64% to 59%) and Grade 6 by 2 points (61% to 59%) and remained the same in Grade 4 at 60% proficient/advanced in reading.</p>								<p>complete elementary school—unless these students are identified early in their school career and given the intensive, systematic intervention they require (American Federation of Teachers, 1999).</p>
<p>1.1(2) Oversee and guide the development and implementation of a variety of assessments based on standards including progress monitoring tools, formative assessment and benchmark assessments as delineated in the DIFI plan, technology plan and best practices.</p>	<p>Overall, the average proficiency achievement gap in reading with the state across the seven grades assessed is 24%, varying from a low of 21 percentage points in grades 3 and 4 to a high of 34 percentage points in grade 10.</p> <p>The gap between the district and state widens through the grades assessed. The largest gap between the district and the state is in the reading standard (SPI) of ‘Understands Text’ at grades 3 to 6: grade 3: with a difference of 14.6 points from the state, grade 4: 14.1, grade 5: 13, and grade 6: 14.1 while the largest gap in grades 7 and 8 is in ‘Determines Meaning’: grade 7: 17.2 and grade 8: 15 points. At grade 10 the greatest gap is in ‘Evaluate and Extend Text at 17.6 points.</p>	<p>\$361,128</p>		<p>\$66,839</p>	<p>\$94,209</p>		<p>SIG</p>	<p>IDEA</p>	<p>Firm evidence show that formative assessment is an essential component of classroom work and that its development can raise standards of achievement (Black &amp; William, 1998).</p> <p>Staffs engaged in meaningful school reform are working with their communities to share assessment information to guide decisions about curriculum and instruction. There is a shift from using assessment as a negative force to a positive force that builds a climate of reflection about what is going on in classrooms (Stiggins, 2001).</p> <p>Using assessment as a teaching strategy has positive effects on student learning. Standards based assessment can help ensure that students are evaluated against high and deep standards of learning, not just against the performance of other students (Marzano, Pickering, &amp; Pollock, 2001).</p> <p>There needs to be a balance between standardized tests of learning and classroom assessments for learning. Educators need to give ongoing meaningful assessment to provide a continuous flow of evidence of student mastery of learning targets that overtime will allow for mastery of content (Stiggins, 2004; Marzano, 2001).</p> <p>Reviews the status of assessment and details a five-part action plan for achieving the untapped potential of classroom assessment for school improvement (Stiggins, 2001).</p>
<p>1.1(3) Provide summer school for targeted public and non-public school students focused on identified literacy objectives.</p>		<p>\$3,757,138</p>						<p>IDEA</p>	<p>Providing children with strategically planned, structured summer experiences, especially for those who do not have access to enriching, home-based learning, helps prevent loss of skill retention (Johns Hopkins National Center for Summer Learning, 2008).</p>

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	DIFI-Level 4 school district 2009-10.								<p>Summer school may be the primary intervention through which educators prevent the cumulative widening of the reading achievement gap (Borman, 2000).</p> <p>Summer school tends to be more relaxed with smaller classes making it an optimal learning environment. (Northwest Regional Educational Laboratory, 2002)</p>
1.1(4) School wide and targeted assistance schools will use resources and implement instructional, school climate, staff development and parent and community involvement strategies to reach school improvement plan goals through allocated decentralized Title funds.		\$15,914,032						None	<p>Staff development and student achievement are crucially, causally linked. Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education. Research suggests a connection between the school climate and the extent to which parents and families are involved in their children's education ( Epstein &amp; Dauber, 1993; Henderson &amp; Berla, 1994; Joyce &amp; Showers, 2002).</p> <p>Title I program regulations emphasizes that when parents are involved in their children's education, they do better in schools and schools improve (U.S. Department of Education, 2005).</p> <p>New research-based approaches are developed to help educators, parents, and communities work together, as partners, in planned, goal oriented activities that support student success (Epstein &amp; Rodriguez Jansorn, 2004).</p> <p>Standards are built upon the six types of parental involvement identified by Joyce L. Epstein, PhD., of John Hopkins University. The guide stresses over 35 years of research that there is a positive connection between parent involvement and student success (National PTA, 2004).</p> <p>The study confirms the importance and significance of parents' involvement in middle school students' engagement and performance at school (Mo &amp; Kusum, 2008).</p>
1.1(5) Provide tier 2 and 3 literacy interventions and tutoring for students as it relates to the RTI model.		\$20,000	\$2,381,106	\$66,840				SIG	<p>RTI models have potential to improve educational opportunities for culturally and linguistically diverse students and to reduce their disproportionate representation in special education (Edwards &amp; Klingner, 2006).</p>

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									<p>RTI is linked to the concept of providing intensive early intervention to prevent later reading failure. RTI provides teachers with a consistent, straightforward framework for assessing students and making data-based instructional decisions (Dimino, &amp; Gersten, 2006).</p> <p>The problems solving model needs to change the traditional procedures with RTI approaches, because of its systemic approach to help struggling students (National Association of School Psychologist, 2004).</p>
1.1(6) Begin phase-in of comprehensive literacy plan in SIFI schools through training and related supplemental materials	<p>District Identified for Improvement (DIFI) Level 4 school district 2009-10.</p> <p>Literacy review enacted as part of the corrective action steps required by DPI to address MPS' DIFI status.</p>	\$30,000	\$1,600,000	\$66,840				SIG	<p>A comprehensive literacy plan is key to improving literacy achievement. It addresses the quality of instruction and attends to necessary extra intervention for learners who need additional support. Components include professional development, collaborative problem solving, and effective use of assessment (Reading Recovery Council of North America, 2009).</p> <p>To generate change, leaders must actively use a literacy action plan to guide decision making around instruction, programming, and resource allocation (Irvin, Meltzer &amp; Dukes, 2007).</p>
1.1(7) Place centrally-funded master teachers in SIFI schools with the lowest reading performance to assure that the Comprehensive Literacy Plan is implemented with fidelity.	<p>The net number of schools identified as in need of improvement (SIFI) rose in 2008-09 to 49, the highest number in six years. The collective enrollment of these schools accounts for 33% of the district's total student enrollment</p>		\$3,865,880					None	<p>Teaching experience appears to influence student achievement. Teachers with less teaching experience typically produce smaller learning gains in their students compared with more seasoned teachers (Fetler, 1999).</p> <p>Effective teachers can inspire significantly greater learning gains in students when compared with weaker colleagues. Tennessee value-added assessment studies show the difference in achievement between students who attended classes taught by high-quality versus those taught by low-quality teachers for 3 consecutive years is sizeable: approximately 50 percentile points on standardized tests (Sanders &amp; Rivers, 1996).</p> <p>The paper discusses what expert reading teachers at all levels should be able to know and do. The difficulties of teaching reading have been underestimated and teachers are often under prepared to deliver effective reading instruction (American Federation of Teachers, 1999 reprinted March 2004).</p>

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Performance Indicator 1.2:  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of students performing at proficient or advanced in **mathematics**.

Evaluation Method:  
Analysis of student performance on the WKCE-CRT, district benchmark assessments, and WAA.  
Changes in classroom practice and development and use of classroom assessments are measured through a survey administered to math teacher leaders as a part of the Milwaukee Mathematics Program. Number of schools piloting classroom assessments with appropriate rubrics and analyzing guides.  
Professional development evaluation rubric. Performance-based budgeting system. School Improvement Plan reviews and monitoring.  
Analysis of School Climate Survey and Instructional Practices Survey data. Learning walk data.

Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA			
1.2 (1) Support implementation of the research-based Comprehensive Mathematics Framework, improve instructional practice in mathematics and provide cross curricular integration through supports such as: <ul style="list-style-type: none"> <li>Specialists</li> <li>Teacher Leaders</li> <li>DIFI supervisors</li> </ul>	Collectively, students at all grades in the Milwaukee Public Schools perform below the state’s annual measurable objective of 58%. However, one MPS grade (grade 4) exceeds the 2008-09 objective at 59% in 2008-09, and six of the seven grades are now within 80% of the state objective.  MPS math proficiency has steadily increased overall for the last three years. There was an increase in the percentage of students assessed scoring at/above the proficient level in all seven grades assessed in 2008-09 compared to the year before, an average rise of 5 percentage points.	\$1,017,313		\$66,840				SIG  Local  MMP  WI Dept. of Admin. Improving Pupil Academic Achievement	Math teacher leaders are key factors in getting learning teams and schools to focus on mathematics. They bring best practices in math to the school level, support school-based professional development, and provide a link to IHE expertise (Huinker, D.& McLeod K., 2007).  A rigorous, engaging and accessible mathematics curriculum refers to a sequence of study that is aligned and articulated across grade levels and offers developmentally appropriate mathematics. “The myth that disadvantaged students cannot attain the same successes as their more advantaged peers is no longer a viable one. Research has shown that it is possible to ease the achievement gaps. But just as the causes of achievement gaps are interrelated, so must be the attempts to close them” (North Central Regional Education Laboratory, 2003; Ball & Bass, 1999)
1.2 (2) Oversee and guide the development and implementation of a variety of cross curricular integrated assessments based on standards including progress monitoring tools, formative assessment and benchmark assessments as delineated in the DIFI plan and best practices.		\$420,628		\$66,840				SIG  Local	Assessments help teachers plan and provide effective, targeted instruction in the academic content standards. By assessing student learning against the standards, teachers can tailor instruction to individual student needs. Assessments can also help students identify their areas of strength and weakness (Marzano, 2003).  Classroom assessments can prepare students for the standards-based statewide achievement tests. For example, the WKCE Test includes constructed-response questions; therefore, classroom writing and performance tasks will be essential for the preparation of students. (Stiggins, 2001; Marzano, 2001).

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<p>1.2(3) School wide and targeted assistance schools will use resources and implement instructional, school climate, staff development and parent and community involvement strategies to reach school improvement plan goals through allocated decentralized Title funds.</p>	<p>Each grade assessed had the following increases in the percent of students proficient/advanced in 2008-09 compared to 2007-08 – Grade 3: 48% to 51%; Grade 4: 50% to 59%; Grade 5: 48% to 53%; Grade 6: 43% to 46%; Grade 7: 40% to 46%; Grade 8: 38% to 48%; Grade 10: 27% to 28% proficient/advanced</p> <p>The achievement gap with the state has narrowed in all seven grades in 2008-09 compared to the year before. And, over the last four years, the achievement gap has</p>	<p>\$15,914,032</p>						<p>None</p>	<p>Staff development and student achievement are crucially, causally linked. Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education. Research suggests a connection between the school climate and the extent parents are involved (Dauber &amp; Epstein, 1993; Henderson &amp; Berla, 1994; Joyce &amp; Showers, 2002).</p> <p>Title I program regulations emphasizes that when parents are involved in their children's education, they do better in schools and schools improve (U.S. Department of Education, 2005).</p> <p>Standards are built upon 6 types of parent involvement identified by Joyce L. Epstein, PhD., of John Hopkins University. The guide stresses over 35 years of research that there is a positive connection between parent involvement and student success (National PTA, 2004; Epstein &amp; Rodriguez Jansom, 2004).</p> <p>The study confirms the importance and significance of parents' involvement in middle school students' engagement and performance (Mo &amp; Kusum, 2008).</p>
<p>1.2 (4) Provide summer school for targeted public and non-public school students focused on identified mathematics objectives.</p>	<p>narrowed an average of 5 percentage points across percentage points grades 3 to 8. Only in grade 10 has the achievement gap widened over the last four years.</p> <p>The gap between the district and state widens through the grades assessed. The largest gap between the district and the state is in the mathematics standards (SPI) of Mathematical Processes and Algebraic</p>	<p>\$3,757,138</p>						<p>IDEA</p>	<p>Providing children with strategically planned, structured summer experiences, especially for those who do not have access to enriching, home-based learning, helps prevent loss of skill retention. Summer programs can be an important strategy in providing a variety of challenging experiences, developing talents, keeping students engaged, and expanding horizons (Johns Hopkins National Center for Summer Learning, 2008)</p> <p>All children experience learning losses if they do not engage in summer learning opportunities. Studies dating back to 1906 find that all children score lower on standardized tests at the end of summer vacation than they do when it begins (Miller, 2007; Cooper, Nye, Charlton, Lindsay &amp; Greathouse, 1996).</p> <p>Summer school tends to be more relaxed with smaller classes making it an optimal learning environment. (Northwest Regional Educational Laboratory, 2002)</p>

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1.2(5) Provide tier 2 and 3 mathematics interventions and tutoring for students as it relates to the RTI model	Relationships. Grades 3-8 had the largest gap in Mathematical Processes: Grade 3: 13 point gap, Grade 4: 13.8, Grade 5: 13, Grade 6: 18 points, Grade 7: 18.6 points. Grade 10 had the largest gap in Algebraic Relationships at 20.9 points.  DIFI-Level 4 school district 2009-10.	\$20,000	\$2,381,106	\$66,840					SIG  MMP	We are encouraged by the potential of RTI models to improve educational opportunities for culturally and linguistically diverse students and to reduce their disproportionate representation in special education. RTI models represent a new beginning and a novel way of conceptualizing how we support student learning (Edwards & Klingner, 2006).  One potential approach to improving math achievement is the delivery of early intervention services to students who are at risk in mathematics. Preventing academic difficulties through focused early instruction and responsive interventions geared to the needs of learners who struggle early is garnering increased attention in both general education and special education circles (Clark, Baker, Smolkowski, & Chard, 2008).
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Performance Indicator 1.3:  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs that supplement state and local funds to increase the percentage of Title I schools making **adequate yearly progress**.

Evaluation Method:  
Analysis of student performance on the WKCE-CRT, district benchmark assessments, and WAA.  
School Improvement Plan review and monitoring

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
1.3(1) Provide comprehensive technical assistance and implement an accountability plan for the SIFI and other targeted low achieving schools. Schools will be held accountable to implement DIFI strategies including high leverage strategies.	The net number of schools identified as in need of improvement (SIFI) rose in 2008-09 to 49, the highest number in six years. The collective enrollment of these schools accounts for 33% of the district's total student enrollment.	\$59,054		\$66,840			SIG  Local	These elements have been identified by The Southern Regional Education Board (1998), as essential elements in today's accountability systems: rigorous content standards; tested student progress; professional development aligned with standards; results publicly reported; and results that lead to rewards, sanctions, and targeted assistance (Sheldon & Biddle, 1998).  Accountability encompasses how a school or school system hires, evaluates, and supports its staff, how it relates to students and parents, how it manages its daily affairs, how it makes decisions; how it ensures that the best available knowledge will be acquired and used; how it generates new knowledge, how it evaluates its own

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
	For 2008-09, about 23% of the district's 206 schools subject to AYP evaluation were identified as in need of improvement.							functioning as well as student progress, how it tackles problems, and how it provides incentives for continual improvement. Thus, accountability is everything a school or school system does to ensure continual improvement and quality. (Darling-Hammond, Snyder, Aness, Einbender, Goodwin, & MacDonald, 1993).
1.3(2) Administer required supplementary education services for eligible students enrolled in year 1, 2, 3, 4 and 5 Schools Identified For Improvement to advance reading and mathematics proficiency levels.	An additional 35 MPS schools (15,294 students) missed Adequate Yearly Progress (AYP) for the first time in 2008-09. If these schools miss AYP again next year in the same component, they would also be identified as SIFI.	\$5,040,000					SIG  Local	Provisions of NCLB Act  Tutoring programs offer the individualized, systematic, structured learning experiences necessary for students with special needs. They also improve academic performance and personal growth, motivate self-paced and self-directed learning, and provide intensive practice for students who need it. In tutoring, instruction, which is free of competition so students can progress at their optimal pace, is tailored to specific learning styles and needs (Fager, 2006).
1.3(3) Nurses, psychologists, and social workers will support the health and wellness needs of students to improve teaching and learning capacity and attendance.	DIFI-Level 4 school district 2009-10.  The district's total student attendance rate, across all grades and for all schools, for 2008-09 was 87.9%.  MPS currently has a nurse to student ratio of 1:1333. There is a need to increase the proportion of MPS elementary, K-8, and middle schools that have the recommended nurse-to-student ratio of at least 1:750 in order to reduce the number of health related absences	\$4,325,127					IDEA	School health services have evolved to keep pace with changes in the health care, social, and educational systems in the US. Current models of school health services reflect an understanding that children's physical and mental health are linked to their abilities to succeed academically and socially in the school environment (Maughan, 2003).  Fewer children leave school during the school day for medical reasons when a full time school nurse is available. In addition, full time school nurses may have a positive impact on the percentage of children with health care coverage (Allen, 2003).  There is concern about absenteeism, dropout rates, and discipline problems in schools. A coordinated approach to school health is about improving schools by supporting students' capacity to learn. <i>Health Is Academic</i> covers "eight components" that give students the knowledge and skills they need to deal with the problems they face (Marx, Wooley & Northrop, 1998).

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	Only 75% of MPS students rate their health as very good or excellent based on a representative sample of MPS first and fourth grade students surveyed in 2006 (CUPH).							School social workers bring unique knowledge and skills to the school system and the student support services team. They are instrumental in furthering the purpose of the schools - to provide a setting for teaching, learning, and for the attainment of competence and confidence (School Social Work Association of America, 2009).
1.3(4) Utilize district technology-based tools to provide curriculum and instructional support, coordinate professional development, make data-driven decisions, communicate, and collaborate.	There is an achievement gap between the following subgroups of students scoring at/above proficient on the reading subtest of the WKCE 2008-2009 compared to 2007-08.  The largest achievement gap in reading remains between African Americans and Whites at grade 10. The gap between African Americans and Whites at grade 4 increased from 25 points to 26 points, Grade 8 decreased from 27 to 24, and decreased in grade 10 by from 33 to 32 points.	\$607,997		\$138,956	\$228,793			SIG  Local  Without analyzing and discussing data, schools are unlikely to identify and solve the problems that need attention, identify appropriate interventions to solve those problems, or know how they are progressing toward achievement of their goals. When educators can draw inferences from data, they can see the need for change and can identify the direction of change needed, pinpoint the students needing intervention, and identify approaches offering promising solutions to help students succeed (Killion & Bellamy, 2000; Bardram, 1998; Barnett, 2003; Seir*Tec, South East Initiatives Regional Technology in Education Consortium, 2005).
1.3(5) Provide professional development and collaborative meeting times for learning teams to assist staff in the implementation of school improvement planning.	The gap between African Americans and Whites on the reading subtest for grade 4 increased 3 points in 2008 compared to the year before from 14 to 17, grade 8 decreased from 17 to 14, and grade 10 from 25 to 20 points.	\$43,662	\$3,876,188					SIG  Collaboration is the vital factor in the development and maintenance of professional learning communities (Roberts, Pruitt & Sullivan, 2008).  Researchers argue that nurturing a culture that supports staff in becoming a professional learning community is the most promising avenue for sustained, substantial school improvement. Studies demonstrate that schools with strong professional learning communities produce important outcomes for students (Cranston, 2009).  Schools that connect teacher learning to student learning often have a better chance of making a positive impact on student achievement. Collaborative planning provides opportunities for teachers to work together to make those connections through examining their practice, consulting with colleagues, and developing their skills (Castleberry & Wald, 2000).

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1.3(6) Provide differentiated professional development for school staff in each SOS cluster based on needs as identified by school improvement plans.	The achievement gap between FRL and non-FRL from 2007-08 to 2008-09 at grade 4 decreased by 1 percentage point from 24 to 23; grade 8 remained the same at 16, and grade 10 decreased by 1 percentage point from 14 to 13.	\$644,832	\$6,823,012	\$187,008				SIG	To provide quality differentiated professional development, the entire school as a learning system needs to be considered (i.e., systemic professional development). When principals assess the expansive array of teacher learning needs, they should help ensure that professional development content and processes appropriately address the different and sustained professional development needs in whole-staff, group, and individual contexts (Kose, 2007).
1.3(7) Provide PD for district and school level staff including learning teams to support aligned curriculum, data analysis, extended learning time, differentiated instruction and high yield instructional strategies as delineated in the WTAM, PD functional plans, DIFI plan and the comprehensive literacy plan.	The achievement gap between ELL and non-ELL at grade 4 has remained the same at 6 percentage points from 2007-08 to 2008-09, grade 8 increased by 1 point from 18 to 19 points, and grade 10 decreased from by 5 points from 27 to 22 in 2008-09.  The achievement gap on the reading subtest of the WKCE between SPED and non-SPED is the greatest. At grade 4 there was a decrease of 1 percentage point from 38 to 37 in 2007-08 to 2008-09, in grade 8 an increase of 1 point from 46 to 47 and in grade 10 a decrease of 3 points from 34 to 31.  The gap on the math subtest between Whites, and African Americans at grade 4 showed a decrease	\$581,192	\$1,400,000	\$66,840				SIG	Today, a great deal is known about what leads to school improvement and about the change process in schools. In the current literature, there is extensive discussion of the learning community as an effective model for fostering school improvement and general consensus about high-quality learning activities as essential factors in the improvement of teaching and learning (Roberts, Pruitt & Sullivan, 2008).  Successful professional development- because it is specifically designed to improve student learning- should be evaluated continuously and primarily on the basis of the effect it has on student achievement (Elmore, 2002).
1.3(8) Administer, coordinate, provide accountability (including evaluation of programs), technical assistance and support services (including expanded SOS teams) for public and non-public school Title I services, implementation of the ESEA requirements and district restructuring under the DIFI Plan		\$1,384,850	\$2,380,460	\$66,840				SIG	Under Title I, local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public school students. In particular, <u>section 1120 of Title I, Part A</u> of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private schools (U.S. Department of Education, 2009).

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	<p>of 2 points from 31 to 29 from 2007-08 to 2008-09, grade 8 decrease of 9 points from 38 to 29, and grade 10 a decrease of 4 points from 41 to 37.</p> <p>The gap between Whites and Hispanics has also decreased; grade 4 – 3 points from 20 to 17, grade 8 – 8 points from 22 to 14 and grade 10- 10 points from 29 to 19 from 2007-08 to 2008-09.</p> <p>The achievement gap on the mathematics subtest of the WKCE between FRL and non-FRL from 2007-08 to 2008-09 is: grade 4 24 to 22 percentage points, grade 8 from 22 to 18 points, and grade 10- remained the same at 13 percentage points.</p> <p>The achievement gap on the mathematics subtest of the WKCE between ELL and non-ELL from 2007-08 to 2008-09 is: grade 4 remained the same at 2 percentage points, grade 8 5 to 9 percentage points, grade 10 decreased from 12 to 5 percentage points.</p>						<p>Schools that fail to make AYP after one full year of corrective action must begin the process to restructure the internal organization of the schools. The LEA must prepare a plan to restructure the school and provide prompt notice to teachers and parents, with opportunity to comment and participate in developing any plan necessary to carry out the school’s restructuring (Wisconsin Department of Public Instruction, Retrieved July 28, 2009).</p>	

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		IA ARRA	IIA	IID	IIIA	IVA		
	The achievement gap on the math subtest between SPED and non-SPED from 2007-08 to 2008-09 has risen slightly: grade 4 from 27 to 28 percentage points difference, grade 8 from 26 to 33 points, grade 10 from 23 to 22 points.							
1.3(9) Provide access to equitable educational services and materials, professional development and parent involvement activities to eligible non-public schools and support academic services for Chapter 220 students.	<p>The Milwaukee Parental Choice Program (MPCP) students in grades 4, 8, and 10 that were administered norm-referenced standardized tests demonstrate average performance in reading, math, and science between the 33rd and 41st percentile compared with the average student in the U.S. (Wolf, 2009)</p> <p>Consistent with the results reported last year, the subset of MPCP students that took the WKCE scored somewhat lower than income-disadvantaged MPS students in 4th grade but somewhat higher than their MPS peers in 8th grade (Wolf, 2009)</p> <p>There are no overall statistically significant differences between MPCP and MPS student</p>	\$14,881,293	\$5,996,336	\$829,093			None	Since the initial passage of the <i>Elementary and Secondary Education Act of 1965</i> , private school students and teachers have been eligible to participate in certain federal education programs. <i>ESEA</i> , as reauthorized by the <i>No Child Left Behind Act of 2001</i> , includes 12 major programs that require equitable services be provided to private school students, teachers, and other educational personnel, and, in some cases, families. These services are provided to students and teachers, not to private schools (U.S. Department of Education, 2009).

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	<p>achievement growth in either math or reading one year after they were carefully matched to each other (Wolf, 2009)</p> <p>The effect of the MPCP on achievement growth may vary by gender, as growth for boys in reading was 6.4 scale score points higher in the MPCP compared to the MPS, whereas growth for girls in reading was 5.2 points lower in the MPCP compared to the MPS (Wolf, 2009)</p> <p>Achievement growth in the MPCP compared to the MPS did not vary significantly by student race or ethnicity (Wolf, 2009)</p> <p>School-switching was relatively common among students in the panels studied, as 25 percent of the MPCP students and 38 percent of the MPS students switched schools from the baseline to the second year. MPCP switchers primarily moved to an MPS school, while MPS switchers tended to remain in the public school sector (Wolf, 2009).</p>							

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	MPCP schools lack certified teachers for the schools to become fully accredited. A higher percentage of teachers in MPS schools have graduate degrees and formal teacher certification 4. than do teachers in MPCP schools (Wolf, 2009)							
1.3(10) Provide general administrative/operation services that indirectly support conducting activities to improve student achievement, such as accounting personnel, and payroll services (indirect costs).	Expand operations to serve special programming above and beyond normal district services.	\$3,338,022	\$4,838,999	\$576,765			None	Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Practical difficulties preclude charging these costs directly. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources (U.S. Department of Education; Office of Management and Budget, 1995).
1.3(11) Provide collaboration time for school staff including collaboration between special education teachers, regular education and specialist teachers to better support student achievement.	The largest achievement gap on the WKCE in reading and mathematics among all student groups is Special Education. The achievement gap declined somewhat at grade 4 in 2008-09 by 1 percentage point from 38 to 37 in 2007-08 to 2008-09, grade 8 an increase of 1 point from 46 to 47 and in grade 10 a decrease of 3 points from 34 to 31.	\$701,794					Local	Collaboration involves commitment by the teachers who will be working together, by their school administrators, by the school system, and by the community. It involves time, support, resources, monitoring, and, above all, persistence. However, the biggest issue is time- time for planning, time for development, and time for evaluating. In a collaborative model, the general education and special education teachers each bring their skills, training, and perspectives to the team. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness (Ripley, 1997).
1.3(12) Reduce class size in the early elementary grades with fully qualified and state certified teachers to improve educational				\$7,713,572			SAGE, P5 Local	“Studies have consistently identified a positive relationship between reduced class size & improved student performance.” (Wisconsin DPI, 2008). Compelling evidence demonstrates that reducing class

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achievement for both students with regular education needs and students with special education needs.	On the WKCE the achievement gap in mathematics has risen slightly over each of the last two years at grade 4 to 28 points in 2008-09, grade 8 to 33 points, while the gap has narrowed somewhat over each of the last two years at grade 10 to 22 points in 2008-09.							size, particularly for younger children, has a positive effect on student achievement overall and an especially significant impact on the education of disadvantaged children (American Federation of Teachers, 2008).  “Reducing class size is one of the most important investments we can make in our children’s future. Recent research confirms what parents have always known – children learn better in small classes with good teachers, and kids who start out in smaller class sizes do better right through their high school graduation.” (Wenglinsky, 1998).
1.3(13) Homeless coordinators including one bilingual (Spanish) will coordinate communication between school and community agencies and assist schools in providing materials, school supplies, school of origin, transportation and other resources to support the education of homeless children and youth.	Only 50.4 % of homeless students are proficient or advanced on the reading subtest of the 2008-09 WKCE.  Overall, homeless children perform 7.4 percentage points lower than their peers in the district in reading based on the percent scoring at/above the proficient level on the reading subtest of the 2008-09 WKCE.	\$293,337					Local  Title X-C Education for Homeless	Federal law entitles homeless children to a free, appropriate education. School provides stability for homeless students, provides associations with people who are living in a productive and positive manner who can serve as role models, and gives them a sense of self-worth. Graduating from high school has been identified as a protective factor for this population, which highlights the need for intervention to ensure that homeless students receive adequate educational opportunities (Mizerek & Hinz, 2004).  McKinney-Vento Homeless Education Assistance Act.  Often, homeless children survive by discovering school to be an oasis in the midst of turmoil. Education offers many critical life skills and is a strong predictor of the ability to overcome poverty and become independent. (National Center for Homeless Education, 2006).

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**Performance Goal 2: Limited English Proficient**  
Reading, mathematics, and English language proficiency for all ELL students.

**Performance Indicator 2.1:**  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of ELL students performing at proficient or advanced by the end of the school year.

**Evaluation Method:**  
Results of the annual English language proficiency assessment ACCESS (Assessing Comprehension and Communication in English State to State) which measures percentage of growth in English language proficiency levels as well as percentage or number of students acquiring full English language proficiency.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
2.1(1) Conduct trainings for public and non-public schools on high yield instruction, research proven strategies that yield best results for ELLs for English language acquisition and academic achievement, including administration of ACCESS and WAPT for English language monitoring.	<p>Overall (across all grades assessed), 47.6% of all ELL students (ELL Levels 1 to 5) scored at/above the proficient level in Reading in 2008-09, about 11 percentage points lower than for non-ELL students. Students in grades 3 to 7 scored between 48% to 54% proficient/above, while students in grade 8 scored lower at 44%, and lower still in grade 10 at 21%. The percentage of students attaining the proficient/advanced level in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for Non-ELL students.</p> <p>Overall, (across all grade levels assessed), 45.5% of all ELL students (ELL levels 1 to 5) scored at/above the proficient level in Mathematics in 2008-09. about 2 percentage points</p>				\$366,256		SIG	<p>By the year 2010, over 30% of all school-age children in the US will come from homes in which the primary language is not English. By 2030, this number will increase to 40%. (US Census Bureau). Wisconsin's public schools now serve over 29,000 limited-English proficient students. While the two largest groups of LEP students are Hmong and Spanish speakers, there are at least 70 other languages represented within our state by students enrolled in public schools. Training of school personnel in issues related to the needs of ELL must keep pace with their growing numbers (Ovando &amp; Collier, 1998; Freeman, &amp; Freeman, 2001).</p> <p>The No Child Left Behind Act of 2001 has had a great impact on states' policies on ELL students. The legislation makes clear that states, districts, schools, and teachers must hold the same high standards for ELL students as for all other students, and that the states should be accountable for assuring that all students, including ELL students, meet high expectations. (Wolf, Herman, Bachman, Bailey, &amp; Griffin, 2008).</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
2.1(2) Provide support for implementation of before/after school ESL tutorials classes/summer school (New Comer Center), programs that have classes specifically designed for ELLs to improve English language acquisition/proficiency and academic achievement on the WKCE-CRT.	lower than for non-ELL students. Students in grades 3 to 7 scored between 44% and 57% proficient/above, while students in grade 8 scored lower 39% proficient/above and lower still in grade 10 at 23% proficient/above. The percentage of students attaining the proficient advanced level in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for non-ELL students.				\$44,016		SIG	The structure of U.S. schools can present a problem for English learners; most are based on a fairly age-grade system defined as a 12 year program after kindergarten, with the expectation that students will graduate at the end of the 12 <sup>th</sup> year. English learners-particularly those who enter as newcomers in adolescence- often need more time than they are granted: time to master English; time to overcome achievement gaps; time to master the curriculum. Schools can structure innovative ways to create extra time and enhance the opportunity for English learners successfully to complete their K-12 education. (Cummings, 1994; Ovando, & Collier, 1998; Walter, 2004).
2.1(3) Continue to provide professional development at the school and at the district-wide level for schools and district staff, to understand and implement the ELP Standards for ELLs and embed the standards with district-wide initiatives.					\$240,968		Title 1 Local	According to Marzano the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. ; When students understand these terms, it is easier for them to understand the information they will read and hear in class. Marzano emphasizes the importance of teaching ELL academic vocabulary in a systematic approach. They suggest that vocabulary programs that emphasize high-frequency terms fail to provide the background knowledge needed for student success in the content areas. Students learn high-frequency words through wide reading of fiction and informational text. (Marzano, 2004; Gottlieb, 2000; Spolsky,1989).

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
2.1(4) Provide support and professional development to schools for resources and materials that will enhance and enable ELLs to meet the three Annual Measurable Achievement Objectives (AMAO's) mandated by NCLB and DPI.					\$38,899		SIG IDEA	<p>Given the challenges and the barriers that non-English speakers face, it is important to support English language acquisition efforts as a way of removing some of those barriers. Increased resources, especially in the form of teachers and mentors, result in increased achievement gains. (U.S. Dept. of Education, 2002)</p> <p>Teachers need to know how to deliver sheltered instruction- to teach content to English language learners in strategic ways that make the concepts comprehensible while promoting the students' academic English language development. Without systematic language development, many students never gain the academic literacy skills needed to succeed in mainstream classes, to meet content standards, and to pass standardized assessments. (Short &amp; Echevarria, 2004).</p>
2.1(5) Provide general administrative/operation services that indirectly support conducting activities to improve students English language acquisition such as accounting personnel, payroll services (indirect costs).	Expand operations to serve special programming above and beyond normal district services				\$23,890		None	<p>Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Practical difficulties preclude charging these costs directly. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources. (U.S. Department of Education, Indirect Cost Overview; Office of Management and Budget, 1995)</p>

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Performance Indicator 2.2:  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of **ELL** students performing at proficient or advanced **in reading**.

Evaluation Method:  
Results of WKCE-CRT, district benchmark assessments, and the WAA for English language learners levels 1 and 2, in the area of reading.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
2.2(1) Utilize supplementary instructional materials, resources, equipment including computers and software, such as Imagine Learning, Rosetta Stone and supplementary software to enhance reading skills for ELLs to improve academic achievement with programs that compliment reading textbooks.	<p>Only 47.6% of ELL students scored proficient or advanced on the reading subtest of the WKCE (2008-09) compared to 59% of the non-ELL students. The state annual measurable objective is 74% at or above proficient.</p> <p>On the reading subtest of the 2008-09 WKCE, students in grades 3 to 7 scored between 48% to 54% proficient/above, while students in grade 8 scored lower at 44% proficient/above and lower still in grade 10 at 21% proficient/above. The percentage of students attaining the proficient/advanced level on the reading subtest in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher for Non-ELL students.</p>				\$155,000		None	<p>The computer is an excellent resource for giving students the chance to practice English skills without worrying about the response of other classmates or even the teacher. “The untiring, non-judgmental nature of the computer makes it an ideal tool to help second language learners feel sufficiently secure to make and correct their own errors without embarrassment or anxiety.” (Butler-Pascoe, 1997).</p> <p>Technology is an effective means for providing ELL’s with multiple learning modalities (CD’s, online tutorials, video, and animation). Students learn language best when there is an authentic reason for doing so (socializing or accomplishing a task) and the WWW is an endless source of English language communication tools (email, chat, videoconference, blogs). (Butler-Pascoe, 1997; Freeman &amp; Freeman, 1996; Marzano, 2004).</p>
2.2(2) Provide school-based and district-wide professional development on differentiated instruction for administrators, teachers, and paraprofessionals who work with ELLs.					\$94,288		Local	<p>Successful educators differentiate instruction because they cannot do otherwise; they know too much about student variance to pretend that it does not exist or is not important; they know too much about the art of teaching to assume it can occur in template fashion.</p> <p>(Marzano, 2004; Gottlieb, 2000; Freeman &amp; Freeman, 2000)</p> <p>Identifying an effective instructional intervention for English language learners</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
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								experiencing reading problems is a difficult task given the vast individual differences in language proficiency, motivation, and school experience. for these students. Moreover, the instructional needs of ELL students vary widely because of the vast individual differences in their language, home, and school experiences. (Malloy, Gilbertson & Maxfield, 2007).
2.2(3) Support schools/teachers in the implementation of the Spanish reading program, WTAM, reading pacing guide, Marzano's vocabulary development, and the ELP standards.					\$38,898		Local	Professional development in effective vocabulary instruction for ELLs will elevate the number of words that a student can rely on to activate prior knowledge, raising overall academic achievement. (Marzano 2004; Hill & Flynn, 2006).

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**Performance Indicator 2.3:**  
Based on the comprehensive needs assessment, describe actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of **ELL** students performing at proficient or advanced in **mathematics**.

Evaluation Method:  
Results of WKCE-CRT, district benchmark assessments, and WAA for English language learners levels 1 and 2 in the area of mathematics.

Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA	ARRA	IIA	IID	IIIA	IVA		
2.3(1) Utilize supplementary instructional materials, resources, and software programs such as Math for Success Intervention, Software for technology, and software used with Project Lead the Way to improve math skills and academic achievement.	<p>Only 45.5% of ELL students score proficient or advanced on the mathematics subtest of the WKCE (2008-09) compared to 47.7% of the non-ELL students. The state annual measurable objective is 58% at or above proficient.</p> <p>The percentage of ELL students attaining proficient or advanced on the mathematics subtest of the WKCE (2008-09) in ELL levels 1 to 3 was the lowest, while students in ELL levels 4 to 6 had proficiency levels higher than for Non-ELL students.</p>					\$170,000		SIG IDEA	Supplemental materials for math instruction serve as tools for improving math achievement because they will make the abstract process more concrete for ELLs. In order to solve a word problem, ELLs must be able to understand the language in the problem, interpret that language to identify the math relations and understand what the problem is asking, and convert the language and the math relations to abstract symbols. This is made more difficult because word problems are artificial situations described using the mathematical language of problem solving, which makes it difficult to use reading skills learned in other contexts to help understand the problem. (Celedón-Pattichis, 2003; Freeman & Freeman. 1998).
2.3(2) Provide professional development in components of Sheltered Instructional Observation Protocol (SIOP) such as scaffolding and differentiated instruction, high yield instructional strategies and other initiatives as delineated in the WTAM, P.D., Functional Plan, and DIFI Plan to help ELLs comprehend and demonstrate competency in math.						\$94,288		Local	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction. In a study examining the effects of the SIOP model on student achievement, when the SIOP model is implemented to a high degree in middle school classes, students outperformed those students in sheltered classes where the model is not applied. Critical features of high-quality instruction for ELLs are embedded in the SIOP model. (Echevarria, Vogt, & Short 2000; Echevarria & Short., 2001; Univ. of California & Center of Applied Linguistics).

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**Performance Goal 3: Highly Qualified Teachers**  
All students taught by **highly qualified teachers**.

**Performance Indicator 3.1:**  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of classes taught by **highly qualified teachers**.

**Evaluation Method:**  
Professional development evaluation rubric. Data from the DPI PI-1202 report on number of highly qualified teachers.  
Analysis of School Climate Survey and Instructional Practices Survey data.  
PD e-management System data

Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
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3.1(1) Provide support to emergency licensed teachers who have not passed the Praxis II exam for certification.	<p>4% of 6,154 teachers are not fully certified</p> <p>Passing the Praxis II exam is a barrier to certification for teachers who have met all other criteria.</p> <p>Approximately 300 highly qualified teachers need to be recruited and hired annually to fill critical shortage areas of special education, bilingual education, mathematics, science, foreign lang., and Montessori.</p>	\$6,965						Local	<p>Teachers who have not passed the Praxis II exam will require school level support. (U.S. Department of Education definition Provision of NCLB Act, Wisconsin PI34 requirements.)</p> <p>Attrition rates for new teachers are highest within the first three to five years of teaching, but attrition rates for alternatively certified teachers (including emergency permit teachers) are even higher. This supports the need to prop up emergency permit teachers as they struggle to balance full-time teaching, college coursework, and home life (Berry, 2001; Chappelle &amp; Eubanks 2001)</p>
3.1(2) Recruit and retain highly qualified teachers in critical shortage areas - mathematics, science, special education, bilingual, etc., ensuring NCLB compliance (human resources staff).	<p>In 2007-08, 425 teachers resigned; of those, 190 left after only 5 years of service, and 73 after one year of service.</p> <p>25% of current MPS principals are eligible to retire, and over half of those are age 57 or older.</p>	\$562,045	\$650,000					SIG Local	<p>Educators with a bachelor's degree are eligible to apply for an emergency license in an area labeled as a critical shortage area and it has been proven that measures to hire a certified teacher have been exhausted. Six credits per emergency license year must be obtained. (U.S. Department of Education definition Provision of NCLB Act, Wisconsin PI34 requirements). The article discusses the positive affect that mentoring can have on teacher retention. It suggests that mentoring may be correlated with</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
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	<p>Approximately 44% of principals at SIFI or schools that missed AYP have been placed at the school for fewer than 5 years.</p> <p>43% of all principals have fewer than 5 years' experience.</p>							<p>the retention of new teachers and subsequently be related to the decrease in the turnover rate (Strong &amp; St. John, 2001). The critical shortage of highly qualified special education teachers has significantly increased the pressure to hire and retain them. (Thornton, Peltier, &amp; Medina, 2007).</p> <p>There is evidence and consensus from the Education Commission of the states that targeting teacher recruitment programs at specific populations can be successful, and retention and teacher success rates are high for programs that seek out candidates for hard-to-staff, high-minority schools. Attrition rates suggest that pouring money into recruitment efforts without fixing the retention problem is counter-productive. According to Richard Ingersoil of the University of Pennsylvania, teacher turn-over is the most significant contributor to the U.S. teacher shortage, particularly in "hard-to-staff" areas. Furthermore, emphasizing retention helps ensure a pool of "highly-qualified" teachers, while saving money (Satin, 2005).</p>
3.1(3) Provide a district system of support aligned with PI34 for initial educators and administrators (New Leader candidates) including conducting orientation, coaching, mentoring, and training activities, and for educators renewing their license, or seeking administrator/pupil services licenses.		\$1,970,349	\$2,798,348	\$132,871				<p>SIG Local</p> <p>Evidence supports a system that includes: ongoing orientation; support seminars; a qualified mentor for each initial educator who has been trained to provide input into the confidential formative assessment of initial educators; and an administrator who has been trained in the Professional Development Plan team process. "Novice teachers have gaps in skills and knowledge, but also areas of expertise; they learn alongside experienced teachers in a community of learners that is continually evolving." (Wisconsin Department of Public Instruction, 2007; NCLB Title II, Part A- Teacher and Principal Training and Recruiting).</p>

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Performance Indicator 3.2: Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of teachers receiving high-quality professional development.									
Evaluation Method: Professional development evaluation rubric; PD e-Management System data; School Climate Survey and Instructional Practices Survey data									
Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA	ARRA	IIA	IID	IIIA	IVA		
3.2(1) Provide schools with technical assistance to implement school-wide, embedded professional development, including instructional technology and instructional curriculum resources at to strengthen school capacity.	Goal of 100% highly qualified teachers.  Only 66.84% of teacher respondents to the 2008-09 Instructional Practices Survey felt they received some or a great deal of professional development in deepening their knowledge of the subjects they teach.			\$138,956				SIG  Local	Teacher professional development in the form of coaching of joint planning, research development, mutual observation and learning from each other. Training consists of four main components: developing knowledge, through exploring theory to understand the concepts behind a skill or strategy; the demonstration or modeling of skill; the practice of skill and peer coaching (Killion 2002; Joyce & Showers 2002; Barron & Goldman, 1994).
3.2(2) Provide school staff with access to high quality online courses and learning communities building opportunities to collaborate and disseminate best teaching practices. Train teacher leaders to facilitate online courses and learning communities.	Only 65.49% of teachers responding to the 2008-09 Instructional Practices Survey felt they receive some or a great deal of professional development in differentiation of instruction.			\$140,943				SIG  Local	When districts invest in an instructional online professional development initiative, efficiency, consistency and effectiveness become priorities. This consistency, combined with the ability to collaborate with peers across the district through the online environment, facilitates best instructional practices system-wide (Riel & Becker, 2000; Tatar & Gray).
3.2(3) Support schools in embedded professional development, instructional technology, 21st Century alignment of skills and NCLB goals to coordinate training and school efforts effectively.				\$138,956				SIG	Research on learners has shown that adults learn differently from younger students. Adults have special needs as learners and these needs should be taken into consideration when planning training for adults. By using combinations of adult learner techniques and strategies, Extension educators can create training experiences that will enhance the learning of participants. When adults participate in a positive learning experience that follows the six

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									<p>assumptions of andragogy presented in this article, they are more likely to retain what they have learned and apply it in their work environment (Ota, DiCarlo, Burts, Laird, &amp; Gioe, 2006).</p> <p>The goals of job-embedded development are the same as the goals of any effective staff development-- increase student achievement, refine existing instructional strategies, and introduce new instructional strategies. Job-embedded staff development is an improved model of professional development that resulted from research on adult learning, the brain, and from the constructivist pedagogy (Knowles, 1973; Sparks, 2002).</p>
<p>3.2(4) Provide training and support to district and school staff to access and utilize data for decision-making, including more data warehouse report development. Electronically collect additional data for analysis about professional development.</p>	<p>Student achievement is well below the state average for attainment.</p> <p>Teachers were provided with collaborative planning time and banking days used for school-level professional development.</p> <p>50% of schools participated in three-day data retreats (geared toward SIFI, AYP, and district designated low performing schools ) The other 50% participated in a 1 day School Improvement Planning workshop.</p>	\$270,426		\$128,512				Local	<p>Given adequate training, mentoring, access, and technical support, teachers tend to be more willing to move to increased reliance on electronically available student data to plan effective instruction (Darling-Hammond &amp; Sykes, 1999).</p> <p>Success is ultimately measured by whether or not the district's educational goals have been met; data assist the schools in understanding their educational goals. (Strong &amp; St. John. 2000).</p>

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3.2(5) MPS/Alverno Administrators Mentoring and Coaching Program will provide the services of a mentor to new MPS principals including assistance with a professional development plan under the licensing requirements of PI-34. Support will be provided to principals with 6 or fewer semesters of tenure. In addition, MPS initial educator administrators holding an emergency license, in their first year of licensure under PI34 or in the 2nd year of licensure at SIFI schools will also receive the support of a mentor through this program.	<p>Almost 43% of all principals have fewer than five years experience.</p> <p>About 31% of principals at schools that either missed AYP or schools identified for improvement (SIFI) have less than 5 years experience as principal.</p> <p>About 44% of principals at schools that either missed AYP or SIFI have been placed at the school for fewer than 5 years.</p>	\$533,860		\$187,008				Local	<p>Leadership requires leaders to have a vision and use their skills to get people on board with their vision.</p> <p>(Heifetz, 1994; Stacey, 1996).</p> <p>Principals need to be a catalyst of change and effectively distribute leadership by providing opportunities for leadership to other staff members. (National Association of Elementary School Principals, 2002).</p> <p>In order to allow the principal to be an effective leader, the principal must be able to develop strong instructional leaders and teacher leaders to run certain aspects of school life (Pierce &amp; Stapleton, 2003).</p>
3.2(6) Provide MPS teachers with access to: technology tools; instructional technology professional development; and, staff instructional support and materials to support quality teaching aligned to Wisconsin standards.	13.9% of 905 school staff respondents on the 2008-09 climate survey rated their ability to use technologies, such as computers, internet, email, software programs, and calculators as non-user or beginning user.			\$138,956	\$106,632			IDEA	Successful strategies available within MPS include: online resources; help desks and other forms of readily accessible technical support; mechanisms to deal with technical problems as they arise; in-building technical specialists; and other technology-savvy teachers who can mentor new users and provide them with care and comfort as well as information. Additional strategies such as open lab workshops at school sites to solve specific technical problems, workshops and online resources with strategies for enhancing instruction and integrating

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									<p>technology into the curriculum, and collegial sharing of standards integration and exemplary assessment ideas are also in practice. Coupled with administrative support, these strategies improve learning outcomes such as increased time on task, lower absenteeism, greater student engagement, and increased skills (Sherry &amp; Gibson, 2002; National Research Council, 1995).</p> <p>Explores the importance of utilizing professional development in strategic ways. This article also expresses the importance of teacher “buy-in” to new strategies. In terms of technology pd, it is most effective when it is focused on the teacher’s comfort level with technology (Barnett, 2003).</p>

**Performance Indicator 3.3:**  
Based on the comprehensive needs assessment, describe the actions, strategies and programs (personnel and materials) that supplement state and local funds to increase the percentage of paraprofessionals who are qualified.

Evaluation Method:  
Professional development evaluation rubric. PD e-Management System data

Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA	ARRA	IIA	IID	IIIA	IVA		
3.3(1) Provide professional development opportunities to paraprofessionals.	Maintain 100% highly qualified para-professionals  11.5% of 764 paraprofessional respondents reported on the 2008-09 climate survey that they disagree or strongly disagree that the school provides them with the resources necessary to be an effective teacher.			\$66,840				SIG  Local	The benefits of staff development for paraprofessionals include personal growth leading to enhanced student learning, improved employee satisfaction, and increased retention of skilled paraprofessionals. It also leads to enhanced cooperation and teamwork and increased communication within and across job families, furthering the overall mission of the school community and closing student achievement gaps. (National Education Association)

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
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3.3(2) Provide MPS paraprofessionals with access to technology tools and instructional technology professional development to align teaching practices with district strategic goals and the Wisconsin Standards for Teachers focused on improving student achievement across all content areas.	<p>28.6% of 764 paraprofessional respondents on the 2008-09 climate survey rated their ability to use technologies, such as computers, internet, email, software programs, and calculators as non-user or beginning user.</p> <p>41.3% of paraprofessional respondents on the 2008-09 climate survey strongly agree or agree that they are more focused on controlling students behavior that on teaching and learning.</p>		\$138,956				None	Paraprofessionals play a central role in many educational programs. Working alongside teachers, they provide the extra academic support that students will need to meet high standards of achievement in all areas. As instructional technology becomes more and more a part of effective educational programs, untrained or under trained paraprofessionals could well impede academic progress. (Reil & Becker, 2000).

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**Performance Goal 4: Safe, Drug Free Schools**

All students will be educated in learning environments that are **safe, drug free**, and conducive to learning.

**Performance Indicator 4.1:**

Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to decrease the number of persistently dangerous schools.

**Evaluation Method:**

Monitor student suspensions and expulsions during the schools year and at the end of the year as they relate to criteria for persistently dangerous schools. Identify schools for attention where numbers rise significantly and designations for persistently dangerous schools nears. As part of the evaluation regular reports for schools will be generated to validate and define their condition as well as to help inform schools of their needs.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
4.1(1) In order to maintain 0 persistently dangerous schools, safety assistants and a safety coordinator will support safe schools, including gang training and the continuation of district-wide crisis prevention intervention training.						\$157,022	Local	School violence places both educators and students at risk, and neither educators nor students should be subjected to such risk. School violence, or the threat of violence, impedes the teaching and learning process and negatively impacting student achievement. (Barton, Coley, & Wenglinsky, 1998; Provisions of NCLB Act; Crisis Prevention Institute, Inc., 2007)

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports	
		IA ARRA	IIA	IID	IIIA	IVA			
4.1(2) Provide universal positive behavior supports, early intervention and ongoing support to schools in order to maintain 0 persistently dangerous schools.	<ul style="list-style-type: none"> <li>• 12% of MPS high school students, compared to 5.6% of high school students in the state, reported being threatened or injured with a weapon such as a gun, knife, or club n school property one or more times during the past 12 months.</li> </ul> <p>Analysis of 2008-09 suspension/expulsion data reveals:</p> <ul style="list-style-type: none"> <li>• 47.6% of district suspensions are for classroom disruption.</li> <li>• 33% of suspensions are for personal/physical safety reasons which include assault, fighting, drugs/alcohol and other safety incidents.</li> <li>• 13.6% decrease in suspensions from 2007-08.</li> <li>• Just over 37% of all students were suspended at least once in 2008-09 in the middle grades (6-8) and high school grades (9-12).</li> </ul>		\$415,015				\$52,341	Local	<ul style="list-style-type: none"> <li>• Comprehensive Organization Management Program (COMP) – SAMSHA approved.</li> <li>• Local Research.</li> <li>• Evidence based programs as determined through a comprehensive school based needs assessment.</li> </ul> <p>Restorative Justice uses best practices. It addresses the need for integrating emotional literacy, social skill development, violence prevention, and conflict resolution education into the fabric of a school. Restorative Justice helps resolve and diminish truancy, builds conflict resolution, provides alternatives to suspension/expulsion, diminishes exit and reentry to suspension and strengthens classroom and school communities. (Morrison, 2007).</p> <p>Effective school-based programming for students with behavioral difficulties continues to challenge educators. Consensus is growing that prevention and early intervention must be prioritized, agencies must collaborate, and family-school partnerships must be improved so that effective interventions are actually implemented (Eber, Sugai, Smith, &amp; Scott, 2002)</p> <p>The Nonviolent Crisis Intervention program, developed by the Crisis Prevention Institute (CPI), not only teaches staff to respond effectively to the warning signs that someone is beginning to lose control, but also addresses how staff can deal with their own stress, anxieties, and emotions when confronted with these challenging situations. They have provided research on their website. (Crisis Prevention Institute, 2007).</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
4.1(3) Provide general administrative/operation services that indirectly support conducting activities to create environments that are safe, drug free, and conducive to learning, such as, electricity, accounting personnel, and payroll services (indirect costs).	<ul style="list-style-type: none"> <li>• There were 261 expulsions in 2008-09</li> <li>• 35% are for drugs and alcohol and 17% for weapons.</li> </ul> Only 72% of MPS students rate their health as very good or excellent based on a representative sample of MPS first and fourth grade students surveyed in 2006 (CUPH).					\$21,622	None	Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Practical difficulties preclude charging these costs directly. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources. (U.S. Department of Education, Indirect Cost Overview)
4.1(4) Implement a Violence-Free Zone Safe School Initiative in MPS high schools through the Center for Neighborhood Enterprise to reduce negative student indicators such as suspensions, truancy, gang activity and violence in schools.		\$1,521,019					Other	Center for Neighborhood Enterprises has used youth advisors in schools to address violence in schools. CNE has data showing dramatic improvements in suspension rates, violence, classroom disruptions and attendance in Violence Free Zone schools. (Center for Neighborhood Enterprise, 2007)

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**Performance Indicator 4.2 :** Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to decrease the number of referrals for discipline due to violations of school policies prohibiting alcohol, drug use, or violence.

**Evaluation Method:**  
Utilize the individual school based comprehensive needs assessment process; program application and evaluation based on need which will be coupled with pre- and post-assessment to assist in determining the effectiveness of selected evidence-based programs

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
4.2(1) Staff will coordinate administrative support services and technical assistance to schools to prevent high risk behaviors and support healthy choices among students. Services include conducting a survey, community collaboration, and professional development.	<p>Analysis of 2008-09 suspension/expulsion data reveals:</p> <ul style="list-style-type: none"> <li>• 47.6% of district suspensions are for classroom disruption.</li> <li>• 33% of suspensions are for personal/physical safety reasons which include assault, fighting, drugs/alcohol and other safety incidents.</li> <li>• 13.6% decrease in suspensions from 07-08</li> </ul>					\$529,479	Local	School-based drug and violence prevention programs are capable of promoting the skills that students need to avoid risky behaviors. (Provisions of NCLB Act, Wisconsin Dept. of Public Instruction )
4.2(2) Continue to support school-based School Coordinated Health Teams through networking opportunities at least four times per year.	<ul style="list-style-type: none"> <li>• Increase in number of suspensions for personal/physical safety</li> <li>• Just over 37% of all students were suspended at least once in 2008-09 in the middle grades (6-8) and high school grades (9-12).</li> <li>• There were 261 expulsions in 2008-09.</li> <li>• 35% are for drugs and alcohol and 17% for weapons.</li> </ul>					\$25,280	Local	<ul style="list-style-type: none"> <li>• Local research (surveys, school implementation plans and evaluations).</li> <li>• Classroom Organization and Management Program – Local research.</li> <li>• Building the Heart of Successful Schools – Wisconsin Dept. of Public Instruction</li> </ul>

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<p>4.2(3) Provide alternatives to expulsion and programs for students facing expulsion charges. Successful completion may allow expelled students early readmission to school.</p>	<p>Only 75% of MPS students rate their health as very good or excellent based on a representative sample of MPS 1<sup>st</sup> and 4<sup>th</sup> grade students surveyed in 2006 (CUPH).</p> <p>Through initiatives supported by ESEA, Safe Schools/Healthy Students and the Department of Labor MPS is making headway on the suspension problem. 261 students were expelled in 2008-09, a decrease of 95 suspensions from 2007-08. The numbers of middle and high school expulsions have decreased by 826 and 741 respectively, from the 2007-08 school year.</p>						\$50,000	Local  Safe Schools/ Healthy Students  Dept. of Labor	<p>Alternative to Suspension – Local data including the number of students who are successfully re-enrolled in MPS and who do not re-engage in drug and alcohol use.</p> <p>The message of zero-tolerance is politically appealing, giving parents and communities the perception that schools are being tough on crime. Yet while there doubtless are situations in which removing a child from school is necessary to preserve the safety, at present we have no evidence that punishment and exclusion can, in and of themselves, solve problems of school violence, or teach students alternatives to violence (Peterson, Larson, &amp; Skiba, 2001).</p>
<p>4.2(4) Offer a limited menu of researched-based programs and curricula for students in both public and non-public schools to acquire the skills and information to make healthy and safe lifestyle decisions.</p>	<p>According to the 2007 MPS Youth Risk Behavior Survey (YRBS):</p> <ul style="list-style-type: none"> <li>• 50.8% of high school students (compared to 31.6% in the state) and 20.78% of middle grade students have tried marijuana.</li> <li>• 59.1% of high school students (compared to 44.6% in the state) and 26.4% of middle grade students reported having had sexual intercourse.</li> <li>• 19% of high school students (compared to 14% in the state) and</li> </ul>						\$401,393	State AODA	<p>It is in schools where students find the prototype of the social system in which they live and learn values important to that social system. These are fundamental imperatives for any society, and unsafe schools impede the broader educational process that contributes to their fulfillment.</p> <ul style="list-style-type: none"> <li>• Second Step™ - Exemplary Program: US Dept. of Ed.</li> <li>• Steps to Respect – Researchers from Committees for Children currently conducting a multi-year evaluation study.</li> <li>• Life Skills Training – Model Program – CDC, Substance Abuse and Mental Health Admin., Office of Juvenile Justice and Delinquency Prevention, White House Office of National Drug Control Policy, U.S. Dept. of Ed., National Institute of Drug Abuse.</li> </ul>

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	<p>20.3% of middle grade students describe themselves as overweight.</p> <ul style="list-style-type: none"> <li>• 12% of MPS high school students, compared to 5.6% of high school students in the state, reported being threatened or injured with a weapon such as a gun, knife, or club on school property one or more times during the past 12 months.</li> </ul>								<ul style="list-style-type: none"> <li>• Comprehensive Organization Management Program (COMP) SAMSHA approved.</li> <li>• Worth the Wait and Reducing the Risk, High risk behaviors, evidenced based and approved through the CDC.</li> </ul> <p>Self-reported “very good” and “excellent” health correlated to statistically significant higher proficiency scores among a representative sample of MPS first and fourth graders in 2006. (CUPH)</p>
<p>4.2(5) Continue to provide professional development opportunities to both public and non-public schools’ staffs and parents on the principles of effective prevention of youth risk behavior, especially in the areas of marijuana use, sexual behaviors and violence.</p>						20,000	Local	<p>Local research (surveys, school implementation plans and evaluations).</p> <p>Schools provide a critical facility in which many agencies can work together to maintain the well-being of young people. An integrated school, parent, and community approach enhances the health and well-being of students. (Centers for Disease Control <a href="http://www.cdc.gov/HealthyYouth">http://www.cdc.gov/HealthyYouth</a>)</p> <p>In order to effectively address the complex issue of school safety, school and community partnerships are being formed with greater frequency and intensity. Collaboration between educational, law enforcement and mental health personnel is now widely considered to be the most effective means for addressing issues of school safety. When school and community partners engage in the cultivation of inter-organizational collaboration- school violence prevention, intervention, and response efforts are greatly enhanced (Gadja, R. 2006).</p>	

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**Performance Goal 5: High School Graduation** – All students will **graduate** from high school.

**Performance Indicator 5.1:** .

Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the percentage of students who graduate from high school each year.

**Evaluation Method:**

High school graduation and drop out data. School Climate Survey and Instructional Practices Survey data. Learning Walk data. District benchmark assessment data. First Things First Evaluation.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
5.1(1) Collaborate with district high school redesign efforts (small high schools, smaller learning communities) to provide ongoing support, curriculum materials, and professional development including instructional technology that targets achievement gaps and students' needs.	<p>In 2007-08 the graduation rate was 68% for the district compared to 89% for the state.</p> <p>The district's dropout rate for 2007-08 was 8.0% compared to 2% for the state.</p> <p>According to 2007-08 data: 29% of 9<sup>th</sup> grade students; 15.9% of 10<sup>th</sup> grade students; 17.6% of 11<sup>th</sup> grade students and 9.4% of 12<sup>th</sup> grade students did not attain enough credits to move to the next grade level.</p> <p>The district's total student attendance rate, across all grades and for all schools, for 2008-09 was 87.9%.</p>	\$440,923		\$138,956	\$106,632			<p>SIG</p> <p>Local</p> <p>Small schools are educationally effective; smaller size schools are especially beneficial for impoverished students. (Howley, Strange, &amp; Bickel, 2000).</p> <p>More than twenty years' worth of research shows that small schools can offer an interpersonal setting for kids and adults. Researchers have repeatedly found small schools to be superior to large schools on most measures of student achievement and equal to them on the rest, particularly for disadvantaged students. (Cotton, 1996; Raywid, 1996).</p> <p>Teachers are better able to engage the intellectual and emotional lives of students in order to improve their academic performance (Wasley &amp; Lear, 2001). Students have higher attendance and lower drop out rates, and small schools create a more equitable distribution of academic achievement (Lee &amp; Smith, 1995; Toch, 2003; Wallach, 2009).</p>
5.1(2) Implement business, health care and Science, Technology, Engineering, and Mathematics (STEM) education curriculum that encompasses career related 21st Century skill development.	<p>Only 58% of students are proficient or advanced on the reading subtest of the WKCE (2008-09). The states annual measurable objective is 74% at or above proficient.</p>		\$1,834,369		\$160,121			<p>Carl Perkins</p> <p>Education is the premier means for promoting equal opportunity and social mobility, so increasing college access and success for low-income students is a moral, social and economic imperative. Efforts to address this issue are having a positive impact on preparing all high school students for college and work (American College Testing, 2006).</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA ARRA		IIA	IID	IIIA	IVA		
	Only 48% of students are proficient or advanced on the mathematics subtest of the WKCE (2008-09). The state annual measurable objective is 58% at or above proficient								There is evidence that the networks and connections created through internships and work experience, particularly for youth from poorer neighborhoods, can have a positive impact on future earnings and job advancement as well as on non-academic learning (Kazis, 2005).
5.1(3) Provide credit recovery programs as well as alternative curriculum.		\$913,271	\$1,210,000					Local	Every student learns differently and good school systems respect those differences. If it is difficult for students to achieve credits in the traditional manner, MPS schools offer credit recovery and alternative education opportunities to help them succeed. MPS realizes that even if they do not pass, students <u>do</u> learn something the first time through a course, and credit recovery programs reward the student for that knowledge, while at the same time focusing on the areas of deficiency. Credit recovery courses have been an excellent opportunity for students to capture graduation credits and specifically target the areas of learning they did not achieve in the initial classroom. The credit recovery program is designed to accelerate the accumulation of credits for students who are at risk of not graduating and has been successful because students become motivated by an opportunity to “catch up” subsequently becoming re-engaged in school. (eSchool News Online. 2008; MPS 2006-2007 Report Card)
5.1 (4) Align 6 <sup>th</sup> through 12 <sup>th</sup> grade curriculum with the grade level content knowledge necessary to lead up to a mastery of the Advanced Placement examination in 12 <sup>th</sup> grade.			\$920,208					Advanced Placement  Local	As the diversity of the K-12 school population increases, it is important to examine the distribution of student access to the most rigorous high school programs. This is especially so if the segments of the population that are growing fastest (namely, “underrepresented” or non-White and non-Asian minorities) are left out from valuable and rigorous coursework.

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								<p>The need for more rigorous coursework like the AP program is particularly acute for underrepresented students, including students from low-income families and students from racial/ethnic minorities. The AP program and other rigorous courses are often considered to be essential for students, regardless of social class and race/ethnicity, who are aiming to attend selective colleges and universities. But for many underrepresented students attending less selective institutions, such courses may be the best, if not the only, opportunity to participate in meaningful and productive high school curricula.</p> <p>(Handwerk, Tognatta, Coley, &amp; Gitomer, 2008).</p>
5.1 (5) Enhance charter high school opportunities by recruiting proven, high quality national charter school operators to seek charter status within MPS and modifying the calendar for existing small charter schools to provide more collaborative planning time for teacher led schools and inter sessions for credit and grade recovery.			\$2,788,414				None	<p>As the number of students attending charter schools continues to rise, state leaders have a growing interest in ensuring that this education sector is well-equipped to meet the goals of improving student achievement, especially for low-income and minority families who have been underserved by the traditional education system. Without strong leaders- namely school directors and members of the school's board of directors- charter schools will not be well-positioned to meet their promise of raising student achievement.</p> <p>(NGA Center for Best Practices, 2008).</p>

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Performance Indicator 5.2:  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to decrease the percentage of students who drop out of school.

Evaluation Method:  
Drop out data. School Climate Survey and Instructional Practices Survey data. Learning Walk data. District benchmark assessment data. First Things First Evaluation

Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA			
5.2(1) Improve attendance through evidence-based prevention level programs such as: positive behavioral supports, alternatives to suspension, school-family communication	<p>For 2007-08 the graduation rate is 68% for the district compared to 89% for the state.</p> <p>The district's dropout rate for 2007-08 was 8.0% compared to 2% for the state.</p> <p>According to 2007-08 data: 29% of 9<sup>th</sup> grade students; 15.9% of 10<sup>th</sup> grade students; 17.6% of 11<sup>th</sup> grade students and 9.4% of 12<sup>th</sup> grade students did not attain enough credits to move to the next grade level.</p>		\$415,015					Local	<p>“Student absenteeism and lack of motivation are intertwined, and educators have begun to investigate theories of motivation in order to apply them to creative attendance policies in an attempt to reduce the problem of student absenteeism. Motivational theories indicate common elements of the importance of the intrinsic sense of belonging and self-worth to motivation. Individuals need to feel a sense of achievement and are motivated by extrinsic acknowledgements of this achievement.” (Jambor, S.O., 1990).</p> <p>School, family, and community partnership programs are associated with improved student attendance has important implications. Schools implementing a school-wide approach to family and community involvement may help students perform better on standardized achievement tests, decrease the likelihood of students dropping out of school, and reduce the likelihood that students use tobacco, alcohol, or illegal drugs. Schools should incorporate mechanisms to develop strong connections with students’ home and community into their organizational structure. When schools make high-quality family and community involvement part of their overall school improvement strategy, students are more likely attend school and increase their chances of succeeding academically (Sheldon, 2007).</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports	
		IA ARRA	IIA	IID	IIIA	IVA			
5.2(2) Implement grade appropriate strategies to assist students to make successful transitions from Pre-K to Elementary; from elementary to middle school; and, from 8th grade to 9th grade.	<p>The district's total student attendance rate, across all grades and for all schools, for 2008-09, was 87.9%</p> <p>Only 58% of students are proficient or advanced on the reading subtest of the WKCE (2008-09). The state annual measurable objective is 74% at or above proficient.</p>		\$6,319,409					Local	<p>Family involvement is a viable strategy to address transition issues related to readiness. The school-family connection can help ensure that the potential of each child is fulfilled as well as bridge the achievement gap (Boethel, 2004).</p> <p>Among a national sample of public school students, those who had full transition programs available to them in their middle school were less likely to drop out of high school and performed better in high school (as measured by student grades) than did students who had either a partial program or none at all (Smith, 2007).</p>
5.2 (3) Facilitate data driven decision making throughout the district through the integration of key data systems and the development of dashboards to monitor key student and district performance indicators.	<p>Only 48% of students are proficient or advanced on the mathematics subtest of the WKCE (2008-09). The state annual measurable objective is 58% at or above proficient.</p>	\$509,945	\$6,174,098					SIG	<p>Data-driven decision making is receiving increasing attention from the education community because of federal and state accountability requirements; the enhanced capacity of states and school districts to collect, manage, and distribute data; and a better understanding of the importance of data-driven decision making in improving instruction and student achievement (LaPointe, Brett, Kagle, Midouhas, &amp; Sanchez, 2009).</p> <p>No Child Left Behind (NCLB) legislation stipulates that low-performing Title I schools use data to support school improvement plans submitted to the state education agency. Such data could include test scores, classroom assessments, attendance and discipline records, school or district staffing patterns and classroom information gathered systematically by teachers (Wayman, 2005).</p>

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**Performance Goal 6: Family and Community Involvement (F&CI)**  
Involve families in education of their children.

**Performance Indicator 6.1:**  
Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase the number of parents agreeing that they are involved in important decisions affecting their child's school.

**Evaluation Method:**  
School Climate Survey result analysis. School Governance Council data. ESEA parent communication requirements data. PD e-Management System data.

Strategy, program service, or activity	Need Alignment	ESEA Title						Other Fund Source	Scientific Research that Supports
		IA	ARRA IIA		IID	IIIA	IVA		
6.1(1) Provide MPS and non-public school families with strategies and tools to support their children in the educational process. Strategies and tools will be provided through instructional technology, family literacy and parent classes.	<p>87% of parents responding to the 2008-09 School Climate Survey agreed that staff, parents and students have the opportunity to be included in decisions that affect the school.</p> <p>An estimated 34 percent of MPS parents can be considered "highly involved" at their child's school (Dodenhoff, 2007).</p> <p>Thirty four training sessions were held for parents to support them as their child's first teacher.</p>	\$230,000	\$4,350,000		\$94,208			Local IDEA	<p>Regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to postsecondary education (Henderson &amp; Mapp, 2002; McDonald, L., Families and Schools Together (FAST).</p> <p>Well-trained parents can provide a structure for public accountability and a way for parents and the community to influence vital policy issues affecting schools. (<a href="http://www.centerforpubliceducation.org">http://www.centerforpubliceducation.org</a>, 2008).</p>
6.1(2) Provide training for parents to ensure that educational decisions and the school budget process are made in a collaborative manner involving parents, school staffs, and community.		\$1,212,420	\$900,000					IDEA	<p>"Public school choice helps level the playing field between parents and schools, creates incentives for parents to become more engaged consumers of education, and creates the opportunity to find a better match between student and school than may be available in systems that do not offer choice. Parental involvement explicitly identifies parents as partners in the education enterprise, and makes clear the responsibilities they bear in ensuring that children get a good education.</p>

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA	ARRA IIA	IID	IIIA	IVA		
	<p>Estimates of at-home parental involvement include estimates of the percentage of parents in each group that are moderately or highly involved in their child's educational experience at home:</p> <ul style="list-style-type: none"> <li>• students nine years old or younger: <i>49.2 percent moderately or highly involved,</i></li> <li>• students ranging in age from 10 to 13: <i>42.5 percent moderately or highly involved,</i> and students from 14 to 17 years old: <i>39.7 percent moderately or highly involved</i> (Dodenhoff, 2007).</li> </ul> <p>The internet-based Parent Assistant provides a means for parents to view information about their children, such as: attendance, bus info, courses, grades, and assignments.</p>							<p>In short, both reforms reject the idea of parents as passive observers of the public education system. These reforms encourage parental empowerment, engagement, &amp; even accountability. The real appeal of these initiatives lies in their potential to improve student outcomes and the quality of schools.”(Dodenhoff, 2007)</p>
6.1(3) Coordinate district parent groups to implement strategies to increase family and community involvement to assist with addressing identified needs and barriers. Collect and analyze data on effectiveness of efforts.		\$50,000					SS/HS	<p>School, family, and community partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. When parents, teachers, students, and others communicate with one another as partners in education, a caring community forms around students; this is reflected in their overall achievement. (Epstein, 1995)</p>
6.1(4) Collaborate with district departments to collect and monitor information about parent representation on the school's governance council and school's parent and community committee.		\$15,000					Other	<p>Along with curriculum, instruction, evaluation, and professional development, a program of school-family-community connections is now viewed as an integral part of a school organization that helps to promote student achievement. (Booth &amp; Dunn, 1996). “Data highlight the gaps between rhetoric and reality and data can point to strategies needed to close those gaps; reflecting on school and district data can bond community stakeholders together in a common understanding that they are part of a larger team responsible for creating a culture of high achievement for all.” (Johnson &amp; Wheelock, 2002).</p>

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**Performance Indicator 6.2:** Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to provide timely parent notifications to parents in an understandable format and language as outlined in the No Child Left Behind Act of 2001.

**Evaluation Method:**  
School Climate Survey result analysis. School Governance Council data. ESEA parent communication requirements data. PD e-Management System data.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IVA		
6.2(1) Publish school and district performance data (District Accountability Report) via the MPS Portal, press releases, local schools, libraries and community organizations.	81% of parents responding to the 2008-09 School Climate Survey agreed that community resources are used to strengthen schools, families, and student learning. The schools utilize community resources to enhance student learning.	\$148,514					Local	<i>No Child Left Behind</i> requires that each child and each group of children (broken out by race, income level, special education status, and English proficiency) have their progress measured every year. Results will be reported to parents for each child and to the public for each group. (Wrightslaw, 2009)
6.2(2) Provide timely notifications to parents in an understandable format and in a language they can understand.	88% of parents responding to the 2008-09 School Climate Survey agreed that the school regularly communicates with parents using a variety of different methods. This is an increase of 2% from 96% in the 2006-07 School Climate survey.	\$10,000					None	Section 1116 of the No Child Left Behind (NCLB) Act details how schools in improvement should address parent involvement. Schools must notify parents in writing of the school's improvement status and must collaborate with parents to develop and implement an improvement plan in which parents, school staff, and students share responsibility for improving academic achievement. A parent involvement policy must include parents in regular, reciprocal, and meaningful communication about student learning and other school activities. It further states that local education agencies "shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement" (Speth, Saifer, & Forehand, 2008).

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**Performance Indicator 6.3:** Based on the comprehensive needs assessment, describe the actions, strategies, and programs (personnel and materials) that supplement state and local funds to increase communication to parents regarding workshops/trainings using multiple communication tools in a language parents can understand.

Evaluation Method:  
School Climate Survey result analysis. School Governance Council data. ESEA parent communication requirements data. PD e-Management System data.

Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports	
		IA ARRA		IIA	IID	IIIA			IVA
6.3(1) Communicate district parent training/workshops to parents using multiple communication tools in a timely manner.	The number of professional development opportunities offered at Central Services has increased. There are several departments providing training for parents such as Title I, Department of Parent and Student Services, Special Education, Bilingual Multicultural Education, and others. According to the sign-in sheets, only 2% of our parents attended the professional development opportunities out of the total families represented.	\$419,180						Local	When parents receive frequent and effective communication from the school, their involvement increases, and their overall evaluation of educators improves, and their attitudes toward the school are more positive. (Tableman, 2004).  It may seem surprising, but surveys show that most parents, regardless of their background, want guidance from the schools on ways to help their children learn better. Thus parents look to schools for help even if they do not or cannot make the first contact themselves. Making parents feel welcome in the school is the first step to helping them (Moles, 1991).
6.3(2) Assure families of ELL, refugee, homeless, and EEN have access to parent trainings, workshops and all educational services.	88% of parents responding to the 2008-09 School Climate Survey agreed that the school regularly communicates with parents using a variety of different methods. This is an increase of 2% from 96% in the 2006-07 School Climate survey.	\$182,593	\$100,000					Local	Each State educational agency shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths (U.S. Department of Education. Retrieved August 3, 2009)  Parents of ELLs face daunting barriers as they try to become informed or involved in their child's school. These barriers, which include the inability to understand English, unfamiliarity with the school system, and differences in cultural norms and cultural capital, can limit parents' communication and school participation. Research supports the importance of parental involvement for improved student achievement, better school attendance, and reduced dropout rates regardless of socioeconomic background or

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Strategy, program service, or activity	Need Alignment	ESEA Title					Other Fund Source	Scientific Research that Supports
		IA ARRA	IIA	IID	IIIA	IIVA		
								<p>ethnicity. Accordingly, and given the achievement gap between ELLs and English proficient students, it is very important to identify practices that may improve ELL parental involvement and thus student achievement (Arias &amp; Morillo-Campbell, 2008).</p> <p>Research indicates that parent participation leads to a host of positive outcomes for children with special needs, including greater generalization and maintenance of treatment gains, greater continuity in intervention programs, higher levels of parent satisfaction, and more effective strategies for resolving problems. (Spann, Kohler, &amp; Soenksen, 2003).</p>
6.3(3) Assure communication between home and school is regular, two-way, and meaningful.		\$379,889					Local	<p>Teacher outreach to parents is associated with increased student achievement. Beneficial outreach practices include meeting with parents, sending learning materials home, and keeping in touch about academic progress. (Westat &amp; Policy Studies Associates, 2001).</p> <p>Effective two-way communication is the most important but least measurable factor in developing successful home-school relationships. (Christenson, Rounds, &amp; Gorney, 1992).</p> <p>Extensive and growing literature documents the importance of school and family connections for increasing student success in school and for strengthening school programs. (Epstien &amp; Dauber, 1991).</p>

# **Appendix F**

## **Selected Grants Funded**



**Milwaukee Public Schools  
Selected MPS Grants – Funded 2006-2009**

<b>Source of Funding/Application Title</b>	<b>MPS Title of Project</b>	<b>CFDA/ ID #</b>	<b>NCLB Category</b>
Advanced Placement	Ensuring success in AP for low income students	84.330C	
Alternative Education Program	GED Option #2 Program`		State Statutes 115.36
AmeriCorps VISTA	AmeriCorps workers in 3 school sites		
Broad Foundation	Benchmarking Program		
Carl D. Perkins Vocational & Tech Ed	Career and technical education	84.048	
Carol M. White Physical Education Program (PEP)	TIME for Inclusion	84.215F	Title V - D
CDC-Improving Health and Educational Outcomes of Young People	MPS Asthma Project 2. Youth Risk Behavior Survey (YRBS)	93.938	
Community Learning Center (CLC)	After-school programs	84.287	Title IV - B
DPI – Alcohol & other Drug Abuse Program (AODA)	School-based prevention/intervention	255.306	Title IV- A
DPI Charter School Grants	Planning, Implementation, & Dissemination	84.282	Title V - B
DPI- Gifted and Talented Student Education Program	Gifted and Talented Program	255.350	
DPI: Equipment Assistance (ARRA)	Kitchen Equipment	10.579	
DPI: Movin' and Munchin'	Movin and Munchin	93.938	
DPI: Reading Best Practices Model Site	Reading Best Practices Model Site	84.357	Title I-B
DPI-School Tobacco Project	School-based prevention/intervention	255.315	
Early Reading First	Building Blocks for Literacy	84.359	
Education for Homeless Children & Youth Grant	EHCY	84.196A	Title I
Education for Homeless Children and Youth (ARRA)	ARRA	84.196A	Title I
Elementary & Secondary School Counseling Program	MPS Elementary Counseling Program	84-215C	Title V, Section 5421
Enhancing Education Through Technology (E2T2)	Integrating technology into the curriculum	84.318X	Title II-D
GE Volunteers Foundation	2009 GE Community Service Day Grant		
Greater Milwaukee Foundation Board	MPS/MATC Coaching for MPS Middle Schls		
Greater Milwaukee Foundation's Project Lead the Way Fund	Technology		
Harley Davidson Foundation	Project Lead the Way School		
Head Start - Federal and State	Milwaukee Public Schools Head Start	05CH0188	
Head Start COLA	Head Start COLA	05CH0188126	
Head Start COLA (ARRA)	Head Start COLA	05SE0188/01	
Helen Bader Foundation	Homework First		
IDEA Discretionary Project	MPS Special Education Reform	84.027	
IDEA Preschool Discretionary Project	Integrated Service Project for Preschoolers	84.173	
Improving Literacy through School Libraries	Providing Opportunities to Promote & Enhance Literacy (PROPEL)	84.364A	Title II-B
Indian Education Formula Grant	MPS WE INDIANS Program	84.060	Title VII
Math and Science Partnership	ESEA Title II-B Mathematics and Science Partnership	84.366B	Title II - B
Mentoring Grant for Initial Educators	MPS Initial Educators		DPI PI-1640
Model Arts Development and Dissemination	Imagine ARTS	84.351D	Title V-D

Source of Funding/Application Title	MPS Title of Project	CFDA/ ID #	NCLB Category
Peer Review and Mentoring Grant	MPS Peer Review and Mentoring Grant	255.301	DPI PI-1653
Pre-School to Grade Five (P-5)	Class size reduction program	255.305	
Quality Educator Professional Development and Retention Grant	MPS Quality Educator Professional Development and Retention Program		Title I DPI PI-1086
Reading First	Improving reading achievement	84.357	Title I – B-1
Reading First Supplemental	Reading First Supplemental		Title I-B
Safe and Drug Free schools and Communities	Milwaukee REMS 2007	84.184E	Title IV-A
Safe Schools/Healthy Students	Safe/Drug free schools	84.184L	Title IV-A
School Improvement Grants	School improvement / attendance	84.323A	Title I
Smaller Learning Communities (SLC)	Academic Success for All Persons	84.215L	Title V - D
STEM (Science, Technology, Engineering & Mathematics)	Envivo LCTV Project	255.929	Title II-B
Teaching American History	Foundations of Democracy	84.215X	Title II-C
Teaching American History	Founding Documents	84.215X	Title II-C
Title III: Immigrant Child and Youth	Immigrant and Child Youth	84.365A	Title III
USDA: Fresh Fruits and Vegetables	Fresh Fruits and Vegetables Program	10.582	
WI Dept. of Admin.- Improving Pupil Academic Achievement Program	Milwaukee Mathematics Partnership		
<b>MPS - Partnership Grants - Funded 2006-2009</b>			
Assurant Health (MTEA)	Support Learning Teams		
Broad Foundation MTEA	Differentiated Compensation		
Carnegie Corporation of New York (UWM)	Teachers for a New Era: A National Initiative to Improve the Quality of Teaching		
Emory University – Einhorn Foundation	Urban Debate League		
Even Start Family Literacy (Northcott)	Family Literacy	84.213	Title I - B
Ford Foundation and New York University (Alverno)	Leadership		
Bill and Melinda Gates Foundation (MMAC and TALC)	High School Redesign and Smaller Learning Communities		
Healthier Wisconsin Partnership	Fighting Asthma		
Richard and Ethel Herzfeld Foundation (MTEA)	School Learning Team Grants		
Joyce Foundation (MMAC)	Performance Based Budgeting		
Joyce Foundation (MTEA)	Differentiated Pay Planning		
Joyce Foundation (UWM)	Learning Team Evaluation		
Bader, Arts @large, Children’s Outing Assoc, Cultural Alliance, Greater Milw. Foundation	Arts education program		
Department of Workforce Development	PACES (Partners Acting on the Commitment to Early Success) Early Childhood Education		
Joyce Foundation (DPI)	WI Council on Children & Family		
Joyce Foundation	Principal Preparation (New Leaders for New Schools)		
Joyce Foundation (WCER)	Establish value-added indicators at the classroom level		
Kern & Walton: Teach for America	Professionals teaching in urban schools		
National Education Association (MTEA)	Closing Achievement Gaps		
National Science Foundation (UWM)	Milwaukee Mathematics Partnership		
Wallace Foundation State Action for Education Leadership Project II (SAELP II) (DPI)	Wisconsin Urban Schools Leadership Project		
Wisconsin Partnership Fund – Prevent Blindness	MPS Vision Screening		

# **Appendix G**

## **Non-Public School Title Program Participation Verification Process**





## **2009-2010 Milwaukee Non-public School Title Program Participation Verification Process**

Milwaukee Public Schools uses a variety of channels to engage non-public schools in ongoing consultation related to participation in Elementary and Secondary Education Act programs.

- A non-public school e-mail listserv operates to allow broader and faster communication related to private school participation in Federal Title programs. (The listserv may be joined by making a request to join the non-public listserv in an email to [requests@lists.milwaukee.k12.wi.us](mailto:requests@lists.milwaukee.k12.wi.us).) As of July of 2009, there were approximately 526 subscribers to the listserv.
- A non-public school web site is maintained by MPS. The web site at: [http://www2.milwaukee.k12.wi.us/title\\_i/Web\\_Pages/non-public.html](http://www2.milwaukee.k12.wi.us/title_i/Web_Pages/non-public.html) focuses on information about non-public participation under both ESEA and the Individuals with Disabilities Education Act.
- A calendar of non-public school ESEA / IDEA events is maintained on the non-public school web site and mailed to Milwaukee private schools with meeting notices a few times each school year.

MPS did the Affirmation of Consultation with private school officials for the 2009-2010 school year during November and December of 2008. Material included in the certified mailing is attached. The certified mailing was preceded by multiple mailings and meetings that both announced the survey period and emphasized the importance of responding. The effort was supplemented with web site information, listserv promotion and assistance from Non-public School Steering Committee members (a group representing both religious denominations and secular groups that sponsor Milwaukee private schools). The certified mailing went to every operating non-public school found on the state, federal and local directories of private schools. At the end of the survey period, MPS contacted or made repeated attempts to contact all schools on the mailing list for whom a signed receipt or response was not available. Surveys forms were also supplied via fax, email and were available on the internet.

MPS sent Verifications to 155 schools in the initial mailing. 129 responded affirmatively to the offer of ESEA participation for eligible students. 4 declined participation in writing. Others failed to request participation when contacted by mail or phone but did not turn in the signed forms.

### **Affirmation of Consultation with Private School Documentation Contents**

1. This cover letter
2. 2008-2009 ESEA / IDEA calendar for Milwaukee non-public schools
3. Verification of Consultation documents mailed in November of 2008
4. Verification of Consultation response forms for Milwaukee private schools in existence in November and December of 2008.



**Calendar of ESEA and IDEA Events, Meetings and Deadlines for Milwaukee Non-public Schools**



**MILWAUKEE PUBLIC SCHOOLS**  
Non-public School ESEA / IDEA Title Program Coordination

**Non-public School Title Program Calendar**  
**2008-2009 School Year**  
5225 W. Vliet Street; Room 253, #11  
Milwaukee, Wisconsin 53208  
Phone (414) 475-8122; Fax (414) 475-8548

Visit this Web site for current information: [http://www2.milwaukee.k12.wi.us/title\\_i/Web\\_Pages/non-public.html](http://www2.milwaukee.k12.wi.us/title_i/Web_Pages/non-public.html)

Directions to meeting places and information on recurring meetings on page 2. Latest update September 3, 2008

Date	Event	Time	Place (Directions Below)	Register
WAPT - ongoing until 09/26/2008 ACCESS Beginning December 1, 2008 Ending TBD	Title III WAPT and ACCESS Testing Windows for English Language Learners - participation contingent upon completion of testing. For more information attend 9/9/08 Consultation (see below)	NA	Testing to be conducted at local school sites.	Call Deb Spotz 475-8800
Friday, September 26, 2008	Title III schools email ACCESS Database to <a href="mailto:rivasra@milwaukee.k12.wi.us">rivasra@milwaukee.k12.wi.us</a>	4:00 PM		Call Robin Rivas 475-8732
Tuesday 9/9/2008	Quarterly ESEA Title Program Consultation Meeting	8:00 AM to Noon	MPS Central Services, 5225 W. Vliet St., Auditorium	N/A
Tuesday 9/16/2008	All about Milwaukee non-public school participation in Title IA programs: Eligibility, parental involvement, professional development, decision making, ownership of materials, communication and more....	1:00 to 4:00 PM	MPS Technology School Support Building, 6620 W. Capitol Dr. Room 218	Register at 475-8892
Monday 9/22/2008	Repeat of 9-16 session. See above.	8:00 to 11:00 AM	MPS Technology School Support Building, 6620 W. Capitol Dr. Room 218	Register at 475-8892
Wednesday 9/24/2008	Kick off meeting for private and public school Title IV, Safe and Drug Free School grants recipients.	4:00 p.m.-6:00 p.m.	MPS Central Services, 5225 W. Vliet St., Auditorium	Contact Kathy Witkowiak: 475-8607
Friday 9/26/08	Title Program Trainings: Allowable uses of Title funds and programs for private school students and how to request under Titles II, III, IV and V	Noon to 3:45 PM	MPS Technology School Support Building, 6620 W. Capitol Dr., Room 225	Register at 475-8892
Thursday 10/2/2008	Repeat of 9/26 session. See above.	12:15 to 4:00 PM	MPS Technology School Support Building, 6620 W. Capitol Dr., Room 225	Register at 475-8892
Friday 10/10/2008	Repeat of 9/26 session. See above.	8:00 to 11:45 AM	MPS Technology School Support Building, 6620 W. Capitol Dr., Room 225	Register at 475-8892
Friday 10/17/08	Private schools that will be requesting taxable stipend payments for staff members under any ESEA program in 2008-2009 school year submit personal information required.	4:00 PM	Email information to <a href="mailto:requests@lists.milwaukee.k12.wi.us">requests@lists.milwaukee.k12.wi.us</a>	
11/10/08 to 12/19/08 with 12/04/08 Student Count Date	Annual Non-public School Affirmation of Consultation period (Title program participation survey). <b>MPS will require December 4, 2008 enrollment information.</b>	N/A	U.S. mail or hand deliver signed and completed Affirmation and Enrollment Summary forms. Email or otherwise provide student information in database.	
Wednesday 12/17/08	All 2008 Title program requests for stipend payments due. (Next and final stipend payments for school year will be made in May and June)	4:00 PM	Email information to <a href="mailto:requests@lists.milwaukee.k12.wi.us">requests@lists.milwaukee.k12.wi.us</a>	
Thursday 11/13/2008	Quarterly ESEA Title Program Consultation Meeting	8:00 AM to Noon	MPS Central Services, 5225 W. Vliet St., Auditorium	N/A
TBD	Title III (English Language Learners) face to face ACCESS test administration training for private school participants	1:00 PM to 3:30 PM	MPS Technology School Support Building, 6620 W. Capitol Dr., Room 203	Call Robin Rivas 475-8732
TBD	Title IV, Safe and Drug Free Schools grant assessment/application and scoring rubric available for download at <a href="http://www.wellnessandpreventionoffice.org">www.wellnessandpreventionoffice.org</a>			
Wednesday 1/14/2009	Title Program Access Trainings: Ways and means for non-public schools to use allocations under Titles II, III, IV and V (Final repeat of 9/26 session. See above.)	8:00 to 11:45 AM	MPS Technology School Support Building, 6620 W. Capitol Dr., Room 218	Register at 475-8892

**Calendar of ESEA and IDEA Events, Meetings and Deadlines for Milwaukee Non-public Schools**

<b>Date</b>	<b>Event</b>	<b>Time</b>	<b>Place (Directions Below)</b>	<b>Register</b>
TBD Thursday 1/17/08	Title IV grant information and overview meeting open to public and private school staff	4:30 to 6:30 PM	MPS Central Services Cafeteria	Call Brett Fuller 475-8057
Friday 1/30/09	Last day to submit Milwaukee Non-public School Title Program Requests for MPS purchase of materials under Titles IIA, III and Reading First	Information must be submitted by 4:00 PM on these dates.	E-mail to requests@lists.milwaukee.k12.wi.us (Do not FAX, mail or hand deliver request document.) Other documentation may be	
Month of February	Title Ia Service Provider Selection Period for 2009-2010 - Only new schools and schools that are changing service providers	Due no later than 4:00 P.M. February 27, 2009	<a href="http://www2.milwaukee.k12.wi.us/title_i/Downloads/Word/MiNPServProvSelfForm09.doc">Go to:  http://www2.milwaukee.k12.wi.us/title_i/Downloads/Word/MiNPServProvSelfForm09.doc</a>	
Thursday 2/5/2009	Quarterly ESEA and IDEA Title Program Consultation Meeting	8:00 AM to Noon	MPS Central Services, 5225 W. Vliet St., Auditorium	N/A
TBD	Title IV grant assessment/applications due to Wellness and Prevention Office	4:00 PM	MPS Central Services, room 265	Call Brett Fuller 475-8057
TBD	Email notification of Title IV grant awardees			
Thursday 4/16/2009	Quarterly ESEA and IDEA Title Program Consultation Meeting	8:00 AM to Noon	MPS Central Services, 5225 W. Vliet St., Auditorium	N/A
Friday 5/22/2009	Last day to submit Milwaukee Non-public School Title Program Requests for MPS payments under Titles IIA, III, and Reading First (items such as registrations, reimbursements to individuals, stipends), <i>and last day to submit request documentation for any items completed on or before this date.</i>	Information must be submitted by 4:00 PM on these dates.	E-mail to requests@lists.milwaukee.k12.wi.us (Do not FAX, mail or hand deliver request document.) Other documentation may be sent via mail or hand delivery.	
Friday 6/7/2009	All Title program request related documentation for items completed between 5/23 and 6/7 must be submitted in order to use 07-08 funds. <i>No work completed after this date will be eligible for payment with 08-09 funds.</i>	Information must be submitted by 4:00 PM on these dates.	E-mail to requests@lists.milwaukee.k12.wi.us (Do not FAX, mail or hand deliver request document.) Other documentation may be sent via mail or hand delivery.	
<b>Recurring Events</b>				
Tuesdays: 10/21, 12/16, 1/20, 2/17, 3/17, Wednesday 4/23	Instructional Technology Leader (ITL) Meetings - learn to focus on helping teachers successfully integrate and incorporate technology into curriculum.	8:30AM-3:30 PM	MPS Central Services, 5225 W. Vliet St., Auditorium	Call Neva Moga 438-3612
Tuesdays: 10/10, 11/11, 12/12, 1/9, 2/13, 3/13, 4/17, 5/8, 6/5	Title IID - middle school teacher Professional Development on using technology to advance math and reading goals (free, registration required)	8:30 AM to 3:30 PM	MPS Technology School Support Building, 6620 W. Capitol Dr., 2nd Floor room 220, 217, 218	Call Nicol Peters-Freeman 438-3645
Tentatively - 2nd Wednesday - September through May	Monthly Non-public Steering Committee Meeting (Religious and Independent School Advisory Committee - RISAC)	10:00 AM to noon	MPS Central Services, 5225 W. Vliet St., Room TBD	Contact Info Kanika Burks (414) 288-8351
<b>Directions to Meeting Places</b> Milwaukee Public Schools Technology School Support (TSS) Building, 6620 W. Capitol 1. Proceed to Capitol Drive (about the 3900 block north) 2. Capitol Drive highway exits are available from east (I 43) and west (I 45) 3. Proceed to the 6600 block on West Capitol to the TSS. 4. TSS is on north side of street. Park in rear. Computer labs are on second floor.			<b>Milwaukee Public Schools Central Services,</b> 5225 W. Vliet St., From highway I94 1. Take the HAWLEY RD. exit. 2. Go north on N. HAWLEY RD. 3. Turn Right on W. VLIET ST. continue for about 1/5th mile to Central Services. Park in back.	

**Private School Participation Verification  
for Milwaukee (3619) 2009-2010**

<b>Private School Name</b>	<b>Title I</b>	<b>Title II-A</b>	<b>Title II-D</b>	<b>Title III-A</b>	<b>Title IV-A</b>
(1412) <b>Alston's Preparatory Academy</b>	Y	Y	Y	Y	Y
(1422) <b>AppleCrest Prep Ldrshp Acad</b>	N	N	N	N	N
(1263) <b>Atlas Preparatory Academy</b>	Y	Y	Y	Y	Y
(1301) <b>Atonement Lutheran School</b>	Y	Y	Y	N	Y
(0105) <b>Badger State Baptist School</b>	Y	Y	Y	Y	Y
(1303) <b>Believers in Christ Acad</b>	Y	Y	Y	N	Y
(7547) <b>Bessie M Gray Prep Acad</b>	Y	Y	Y	Y	Y
(1304) <b>Blessed Sacrament Grade Sch</b>	Y	Y	Y	N	N
(1507) <b>Blessed Savior Catholic Sch</b>	Y	Y	Y	N	Y
(1383) <b>CEO Leadership Academy</b>	Y	Y	Y	N	Y
(1326) <b>COA Youth &amp; Family Ctr</b>	Y	Y	Y	N	N
(1558) <b>Calvary's Christian Academy</b>	Y	Y	Y	Y	Y
(1382) <b>Carter's Christian Academy</b>	Y	Y	Y	Y	Y
(0309) <b>Catholic East Elementary</b>	Y	Y	Y	N	N
(1094) <b>Ceria M Travis Academy</b>	Y	Y	Y	Y	Y
(8224) <b>Child Dvlp Ctr of St Joseph</b>	N	N	N	N	N
(1306) <b>Christ Memorial Lutheran Sch</b>	Y	Y	Y	N	Y
(1305) <b>Christ-St Peter Lutheran Sch</b>	Y	Y	Y	Y	Y
(1384) <b>Christian Faith Acad Hi Lrng</b>	Y	Y	Y	Y	Y
(1044) <b>Clara Mohammed School</b>	Y	Y	Y	Y	Y
(1157) <b>Community Vision Academy</b>	N	N	N	N	N
(1165) <b>Concordia University School</b>	Y	Y	Y	N	Y
(1489) <b>Cross Trainers Academy</b>	Y	Y	Y	N	Y
(1317) <b>Daughters of the Father Christ</b>	Y	Y	Y	Y	Y
(1491) <b>Destiny High School</b>	Y	Y	Y	Y	Y
(0510) <b>Divine Savior Holy Angels Hi</b>	N	Y	Y	N	Y
(1273) <b>Dr Brenda Noach Choice School</b>	Y	Y	Y	Y	Y
(2889) <b>Dr Brenda Noach El/Sec Sch</b>	N	N	N	N	N
(1158) <b>Early View Acad of Excellence</b>	Y	Y	Y	N	Y
(1218) <b>Eastbrook Academy</b>	Y	Y	Y	Y	Y
(0610) <b>Emmaus Lutheran Grade School</b>	Y	Y	Y	N	N
(1586) <b>Empowerment Academy</b>	N	N	N	N	N
(1387) <b>Excel Academy</b>	Y	Y	Y	Y	Y
(1407) <b>Excel Learning Academy</b>	Y	Y	Y	Y	Y
(0630) <b>Fairview Lutheran School</b>	Y	Y	Y	Y	Y
(6441) <b>Family Academy</b>	N	N	N	N	N
(0657) <b>Family Montessori School</b>	Y	Y	Y	Y	Y

(1528) <b>Garden Homes Community Montess</b>	Y	Y	Y	Y	Y
(0740) <b>Garden Homes Lutheran School</b>	Y	Y	Y	Y	Y
(1525) <b>Gilchrist Christian Academy</b>	Y	Y	Y	Y	Y
(0800) <b>Gospel Lutheran Grade School</b>	Y	Y	Y	N	Y
(2017) <b>Grace Christian School</b>	N	N	N	N	N
(1231) <b>Grace Prep Sch of Excellence</b>	N	N	N	N	N
(1345) <b>Greater Holy Temple Chr Acad</b>	Y	Y	Y	Y	Y
(1559) <b>Grisby's Academy for Gifted</b>	Y	Y	Y	Y	Y
(0838) <b>Guardian Angel Learning Center</b>	N	N	N	N	N
(1439) <b>HOPE Christian School: Fortis</b>	Y	Y	Y	Y	Y
(1408) <b>HOPE School</b>	Y	Y	Y	N	N
(0845) <b>Harambee Community School</b>	Y	Y	Y	Y	Y
(1101) <b>Hickman Academy Prep Sch</b>	Y	Y	Y	N	Y
(1180) <b>Holy Redeemer Christian Acad</b>	Y	Y	Y	Y	Y
(2850) <b>Holy Wisdom Academy</b>	Y	Y	Y	Y	Y
(1315) <b>Hope Christian School</b>	Y	Y	Y	N	N
(1234) <b>Immanuel Christian Academy</b>	N	N	N	N	N
(1527) <b>Inst of Technology &amp; Academics</b>	Y	Y	Y	Y	Y
(1561) <b>Jackson's Preschool Lrng Acad</b>	N	N	N	N	N
(1323) <b>Jared C Bruce Academy</b>	Y	Y	Y	Y	Y
(1529) <b>Jesus Academy of Learning</b>	N	N	N	N	N
(1492) <b>Johnson Christian Academy</b>	Y	Y	Y	Y	Y
(1497) <b>KidPreneur</b>	Y	Y	Y	Y	Y
(1219) <b>Kindergarten Plus</b>	Y	Y	Y	Y	Y
(1221) <b>King's Academy Christian Sch</b>	Y	Y	Y	N	Y
(1347) <b>LaBrew Troopers Mil Univ Sch</b>	Y	Y	Y	Y	Y
(1562) <b>Life 101 THINK Institute</b>	N	N	N	N	N
(1572) <b>LifeSkills Academy</b>	Y	Y	Y	N	Y
(2020) <b>Loving Shepherd Lutheran Sch</b>	N	Y	Y	N	N
(1685) <b>Lutheran Special School</b>	N	N	N	N	N
(1374) <b>Malaika Early Learning Center</b>	Y	Y	Y	N	N
(1567) <b>Margaret Howard Christian Ldr</b>	Y	Y	Y	Y	Y
(1770) <b>Marquette University High</b>	Y	Y	Y	Y	Y
(1040) <b>Mercy Academy</b>	N	N	N	N	N
(1822) <b>Messmer High</b>	Y	Y	Y	Y	Y
(6830) <b>Messmer Prep Catholic Sch</b>	Y	Y	Y	Y	Y
(1563) <b>Mills Christian Academy</b>	Y	Y	Y	Y	Y
(1873) <b>Milw Seventh-day Adventist Sch</b>	N	N	N	N	N
(1870) <b>Milwaukee Lutheran High</b>	Y	Y	Y	N	Y
(1872) <b>Milwaukee Montessori School</b>	N	Y	Y	N	N
(1564) <b>More than Conquerors Pre-Sch</b>	N	N	N	N	N

(1910) <b>Mother of Good Counsel Gr Sch</b>	Y	Y	Y	N	N
(1930) <b>Mount Calvary Lutheran Gr Sch</b>	Y	Y	Y	N	N
(1980) <b>Mount Lebanon Lutheran School</b>	Y	Y	Y	Y	Y
(1990) <b>Mount Olive Lutheran Grade Sch</b>	Y	Y	Y	Y	Y
(1423) <b>Mustard Seed International Sch</b>	Y	Y	Y	Y	Y
(1996) <b>Nativity Jesuit Middle</b>	Y	Y	Y	N	N
(1327) <b>New Testament Christian Acad</b>	Y	Y	Y	N	Y
(1575) <b>Northwest Catholic</b>	Y	Y	Y	Y	Y
(2030) <b>Northwest Lutheran Grade Sch</b>	N	Y	Y	N	Y
(1095) <b>Notre Dame Middle School</b>	Y	Y	Y	N	Y
(2091) <b>Oklahoma Avenue Lutheran Sch</b>	Y	Y	Y	Y	Y
(2240) <b>Our Lady Queen of Peace Gr Sch</b>	Y	Y	Y	N	N
(1565) <b>Outlook University Indep Sch</b>	Y	Y	Y	Y	Y
(1047) <b>Parklawn Christian Ldrshp Acad</b>	Y	Y	Y	Y	Y
(2300) <b>Pius XI High School</b>	Y	Y	Y	Y	Y
(1205) <b>Prince of Peace School</b>	Y	Y	Y	Y	Y
(1584) <b>Restart High</b>	N	N	N	N	N
(1454) <b>Resurrection Christian Academy</b>	Y	Y	Y	Y	Y
(1530) <b>Right Step Inc</b>	Y	Y	Y	Y	Y
(1351) <b>Risen Savior Evan Luth Sch</b>	Y	Y	Y	Y	Y
(2750) <b>Saint Adalbert Grade School</b>	Y	Y	Y	Y	Y
(2790) <b>Saint Aemilian Lakeside Inc</b>	Y	Y	Y	Y	Y
(3100) <b>Saint Anthony School</b>	Y	Y	Y	Y	Y
(3410) <b>Saint Catherine Grade School</b>	Y	Y	Y	Y	Y
(3455) <b>Saint Charles Borromeo School</b>	Y	Y	Y	Y	Y
(3580) <b>Saint Coletta Day Sch of Milw</b>	Y	Y	Y	N	Y
(3935) <b>Saint Gregory the Great Gr Sch</b>	Y	Y	Y	Y	Y
(4210) <b>Saint Joan Antida High School</b>	Y	Y	Y	N	Y
(4420) <b>Saint John Kanty Grade School</b>	Y	Y	Y	Y	Y
(4655) <b>Saint Johns Evang Lutheran Sch</b>	Y	Y	Y	N	Y
(4950) <b>Saint Josaphat Parish School</b>	Y	Y	Y	Y	Y
(5552) <b>Saint Leo Catholic Urban Acad</b>	Y	Y	Y	Y	Y
(5640) <b>Saint Lucas Evang Lutheran Sch</b>	Y	Y	Y	Y	Y
(5710) <b>Saint Marcus Lutheran School</b>	Y	Y	Y	N	Y
(5720) <b>Saint Margaret Mary Grade Sch</b>	Y	Y	Y	Y	Y
(5830) <b>Saint Martini Lutheran Gr Sch</b>	Y	Y	Y	Y	Y
(6690) <b>Saint Matthias School</b>	Y	Y	Y	Y	Y
(7400) <b>Saint Peter Immanuel Luth Sch</b>	Y	Y	Y	N	Y
(1302) <b>Saint Philips Lutheran School</b>	Y	Y	Y	N	N
(1200) <b>Saint Rafael the Archangel</b>	Y	Y	Y	Y	Y
(7670) <b>Saint Roman Grade School</b>	Y	Y	Y	Y	Y

(7700) Saint Rose Catholic Urban Acad	Y	Y	Y	Y	Y
(7720) Saint Sebastian Grade School	Y	Y	Y	N	N
(7980) Saint Thomas Aquinas Academy	Y	Y	Y	N	Y
(3160) Saint Vincent Pallotti School	Y	Y	Y	Y	Y
(8075) Salam School	Y	Y	Y	Y	Y
(8080) Salem Lutheran School	Y	Y	Y	Y	Y
(8190) Sharon Junior Academy	Y	Y	Y	N	Y
(1167) Sherman Park Lutheran Sch	Y	Y	Y	Y	Y
(8217) Siloah Lutheran School	Y	Y	Y	Y	Y
(1516) Souls Harbor Baptist School	N	N	N	N	N
(3550) St Charles Youth & Family Svcs	N	N	N	N	N
(7710) St Rose Youth&Family Ctr Sch	N	N	N	N	N
(1206) St Sava Orthodox School	N	N	N	N	N
(1048) Tamarack Waldorf School	Y	Y	N	N	N
(1171) Texas Bufkin Christian Acad	Y	Y	Y	Y	Y
(1459) The Way & the Truth Chrstn Aca	Y	Y	Y	Y	Y
(1461) Travis Technology High School	Y	Y	Y	Y	Y
(1498) Trinity Christian Academy	Y	Y	Y	Y	Y
(1571) Tuskegee Aviation Academy	Y	Y	Y	Y	Y
(8604) Urban Day School	Y	Y	Y	Y	Y
(1253) Victory Christian Academy	Y	Y	Y	N	Y
(1222) Victory Preparatory Academy	N	N	N	N	N
(8705) WI Institute for Torah Study	N	N	N	N	N
(1462) Washington-DuBois ChrstnLdrshp	Y	Y	Y	N	Y
(8685) Willowglen Acad - Cornerstone	N	N	N	N	N
(1484) Willowglen Academy - Manitoba	N	N	N	N	N
(8720) Wisconsin Lutheran High	N	Y	Y	N	Y
(1574) Wisconsin University	N	N	N	N	N
(0320) Word of Life Lutheran School	Y	Y	Y	N	N
(8740) Yeshiva Elementary School	Y	Y	Y	Y	N
(1469) Young Minds Prep Sch	Y	Y	Y	N	Y

NOTE: Private School participation verification must be kept on file for all private schools within the corporate boundaries of the LEA for the duration of the program.

(\*Incomplete Data: The Private School has not submitted either the PI-1207, Private School Report (which includes enrollment data and is due October 15) and/or the PI-1281, Private School Update (due July 1).

# **Appendix H**

## **System of Support and Sanctions for SIFI Schools**



**Milwaukee Public Schools  
2009-2010 System of Support (SOS) Clusters**

VINCENT	CUSTER	MARSHALL	NORTH	WASHINGTON	SOUTH	HAMILTON	BAY VIEW	DIVERSIFIED COMM. SCHOOLS
Anita Sparks Adm. Specialist	Nancy Mc Lure Adm. Specialist	Frank Moffett Adm. Specialist	Katrice Cotton Adm. Specialist	Keith Posley Adm. Specialist	Graciela Pequeño Adm. Specialist	Grace Thomsen Adm. Specialist	Jeff Krupar Adm. Specialist	Adrienne Woods Partnership
Richard Bukosky DIFI Supervisor	Jacqueline Jolly DIFI Supervisor	Vacancy DIFI Supervisor	Keith Atkinson DIFI Supervisor	Gloria Erkins DIFI Supervisor	Judy Walker-Wied DIFI Supervisor	Sandra Martin DIFI Supervisor	Rae Ellen Sena DIFI Supervisor	Vacancy Charter
Lou Ocampo SELL	Claudia Weaver SELL	Jill Hewitt SELL	Gloria Garrett SELL	Gene Campbell SELL	Jim Lawton SELL	Rebecca Pettit SELL	Tracy Wozniak SELL	Keona Jones Contracted
								Dominique Smith DIFI Supervisor
								Charlyn Pozza SELL
Browning	35 <sup>th</sup>	53 <sup>rd</sup>	Carver	27 <sup>th</sup>	ALBA	Acad. of Accl. Lng.	Burdick	<b>PARTNERSHIP</b>
Bruce	Auer	65 <sup>th</sup>	Cass St.	Bethune	Allen-Field	Alcott	Clement	Assata
Bryant	Barton	68th	Fratney	Brown St	Burbank	Curtin	Cooper	Banner
Engleburg	Clarke St.	81 <sup>st</sup>	Gaenslen	Elm	Doerfler	Fairview	Dover	Cornerstone
Fletcher	Franklin	95 <sup>th</sup>	Green Bay	Hawley	Forest Home	Grant	Fernwood	CYD
Goodrich	Garden Homes	Carson	Hartford	Hi-Mount	Greenfield	Hayes	Garland	Grandview
Kilbourn	Hawthorne	Clemens	Holmes	Lloyd	Kagel	Honey Creek	Humboldt	El Puente
Kluge	Hopkins	Congress	LaFollette	MacDowell	Longfellow	Lincoln	IDEAL	Lad Lake
Maple Tree	Jackson (21 <sup>st</sup> .)	Craig	Meir	Metcalfe	MACL	Lowell	Kosciuszko Mont.	Loyola
Milw.Sign Lang.	Keefe	Emerson	M L King	Milw. French Imm.	Mitchell	Manitoba	Riley	NOVA
Parkview	McNair	Grantosa	Pierce	Neeskara	Story	Morgandale	Tippecanoe	Project STAY
River Trail	Silver Spring	Hampton		Siefert	Vieau	Milw. Span. Imm.	Trowbridge	St. Charles
Stuart	Thoreau	Lancaster		Starms		Rogers	Victory	Satori
	Thurston Woods	Maryland		Westside		Whitman	Whittier	Shalom
	Wheatley (Lee)	Milw. German Imm.				Zablocki		Silver Sprg. Ngh.
		Sherman						Southeastern
		Townsend						Spotted Eagle
								Transition/Success
								Youth Ed. Center
			<b>MIDDLE</b>	<b>SCHOOLS</b>				
Northwest	Northern Star	Morse (6-9)	Milw. Ed. Center	Roosevelt		Audubon	Fritsche/Leap	
Burroughs		Milw. School of Languages		Lincoln Middle		Wedgewood	Fritsche	<b>Non-Instr.Charter</b>
								Carmen
								Highland Comm.
			<b>HIGH</b>	<b>SCHOOLS</b>				Hmong American
								Internat'l Peace Ac.
Foster & Williams	Custer	DuBois	Alliance	Milw. H. S. of Arts	ALAS	Audubon	Bay View	La Causa
Madison Ac.Camp.	King	Marshall	DIAL	Transition	Bradley Tech	Hamilton	Kilmer	Next Door Foundtn.
Vincent	Lady Pitts	Milw. Entrep	Genesis	WHS-Explr.	Community	Milw. Lng. Lab.	Reagan	Veritas
			Milw.Afr..Amer.Imm	WHS-Info.	Montessori IB	Pulaski	WCLL	Wings
			Riverside	WHS-Law	New School			WI Career Acad.
			WORK		Prof. Lng. Institute			
					Project STAY			
					South Division			<b>CONTRACTED</b>
					SUPAR			Garden Homes Mnt
								Guadalupe H.S.
								La Causa E.C.
<b>18</b>	<b>19</b>	<b>22</b>	<b>18</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>20</b>	

VINCENT	CUSTER	MARSHALL	NORTH	WASHINGTON	SOUTH	HAMILTON	BAY VIEW	DIVERSIFIED COMM. SCHOOLS
<b>SOS Core Team</b>								
Dr. Anita Sparks Adm. Specialist	Nancy Mc Lure Adm. Specialist Jacqueline Jolly	Dr. Frank Moffett Adm. Specialist	Katrice Cotton Adm. Specialist	Keith Posley Adm. Specialist	Graciela Pequeño Adm. Specialist	Grace Thomsen Adm. Specialist	Jeff Krupar Adm. Specialist	Adriene Woods Partner./Prog. Officer
Richard Bukosky DIFI Supervisor	DIFI Supervisor	Vacancy DIFI Supervisor	Keith Atkinson DIFI Supervisor	Gloria Erkins DIFI Supervisor	Dr. Judy Walker- Wied DIFI Supervisor	Sandra Martin DIFI Supervisor	Rae Ellen Sena DIFI Supervisor	Vacancy Charter-Prog. Officer
Lourdes Ocampo SELL	Claudia Weaver SELL	Jill Hewitt SELL	Gloria Garrett SELL	Gene Campbell SELL	Jim Lawton	Rebecca Pettit SELL	Tracy Wozniak SELL	Keona Jones Contracted Prog.  Dominique Smith DIFI Supervisor  Charlyn Pozza SELL
<b>SOS Academic Support Team</b>								
Shelley Perkins Literacy Specialist/ Early Reading Firs	Sandra Rosove Literacy Specialist /Reading First	Doris Bisek Literacy Specialist	Bernadette Halloran Literacy Specialist	Deborah Kuether Literacy Specialist	Michelle Trevino Literacy Specialist	Rita Maiorelle Literacy Specialist	Nuntiata Buck Literacy Specialist	Jodene Schlueter Literacy Specialist
Astrid Fossum Math Specialist	Beth Schefelker Math Specialist	Bernard Rahming Math Specialist	Rosann Hollinger Math Specialist	Lee Ann Pruske Math Specialist	Melissa Hedges Math Specialist	Pandora Bedford Math Specialist	Mary Mooney Math Specialist	Laura Maly Math Specialist
Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis
PBIS Coach	PBIS Coach	PBIS Coach	PBIS Coach	PBIS Coach	PBIS Coach	PBIS Coach	PBIS Coach	PBIS Coach
<b>SOS Home-School Support Team</b>								
Social Worker	Social Worker	Social Worker	Social Worker	Social Worker	Social Worker	Social Worker	Social Worker	Social Worker
Parent Information Specialist	Parent Information Specialist	Parent Information Specialist Title I Support	Parent Information Specialist	Parent Information Specialist	Parent Information Specialist	Parent Information Specialist	Parent Information Specialist	Parent Information Specialist
Title I Support	Title I Support	Title I Support	Title I Support	Title I Support	Title I Support	Title I Support	Title I Support	Title I Support
VISTA Volunteer	VISTA Volunteer	VISTA Volunteer	VISTA Volunteer	VISTA Volunteer	VISTA Volunteer	VISTA Volunteer	VISTA Volunteer	VISTA Volunteer
<b>Technical Support</b>								
Human Resources	Human Resources	Human Resources	Human Resources	Human Resources	Human Resources	Human Resources	Human Resources	Human Resources
Budget Specialist	Budget Specialist	Budget Specialist	Budget Specialist	Budget Specialist	Budget Specialist	Budget Specialist	Budget Specialist	
Technician	Technician	Technician	Technician	Technician	Technician	Technician	Technician	

## District and School Improvement (DIFI) Mandates by SIFI Level

Designation	Federal/State Requirements	District/School Requirements
<b>All Schools</b>	<ul style="list-style-type: none"> <li>• Implement IEPs for all Students</li> <li>• Submit and implement School Improvement Plan (SIP)</li> <li>• Establish a function and effective School Governance Council</li> <li>• Establish a committee to focus on attendance and connect with larger district attendance efforts</li> <li>• Develop and implement a plan for support and mentoring of all new teachers</li> <li>• Implement universal screening tools for all students in reading, mathematics and behavior (benchmark assessments)</li> <li>• Mail <i>Highly Qualified letter</i> to homes of all students of any teacher that does not meet the highly qualified teacher requirement</li> <li>• Implement 90-minute reading block and 60-minute mathematics block for grades K-3, 60 minute blocks in reading and mathematics in grades 4-8, and reading intervention courses for grades 9-12 in all schools</li> <li>• Implement a credit recovery program for all students who are credit deficient (high school)</li> <li>• Implement a 9<sup>th</sup> grade support program to ensure successful transition to high school</li> <li>• Implement district curriculum in mathematics and reading with fidelity for all students</li> </ul>	<p>Schools</p> <ul style="list-style-type: none"> <li>• Differentiate instruction, intervention, and monitoring for non-proficient students in reading and mathematics</li> <li>• Establish and use learning team effectively for school decision making, data analysis, planning, and staff development</li> <li>• Complete District approved walkthrough at least three times a year</li> </ul> <p>District</p> <ul style="list-style-type: none"> <li>• Schools receive technical assistance from the SOS teams</li> <li>• Participate in the Ed Stat process for progress monitoring School Improvement Plan</li> </ul>
Additional Requirements for: <b>AYP Schools</b>	<ul style="list-style-type: none"> <li>• No additional items</li> </ul>	<p>Schools</p> <ul style="list-style-type: none"> <li>• Attend Data Retreat</li> <li>• Budget for a Literacy Coach (to be implemented the following year)</li> </ul>
Additional Requirements for: <b>SIFI Level 1 Schools</b>	<ul style="list-style-type: none"> <li>• SIFI Choice letter mailed to homes of all students</li> <li>• 10% of Title I monies go to PD around groups not making AYP</li> <li>• Provide technical assistance to principals including required monthly SIFI meetings</li> <li>• Implement before- and/or after-school tutoring in English/language arts and mathematics in all Title I SIFI schools</li> <li>• School team to attend New WI Promise conference</li> <li>• Implement reading and mathematics extended learning time requirements with fidelity</li> <li>• Non proficient students have the option for summer school</li> <li>• Non proficient students have the option for tutoring through Supplemental Educational Services (SES)</li> </ul>	<p>District</p> <ul style="list-style-type: none"> <li>• Increase budget oversight</li> </ul> <p>School</p> <ul style="list-style-type: none"> <li>• Must budget for literacy coach</li> <li>• Provide intervention support for non-proficient students in reading and mathematics</li> <li>• Budget for a Literacy Coach</li> </ul>

<p>Additional Requirements for: <b>SIFI Level 2 Schools</b></p>	<ul style="list-style-type: none"> <li>Develop plan for Corrective Action</li> </ul>	<p>District</p> <ul style="list-style-type: none"> <li>Increase budget oversight</li> <li>Increase educational program oversight.</li> </ul> <p>School</p> <ul style="list-style-type: none"> <li>Budget for curriculum generalist unless evidence of coaches' work warrants keeping a literacy coach.</li> <li>Develop plan for Block Scheduling (high school)</li> </ul>
<p>Additional Requirements for: <b>SIFI Level 3 Schools</b></p>	<ul style="list-style-type: none"> <li>Implement Corrective Action Plan</li> </ul>	<p>District</p> <ul style="list-style-type: none"> <li>School will be assigned a Curriculum Generalist unless approval was given for a Literacy Coach</li> <li>Significantly decrease management authority at the school*</li> </ul> <p>School</p> <ul style="list-style-type: none"> <li>Plan for restructuring</li> <li>Implement phase in and related professional development for Block Scheduling (high school)</li> </ul>
<p>Additional Requirements for: <b>SIFI Level 4 Schools</b></p>	<ul style="list-style-type: none"> <li>Prepare a plan for restructuring</li> <li>Restructure internal organization of school, MOU with MTEA, if needed.</li> </ul>	<p>District</p> <ul style="list-style-type: none"> <li>If principal doesn't have capacity to lead corrective action and restructuring planning, the principal will be replaced</li> <li>Increased district administrative support around instruction, e.g. Curriculum Generalist</li> <li>Significantly decrease management authority at the school.*</li> <li>Budget development is centrally held</li> </ul> <p>School</p> <ul style="list-style-type: none"> <li>Implement Block Scheduling (high school)</li> <li>Contractual options will be exercised where teachers do not successfully implement/participate in identified reform effort.</li> </ul>
<p>Additional Requirements for: <b>SIFI Level 5 Schools</b></p>	<ul style="list-style-type: none"> <li>Implement Restructuring Plan</li> </ul>	<p>District</p> <ul style="list-style-type: none"> <li>If principal doesn't have capacity to lead restructuring, the principal will be replaced.</li> <li>Significantly decrease management authority at the school*</li> <li>May replace administrative team</li> <li>School may be closed</li> <li>Increased district administrative support around instruction</li> <li>Institute and implement new curriculum</li> </ul>
<p>Additional Requirements for: <b>Schools Beyond SIFI 5</b></p>	<ul style="list-style-type: none"> <li>All Federal and State requirements remain in place.</li> </ul>	<ul style="list-style-type: none"> <li>Major restructuring of school's governance arrangement</li> </ul>

**Restructuring/Corrective Action Options:**

- School reform model, i.e. FTF, Arts-based, Project CRISS
- Replace administrative team/Restructure the internal organization of the school
- Replace school staff relevant to the school's failure to make AYP – transfers and reassignment of staff will be in accord with all existing contractual policies in effect.
- MOU agreement with MTEA where necessary
- Close school
- Change staff
- Combine with high-value added and high attainment school
- Extended school year or school day

**Other:**

Ongoing training for learning teams

Scientific research-based professional development

\* Significantly decrease management authority at the school may take one or more of the following forms:

- the authority of the school or principal/school leader to hire or assign teaching staff;
- the authority of the school or principal/school leader to obligate or expend funds; and/or
- the authority to develop budget
- the authority of the school or principal/school leader to determine the curriculum within the building, and/or the teaching practices and methods to be used, and/or the selection of curricular materials.
- principal selection will be determined centrally
- oversight of fidelity of job assignments, i.e. job description fits the job and the person's doing of the job

NOTE: SOS Team may implement any or all of these guidelines in any given situation at each level.

**Examples of internal reorganization:**

- Organizing a large school into distinct areas or centers with differentiated curricula or thematic orientations, or establishing a school or schools within an existing school;
- Adopting some form of block scheduling and formalized team teaching;
- Altering the opening and closing hours of the school to allow students to attend classes in the early morning, late afternoon, or evening;
- Reducing the school week in conjunction with extending the school day or year;
- Converting a substantial part of the school's entire curriculum to e-learning, accessible to students at their homes or at the school.



# **Addendum**

## **Program Plan Summary**

**Copy from the online application**



**Program Plan Summary for Milwaukee (3619) 2009-2010**

**Total ESEA Funding Available By Title Area**

<b>I-A</b>	<b>I-A ARRA Funds</b>	<b>I-C</b>	<b>I-D</b>	<b>II-A</b>	<b>II-D</b>	<b>III-A</b>	<b>IV-A</b>
\$92,313,941	\$64,417,963	\$0	\$0	\$12,112,069	\$897,227	\$1,266,503	\$1,257,137

**Funds Available by Title Area *After Planned Actions/Strategies Entered***

\$0	\$0	NA	NA	\$0	\$0	\$0	\$0
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Actions/Strategies Planned to Achieve Goal	Perf Ind	ESEA Title Amounts Planned								Other Fund Source
		I-A	I-A ARRA	I-C	I-D	II-A	II-D	III-A	IV-A	
<b>Goal 1: All students proficient or better in reading and mathematics.</b>										
Implement high-yield/ research-based instructional literacy practices across all core content areas by providing district-wide alignment of services that improve teaching and learning	1.1	\$9,824,973	\$0	\$0	\$0	\$714,162	\$106,632	\$0	\$0	Other
Oversee and guide the development and implementation of a variety of assessments based on standards including progress monitoring tools, formative assessment and benchmark assessments as delineated in the DIFI plan and best practices	1.1	\$361,128	\$0	\$0	\$0	\$66,839	\$94,209	\$0	\$0	IDEA
Provide summer school for targeted public and non-public school students focused on identified literacy objectives	1.1	\$3,757,138	\$0	\$0	\$0	\$0	\$0	\$0	\$0	IDEA
Schoolwide and targeted assistance schools will use resources and implement instructional, school climate, staff development and parent and community involvement strategies to reach school improvement plan goals through decentralized Title funds	1.1	\$15,914,032	\$0	\$0	\$0	\$0	\$0	\$0	\$0	None
Provide tier 2 and 3 literacy interventions and tutoring for students as it relates to	1.1	\$20,000	\$2,381,106	\$0	\$0	\$66,840	\$0	\$0	\$0	Other

the RTI model										
Begin phase-in of comprehensive literacy plan in SIFI schools through training and related supplemental materials	1.1	\$30,000	\$1,600,000	\$0	\$0	\$66,840	\$0	\$0	\$0	Other
Place centrally-funded master teachers in SIFI schools with the lowest reading performance to assure that the Comprehensive Literacy Plan is implemented with fidelity	1.1	\$0	\$3,865,880	\$0	\$0	\$0	\$0	\$0	\$0	None
Support implementation of the research-based Comprehensive Mathematics Framework, improve instructional practice in mathematics and provide cross-curricular integration through supports such as Specialists, Teacher Leaders, DIFI supervisors	1.2	\$1,017,313	\$0	\$0	\$0	\$66,840	\$0	\$0	\$0	Local
Oversee and guide the development and implementation of a variety of cross curricular integrated assessments based on standards including progress monitoring tools, formative and benchmark assessments as delineated in the DIFI plan and best practices	1.2	\$420,628	\$0	\$0	\$0	\$66,840	\$0	\$0	\$0	Local
School wide and targeted assistance schools will use resources and implement instructional, school climate, staff development and parent and community involvement strategies to reach school improvement plan goals through decentralized Title funds	1.2	\$15,914,032	\$0	\$0	\$0	\$0	\$0	\$0	\$0	None
Provide summer school for targeted public and non-public school students focused on identified mathematics objectives	1.2	\$3,757,138	\$0	\$0	\$0	\$0	\$0	\$0	\$0	IDEA

Provide tier 2 and 3 mathematics interventions and tutoring for students as it relates to the RTI model	1.2	\$20,000	\$2,381,106	\$0	\$0	\$66,840	\$0	\$0	\$0	Other
Provide comprehensive technical assistance and implement an accountability plan for the SIFI and other targeted low achieving schools. Schools will be held accountable to implement DIFI strategies including high leverage strategies	1.3	\$59,054	\$0	\$0	\$0	\$66,840	\$0	\$0	\$0	Local
Administer required supplementary education services for eligible students enrolled in year 1, 2, 3, 4 and 5 Schools Identified For Improvement to advance reading and mathematics proficiency levels	1.3	\$5,040,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local
Nurses, psychologists, and social workers support the health and wellness needs of students to improve attendance and teaching and learning capacity	1.3	\$4,325,127	\$0	\$0	\$0	\$0	\$0	\$0	\$0	IDEA
Utilize technology-based tools to support curriculum and instruction, professional development, data-driven decisions, communication, and collaboration	1.3	\$607,997	\$0	\$0	\$0	\$138,956	\$228,793	\$0	\$0	Local
Provide professional development and collaborative meeting times for learning teams to assist staff in the implementation of school improvement planning	1.3	\$43,662	\$3,876,188	\$0	\$0	\$0	\$0	\$0	\$0	Other
Provide differentiated professional development for school staff in each SOS cluster based on needs as identified by school improvement plans	1.3	\$644,832	\$6,823,012	\$0	\$0	\$187,008	\$0	\$0	\$0	Other
Provide PD for district										

and school staff to support aligned curriculum, data analysis, extended learning time, differentiated instruction and high yield instructional strategies delineated in WTAM, PD functional plans, DIFI plan and the literacy plan	1.3	\$581,192	\$1,400,000	\$0	\$0	\$66,840	\$0	\$0	\$0	Other
Administer, coordinate, provide accountability, evaluation, technical assistance and support services (including expanded SOS teams) for public and non-public school Title I services, implementation of ESEA requirements and DIFI Plan restructuring	1.3	\$1,384,850	\$2,380,460	\$0	\$0	\$66,840	\$0	\$0	\$0	Other
Provide access to equitable educational services and materials, professional development and parent involvement activities to eligible non-public schools and support academic services for Chapter 220 students	1.3	\$14,881,293	\$5,996,336	\$0	\$0	\$829,093	\$0	\$0	\$0	None
Provide general administrative/operation services that indirectly support conducting activities to improve student achievement, such as accounting personnel, and payroll services (indirect costs)	1.3	\$3,338,022	\$4,838,999	\$0	\$0	\$576,765	\$0	\$0	\$0	None
Provide collaboration time for school staff including collaboration between special education teachers, regular education and specialist teachers to better support student achievement.	1.3	\$701,794	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local
Reduce class size in the early elementary grades with fully qualified and state certified teachers to improve educational achievement for both students with regular	1.3	\$0	\$0	\$0	\$0	\$7,713,572	\$0	\$0	\$0	SAGE

education needs and students with special education needs										
Homeless coordinators including one bilingual (Spanish) will coordinate communication between school and community agencies and assist schools in providing resources, school supplies, and school of origin transportation to support homeless students	1.3	\$293,337	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local
<b>Goal 2: Reading, mathematics, and English language proficiency for ELL students.</b>										
Conduct trainings for public and non-public schools on high yield instruction, research proven strategies that support best results for English language acquisition and achievement, including administration of ACCESS and WAPT for language monitoring	2.1	\$0	\$0	\$0	\$0	\$0	\$0	\$366,256	\$0	Other
Provide support for implementation of before/after school ESL tutorials classes/summer school (New Comer Center), programs that have classes specifically designed for ELLs to improve English language acquisition/proficiency and academic achievement	2.1	\$0	\$0	\$0	\$0	\$0	\$0	\$44,016	\$0	Other
Continue to provide professional development at the school and at the district-wide level for schools and district staff, to understand and implement the ELP Standards for ELLs and embed the standards with district-wide initiatives	2.1	\$0	\$0	\$0	\$0	\$0	\$0	\$240,968	\$0	Local
Provide support and professional development to schools for resources and materials that will										

enhance and enable ELLs to meet the three Annual Measurable Objectives (AMAO's) mandated by NCLB and DPI	2.1	\$0	\$0	\$0	\$0	\$0	\$0	\$38,899	\$0	IDEA
Provide general administrative/operation services that indirectly support conducting activities to improve students English language acquisition such as accounting personnel, payroll services (indirect costs)	2.1	\$0	\$0	\$0	\$0	\$0	\$0	\$23,890	\$0	None
Utilize supplementary instructional materials, resources, equipment and software, such as Imagine Learning, Rosetta Stone and supplementary software that compliment reading texts to enhance reading skills for ELLs to improve academic achievement	2.2	\$0	\$0	\$0	\$0	\$0	\$0	\$155,000	\$0	None
Provide school-based and district-wide professional development on differentiated instruction for administrators, teachers, and paraprofessionals who work with ELLs	2.2	\$0	\$0	\$0	\$0	\$0	\$0	\$94,288	\$0	Local
Support schools/teachers in the implementation of the Spanish reading program, WTAM, Reading Pacing Guide, Marzano's vocabulary development, and the ELP standards.	2.2	\$0	\$0	\$0	\$0	\$0	\$0	\$38,898	\$0	Local
Utilize supplementary instructional materials, resources, and software programs such as Math for Success Intervention, software for technology, and software used with Project Lead the Way to improve math skills and academic achievement	2.3	\$0	\$0	\$0	\$0	\$0	\$0	\$170,000	\$0	IDEA
Provide PD in the components of										

Sheltered Instructional Observation Protocol such as scaffolding, differentiated instruction, high yield instructional strategies as in WTAM, PD Functional Plan, and DIFI Plan to help ELLs demonstrate math competency	2.3	\$0	\$0	\$0	\$0	\$0	\$0	\$94,288	\$0	Local
<b>Goal 3: All students taught by highly qualified teachers.</b>										
Provide support to emergency licensed teachers who have not passed the Praxis II exam for certification	3.1	\$6,965	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local
Recruit and retain highly qualified teachers in critical shortage areas - mathematics, science, special education, bilingual, etc., ensuring NCLB compliance (human resources staff)	3.1	\$562,045	\$650,000	\$0	\$0	\$0	\$0	\$0	\$0	Local
Provide a system of support aligned with PI34 including conducting orientation, coaching, mentoring, and training activities for initial educators, administrators, educators renewing their license or seeking administrator/pupil services licenses	3.1	\$1,970,349	\$2,798,348	\$0	\$0	\$132,871	\$0	\$0	\$0	Local
Provide schools with technical assistance to implement school-wide, embedded professional development, including instructional technology and instructional curriculum resources to strengthen school capacity	3.2	\$0	\$0	\$0	\$0	\$138,956	\$0	\$0	\$0	Local
Provide school staff with access to high quality online courses and learning communities building opportunities to collaborate and disseminate best teaching practices. Train teacher leaders to facilitate online courses and learning communities	3.2	\$0	\$0	\$0	\$0	\$140,943	\$0	\$0	\$0	Local

Support schools in embedded professional development instructional technology, 21st Century alignment of skills and NCLB goals to coordinate training and school efforts effectively	3.2	\$0	\$0	\$0	\$0	\$138,956	\$0	\$0	\$0	Other
Provide training and support to district and school staff to access and utilize data for decision making, including more data warehouse report development. Electronically collect additional data for analysis about professional development	3.2	\$270,426	\$0	\$0	\$0	\$128,512	\$0	\$0	\$0	Local
MPS/Alverno Administrators Mentoring and Coaching Program will provide the services of a mentor to new principals including professional development plan support under PI34.	3.2	\$533,860	\$0	\$0	\$0	\$187,008	\$0	\$0	\$0	Local
Provide MPS teachers with access to technology tools, instructional technology professional development, staff instructional support and materials to support quality teaching aligned to Wisconsin standards	3.2	\$0	\$0	\$0	\$0	\$138,956	\$106,632	\$0	\$0	IDEA
Provide professional development opportunities to paraprofessionals	3.3	\$0	\$0	\$0	\$0	\$66,840	\$0	\$0	\$0	Local
Provide MPS paraprofessionals with access to technology tools and instructional technology PD to align teaching practices with WTAM goals and the Wisconsin Standards for Teachers focused on improving student achievement across all content areas	3.3	\$0	\$0	\$0	\$0	\$138,956	\$0	\$0	\$0	None
<b>Goal 4:</b> All students will be educated in learning environments that are <b>safe, drug free</b> , and conducive to learning.										

In order to maintain 0 persistently dangerous schools, safety assistants and a safety coordinator will support safe schools, including gang training and the continuation of district-wide crisis prevention intervention training	4.1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$157,022	Local
Provide universal positive behavior supports, early intervention and ongoing support to schools in order to maintain 0 persistently dangerous schools	4.1	\$0	\$415,015	\$0	\$0	\$0	\$0	\$0	\$52,341	Local
Provide general administrative/operation services that indirectly support conducting activities to create environments that are safe, drug free, and conducive to learning, such as, accounting personnel, and payroll services (indirect costs)	4.1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$21,622	None
Implement a Violence-Free Zone Safe School Initiative in MPS high schools through the Center for Neighborhood Enterprise to reduce negative student indicators such as suspensions, truancy, gang activity and violence in schools	4.1	\$1,521,019	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Other
Provide administrative support and technical assistance to schools to prevent high risk behaviors and support healthy choices among students. Services include conducting a survey, community collaboration, and professional development	4.2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$529,479	Local
Continue to support school-based School Coordinated Health Teams through networking opportunities at least four times per year	4.2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,280	Local
Provide alternatives to										

expulsion and programs for students facing expulsion charges. Successful completion may allow expelled students early readmission to school	4.2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000	Local
Offer a limited menu of researched-based programs and curricula for students in both public and non-public schools to acquire the skills and information to make healthy and safe lifestyle decisions	4.2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$401,393	State AODA
Continue to provide professional development to both public and non-public schools' staffs and parents on the principles of effective prevention of youth risk behavior, especially in the areas of marijuana use, sexual behaviors and violence	4.2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000	Local
<b>Goal 5: All students will graduate from high school.</b>										
Collaborate with district high school redesign efforts (small high schools, smaller learning communities) to provide ongoing support, curriculum materials, and PD including instructional technology that targets achievement gaps and students' needs	5.1	\$440,923	\$0	\$0	\$0	\$138,956	\$106,632	\$0	\$0	Local
Implement business, health care and Science, Technology, Engineering, and Mathematics (STEM) education curriculum that encompasses career related 21st Century skill development	5.1	\$0	\$1,834,369	\$0	\$0	\$0	\$160,121	\$0	\$0	Carl Perkins
Provide credit recovery programs as well as alternative curriculum	5.1	\$913,271	\$1,210,000	\$0	\$0	\$0	\$0	\$0	\$0	Local
Align 6th through 12th grade curriculum with the grade level content knowledge necessary to lead up to a mastery of the Advanced Placement examination	5.1	\$0	\$920,208	\$0	\$0	\$0	\$0	\$0	\$0	Local

in 12th grade										
Enhance H.S. options by recruiting proven, quality national charter school operators for charter status in MPS and modifying the calendar for existing charters to provide more collaborative planning time and inter sessions for credit/grade recovery	5.1	\$0	\$2,788,414	\$0	\$0	\$0	\$0	\$0	\$0	None
Improve attendance through evidence-based prevention level programs such as: positive behavioral supports, alternatives to suspension, school-family communication	5.2	\$0	\$415,015	\$0	\$0	\$0	\$0	\$0	\$0	Local
Implement grade appropriate strategies to assist students to make successful transitions from Pre-K to Elementary; from elementary to middle school; and, from 8th grade to 9th grade	5.2	\$0	\$6,319,409	\$0	\$0	\$0	\$0	\$0	\$0	Local
Facilitate data driven decision making throughout the district through the integration of key data systems and the development of dashboards to monitor key student and district performance indicators	5.2	\$509,945	\$6,174,098	\$0	\$0	\$0	\$0	\$0	\$0	Other
<b>Goal 6: Involve families in educating their children</b>										
Provide MPS and non-public school families with strategies and tools to support their children in the educational process. Strategies and tools will be provided through instructional technology, family literacy and parent classes	6.0	\$230,000	\$4,350,000	\$0	\$0	\$0	\$94,208	\$0	\$0	Local
Provide training for parents to ensure that educational decisions and the school budget process are made in a collaborative manner involving parents, school staffs, and community	6.0	\$1,212,420	\$900,000	\$0	\$0	\$0	\$0	\$0	\$0	IDEA

Coordinate district parent groups to implement strategies to increase family and community involvement to assist with addressing identified needs and barriers. Collect and analyze data on effectiveness of efforts	6.0	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Other
Collaborate with district departments to collect and monitor information about parent representation on the school's governance council and school's parent and community committee	6.0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Other
Publish school and district performance data (District Accountability Report) via the MPS Portal, press releases, local schools, libraries and community organizations	6.0	\$148,514	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local
Provide timely notifications to parents in an understandable format and in a language they can understand	6.0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	None
Communicate district parent training/workshops to parents using multiple communication tools in a timely manner	6.0	\$419,180	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local
Assure families of ELL, refugee, homeless, and EEN have access to parent trainings, workshops and all educational services	6.0	\$182,593	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	Local
Assure communication between home and school is regular, two-way, and meaningful	6.0	\$379,889	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Local