



WI URBAN
LEADERSHIP
INSTITUTE

Best Practices Toolkit

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INTRODUCTION

A. Project Details

The Wisconsin Urban Leadership Institute (WULI) is an intentional collaboration with the largest urban school districts: Green Bay, Kenosha, Madison, Milwaukee and Racine Public School Districts. An approach to developing urban leaders that is a combination of professional development, leadership coaching, and networking designed to develop the Wisconsin Framework for Principal Leadership competencies and equity dispositions needed to successfully lead in an urban setting. Principals who are transformative equity leaders will translate and apply their training from the WULI to improved actions and practices that enable teachers to meet student needs leading to improved student outcomes. WULI Participants will:

- 1) Create focused opportunities for self-reflection, cross-district collaboration and application of learning
- 2) Develop, build on, and refine adaptive leadership capacity for educational equity
- 3) Establish necessary conditions for a trusting professional learning community
- 4) Participate in a learning cohort with other urban principals to create a larger community of practice.

27 of 30 WULI participating principals completed 80% or more attendance at the Professional learning series and capstone projects. Three Participants dropped due to personal reasons. All grade levels were represented across all five districts. Approximately 70% of participants had 5 years and under of administrative experience. 100% of the 27 participants completed a capstone project.



INTRODUCTION

B. Capstone Project Overview

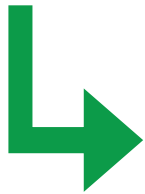
The purpose of the capstone project was to capture participants' learning experiences as a leader while participating in WULI. It provided participants an opportunity to plan, strategize while reflecting. The intent was to bring to the forefront the leadership characteristics necessary to dismantle the inequitable practices and policies at the building level and move to create new ones that will lead to improved outcomes for all students, especially those who have been historically marginalized.

Participants worked closely with his/her school leadership team, WULI cohort mates and WULI coach to develop a plan that was aligned to ELI results, school improvement goals and district goals. The Capstone Project was completed in four phases as explained below:

Series One: Discovering Self as an Equity Champion

Developing a personal problem of practice aligned to:

- ELI results
- School goals
- District goals
- Relevant school data



Series Two: Developing Individual Cultural Competence

Develop an action plan that reflects all lens of systemic oppression:

- Individual
- Interpersonal
- Institutional
- Structural

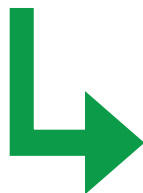


Series Three: Building A School Culture of Excellence with Equity

Collect data and assess progress against goals

Modify action plan

Implement new strategies



Series Four: Designing a School Improvement Strategy for Results

Evaluate the capstone project

Develop a plan for sustainability

INTRODUCTION

C. Overview of the Content for the Year

The content of the program was designed to provide participants an opportunity to explore four key areas of being an equitable school leader:

- 1) Create focused opportunities for self-reflection, cross-district collaboration and application of learning
- 2) Develop, build on and refine adaptive leadership capacity for educational equity
- 3) Establish necessary conditions for a trusting professional learning community
- 4) Participate in a learning cohort with other urban principals to create a larger community of practice.

Below you will find a set of outcomes for each series as well as some of the experiences participants were involved in throughout the program:

Series 1: Discovering self as an equity champion

Session Outcomes

- Develop a professional learning community centered on trust, vulnerability, safety and sharing by demonstrating a growth mindset as a public learner and establish critical friendships.
- Understand the history of racism and its impact on the school system in Wisconsin
- Examine implicit bias and its impact on leadership
- Analyze and triangulate multiple data sources in order to begin to develop a problem of practice to increase capacity to be an equitable school leader
- Develop a professional learning community centered on trust, vulnerability, safety and sharing by demonstrating a growth mindset as a public learner and establish critical friendships.
- Explore and practice strategies on how to be resilient as a leader of equity
- Explore how privilege, power and oppression lives in me personally and in my practice

Some Session Experiences:

- Vocabulary: implicit bias, power, privilege, racial microaggressions, white privilege
- History of race in education
- Writing and sharing personal racial narratives
- Unpacking untold stories in each individual's school
- Identifying personal triggers

Series 2: Developing cultural competence

Session Outcomes

- Continue examining your implicit bias and its impact on your leadership and be willing to strategically disrupt biases in your school
- Continue to build your equity lens using defined vocabulary
- Develop the facilitative skills needed to engage in courageous conversations around the impact of race on equity with staff
- Understanding the change process and its impact on action planning for the capstone project

Some Session Experiences:

- Vocabulary: racial microaggressions, white privilege
- Racial affinity groups
- Engaging in difficult conversations
- Identifying and solidifying the Problem of Practice for Capstone

INTRODUCTION

C. Overview of the Content for the Year

Series 3: Building a school culture of excellence with equity

Session Outcomes:

- Identify equitable school practices including the behavioral, social, emotional, and academic supports needed to ensure equitable access, opportunity, and outcome for all educators and learners.
- Understand what a culturally responsive classroom looks and sounds like, and practice using an equity walk protocol that will help identify and strengthen equitable teacher practice.
- Unpack and examine the shifts necessary to move from trauma informed care to healing centered engagement with students and adults.

Some Session Experiences:

- Identifying components of an equitable classrooms
- Providing teacher feedback
- A school visit with a classroom walkthrough

Series 4: Designing a school improvement strategy for results

Session Outcomes:

- Reflect on learning individually and collectively as a cohort
- Develop a plan of action to implement and collect data related to problem of practice
- Identify areas of improvement to take care of self in being a leader for equity
- Practice skills to navigate political challenges in being a leader for equity

Some Session Experiences:

- Racial affinity groups
- Consultancies
- Navigating political landmines
- Planning for next year

INTRODUCTION

D. Summary of What Was Learned

The capstone project presentations were analyzed by the evaluation team to identify common themes that were addressed by multiple principals. The presentations included the problem of practice, accomplishments, reflections and future action steps. For analysis, inductive coding was used to create first-level labels to summarize segments of data, followed by pattern coding to group the summary labels into fewer overarching themes (Miles and Huberman, 1994). Although the below illustrates ten identified major themes, all of these themes align with the four themes of the program. The themes and examples from the capstone project presentations are provided.

Self-growth

Many principals discussed the individual reflection and growth they engaged in throughout the ULI in their presentations. Some participants discussed the importance of going through a process of self-discovery before leading their staff to undertake a similar process. At one of the professional learning series sessions in December 2018, the group asked white male participants to share their viewpoint more so that others could learn from them. A few of the white males mentioned this as a turning point for them during their presentations and pledged to speak up in the future.

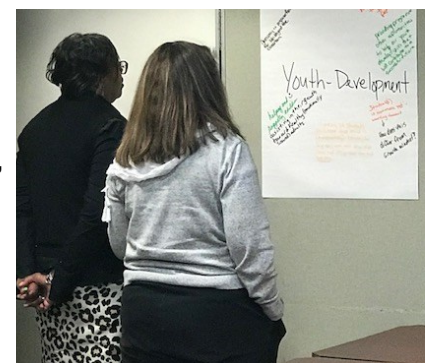


Self-growth Capstone

One principal reflected on her efforts throughout the school year to become an equity leader in her school. She shared her personal story about why racial equity is important to her in one of her staff meetings, researched bias, took the Race Implicit Association Test from Project Implicit™ to identify her own racial biases, read Culturally Responsive Teaching and the Brain by Zaretta Hammond and was attending a district equity training. Additionally, this principal received positive feedback from staff about the equity-related resources she shared in her weekly staff newsletter and was working collaboratively with other principals in her same zip code to develop a common walkthrough tool for use across their schools.

Examining School Data by Race or Language

Many principals examined disparities in student achievement, student discipline and student opportunity by race or for English Language Learners in developing their problem of practice. Often, a problem of practice focused on narrowing or eliminating disparities between students. In some instances, principals built their capstone on further understanding and addressing particular disparities, oftentimes by sharing and discussing data with school staff. Examining data disaggregated by race or native language led principals to implement policy changes, which are discussed below, or to develop initiatives or interventions specifically for groups of students who were experiencing disparities in achievement, discipline or opportunity.



Furthermore, some principals began to examine representation and inclusion by race or native language among their staff and students' families. Efforts to engage students' families are discussed below.

Capstone Examining School Data by Race or Language

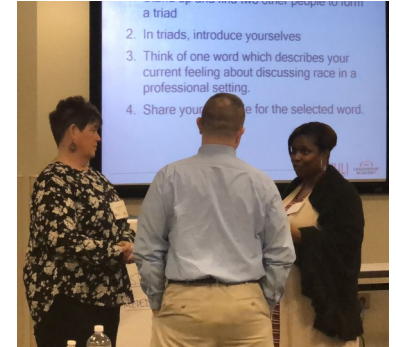
The disproportionate suspensions of African American and Latino males led one principal to pilot an empowerment group in his school, the Black and Latino Manhood Academy. The initiative focused on young men of color to increase attendance and decrease suspensions. The young men in the program developed self-advocacy skills using twelve guiding principles. The average attendance rate across the participants increased by 3% and the average suspension rate decreased by 11% over the previous year.

INTRODUCTION

D. Summary of What Was Learned

Weaving Equity into School Vision, Practices and Policies

To establish a foundation for equity throughout the school, some principals focused on creating or recreating an equity vision in partnership with staff. Other principals focused on identifying inequitable policies and practices within their schools, often as contributing factors to disparities in student data. Principals updated policies on the use of cell phones by students, policies on headgear, and changed practices around student access to Advanced Placement and International Baccalaureate classes.



Capstone Weaving Equity into School Policies

One principal identified that the policy against hats within her school was being implemented disproportionately to discipline students of color wearing do-rags, while not being enforced against students wearing baseball hats or hoodies. She found that students wearing do-rags were concerned with the appearance of their hair. She decided that enforcing the hat policy was a wasteful use of school resources and time and should no longer be enforced. She was surprised by the pushback that she received from staff about the change and has used the opportunity to reflect on how she will handle policy changes in the future. Her school experienced a decrease in discipline referrals after the policy change was communicated.

Leading Staff to Embrace and Promote Racial Equity

The principals shared various efforts they made over the course of the year to encourage staff to adopt racial equity into their thinking and actions. Principals often began conversations around equity by examining disaggregated data with staff and discussing how the disparities could be addressed. Principals strove to have “courageous conversations” with staff by opening an honest dialogue about race and biases and to use questioning techniques to prompt staff thinking. Principals shared resources, sometimes from the ULI training, related to racial equity with staff, including books, articles and videos. Some principals focused on creating a racial equity coalition among their leadership team or by identifying equity champions on their staff who could also lead courageous conversations. Many principals used an equity walkthrough tool, either one developed by NYCLA or one they developed within their school to establish a common understanding of equity practices within the classroom. Principals also focused on assisting staff incorporate culturally relevant curricula and practices, such as through professional development or feedback.



Capstone Leading Staff to Embrace and Promote Racial Equity

One principal developed an equity walkthrough tool that was used by her leadership team during the school year. The tool helped the team gather data and provide feedback to teachers about practices such as student engagement, greeting students and hosting a morning meeting. The team tracked the data over time and found improvements in the data by June 2019. Although the principal experienced significant staff vacancies, she was still able to gather staff feedback on the walkthrough tool and implement it within the year to encourage staff to embrace equitable practices within their classrooms.

INTRODUCTION

D. Summary of What Was Learned

Engaging Families Equitably

A few of the principals highlighted family engagement strategies in their capstone presentations. Strategies included gathering input from families of color through focus groups, interviews or by forming an on-going parent group at the school. Principals incorporated feedback from families into planning future engagement efforts, such as by scheduling family events for those who work hours primarily outside of the school day or inviting parents of color to speak to staff during their professional development.



Capstone Engaging Families Equitably

To increase a sense of belonging and engage families in student learning, one principal sought to build trusting relationships with families. To this end, the principal reached out to families for their feedback on how the school could better engage them and created opportunities to inform families about their child's learning. The principal formed a parent focus group with representation across student groups to gain their input. Additionally, the school hosted family events during the school day three times throughout the year for families to come into classrooms alongside their children to understand what they were learning; family attendance increased at each consecutive event. The school also hosted welcome events for families of kindergarteners and first graders. The school increased the response rate to their parent survey by more than 30 percentage points over the previous year (from 9% to 40%) and the principal plans to host additional family events next school year. The principal recommended that the district consider relocating family engagement coordinators in the schools from their current positions within the district office to help all schools implement similar strategies.

CAPSTONE SUMMARY/RESEARCH RESULTS

A. Summary of Capstone Learnings

Below you will find an additional summary of capstone learnings. Each capstone was reviewed and categorized into one of the four themes of the program. Each theme shows a common problem of practice followed by action steps and quick wins. It is important to note that even though no ones capstone was explicitly in the area of 'discovering self as an equity champion' everyone started in this category and it made it as part of their problems of practice.

Theme #1: Discovering Self as an Equity Champion

GENERAL PROBLEMS OF PRACTICE	COMMON ACTION STEPS	COMMON QUICK WINS
	<ul style="list-style-type: none">Taking inventory tests to understand personal bias such as Harvard Implicit Bias testExamining own implicit bias and their impact on decision-makingShare my personal race story with staffReflect on my school-based decisions and how they might be shaped by my own biasesAsking for feedback from leadership team on personal growth and progressReading books that help support personal journey	

CAPSTONE SUMMARY/RESEARCH RESULTS

A. Summary of Capstone Learnings (cont'd)

Theme #2: Developing Cultural Competence

GENERAL PROBLEMS OF PRACTICE

If a school leader is deliberate in unpacking their own biases and being a public learner then they will be able to lead their school team in building a foundation to create an equitable school

COMMON ACTION STEPS

Book study with staff - common books named: Courageous Conversations about Race by Glenn Singleton, White Fragility by Robin DiAngelo, Culturally Responsive Teaching and The Brain by Zaretta Hammond

Engaging in difficult conversations about race with staff members

Meeting staff where they are

Identify district allies that will support the work inside and outside of the school

COMMON QUICK WINS

New/updated school equity vision statement

Expanded community partnerships

Improved attendance

A common language to discuss the ideas of race and inequity.

CAPSTONE SUMMARY/RESEARCH RESULTS

A. Summary of Capstone Learnings (cont'd)

Theme #3: Building a School Culture of Excellence with Equity

GENERAL PROBLEMS OF PRACTICE

If a school leader is a model for being an equitable leader while also developing tools and protocols to support their teachers' growth then students will have a school experience where they want to attend because it is a positive learning environment where their voice is valued

COMMON ACTION STEPS

Book study with staff - common books named: Courageous Conversations about Race by Glenn Singleton, White Fragility by Robin DiAngelo, Culturally Responsive Teaching and The Brain by Zaretta Hammond

Engaging in difficult conversations about race with staff members

Providing feedback to teachers

Creation of equity teams

Creation/implementation of equity walkthrough tools

Creation of morning meetings in all classrooms

Implementation of restorative practices including 'cool -down' centers

Teacher teams developing specific "look fors" in their

COMMON QUICK WINS

New/updated school equity vision statement

Expanded community partnerships

Improved attendance

A common language to discuss the ideas of race and inequity.

CAPSTONE SUMMARY/RESEARCH RESULTS

A. Summary of Capstone Learnings (cont'd)

Theme #4: Designing a School Improvement Strategy for Results

GENERAL PROBLEMS OF PRACTICE

If there is a focus on a key systemic policy/practice (enrollment, hat/cell phone policy, master schedule, budget, staff hiring) working collaboratively with a variety of stakeholders then there will be opportunities to change policy/practices to create a more equitable school experience for students

COMMON ACTION STEPS

Book study with staff - common books named: Courageous Conversations about Race by Glenn Singleton, White Fragility by Robin DiAngelo, Culturally Responsive Teaching and The Brain by Zaretta Hammond

Engaging in difficult conversations about race with staff members

Re-evaluating common policies (high level course enrollment, hats, cell phone)

Re-evaluate and changes in master schedule (students and teachers)

Re-evaluating budget to hire staff in needed areas

Focusing on staff diversity in hiring

COMMON QUICK WINS

Teacher buy-in to changing policies (IB or AP enrollment, hats, cell phone)

Listening Sessions (staff, students, families)

Black Excellence Talks (weekly, focused conversations or actions)

Race and Equity Team PD

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

In this section, each participants' capstone is displayed. Easily identifiable information was removed to protect the school and leader while providing opportunity for larger learning.

Theme: Developing Cultural Competence

GREEN BAY PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

If I provide essential formative feedback and effective professional learning for teachers related to universal instruction of EL learners, teachers will increase their capacity for higher levels of individualized, culturally responsive instruction so that our EL learners will achieve higher levels of success emotionally and academically.

KEY ACTION PLAN

Individual:

- Explore personal: explicit bias, implicit bias, stereotype threat.

Interpersonal:

- Crucial conversations

QUICK WINS AND ADJUSTMENTS

Crucial Conversations
Courage to lead

Encourage others to lead
Achievement Gap Analysis for All
Data sharing

School wide data sharing

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

GREEN BAY PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

Increase my capacity to publicly share my vision to all stakeholder groups, co-create accountability through 'structures, systems and strategies' with those who can influence equitable practices and increase achievement rates

KEY ACTION PLAN

Individual:

- Explicit Bias - continue intentionality in public sharing, related feelings and leadership practices that support 'ALL students can learn' (ie: Hispanic/Latino EL) philosophy and co-create systems, structures and strategies to increase proficiency

Interpersonal:

- Difficult Conversations about Race - intentional, ongoing professional development opportunities with stakeholders to support equitable practices

Institutional:

- Enrollment (projected EL increase)
- Budget (Full-time staff & professional development money)
- Scheduling (system, structure, strategies)
- Personnel (co-serve)

Structural:

- Opportunity Structures
- Cultural Responsiveness
- Effective Communication
- Student Engagement
- Family Engagement

QUICK WINS AND ADJUSTMENTS

- Establish scheduled discussion including structure (staffing), system (course recommendations) and researching strategies (equitable teaching practices in universal settings).
- **Already Approved:** Schedule, Staffing, Professional Development

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

KENOSHA

LEADERSHIP PROBLEM OF PRACTICE

If I help lead the work of the district equity team, keeping focus on equity even when that is difficult, then I will positively impact the school community.

KEY ACTION PLAN

Individual:

- Identify district allies
- Organize research
- Create some short term goals and some long term goals
- Review, reflect, respond
- Look beyond my building

Interpersonal:

- Create Equity team and meet to have a conversation about equity within our schools
- Draft equity plan based on district goals and research

Institutional:

- Attendance & Achievement (ESSA)
- Curriculum & Assessment (EL, Special Ed, and lack of equity with AP track)
- Discipline (equity gap, restorative practices)
- Personnel (recruitment, hiring, and sustaining.

Structural:

- Believed vs said vs done
- Systems of privilege
- Curriculum opportunities
- Instructional strategies
- Build a partnership with our parents of color in equity conversation

QUICK WINS AND ADJUSTMENTS

- Test scores and attendance improved, risk ratio improving
- People who have already agreed to join the equity team and work
- New personnel in HR who seem committed to this process
- District members actively involved and in new positions

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

MADISON

LEADERSHIP PROBLEM OF PRACTICE

Increase sense of self, both as an individual and as a staff, to better identify bias, microaggressions, and our white privilege.
Create a new Equity Vision as a staff.
Create a African-American Parent group that gives our marginalized parents a voice and begins to create deeper relationships which will create a deeper sense of belonging.

KEY ACTION PLAN

Individual:

- Identify my racial why
- Read *White Fragility* by Robin D'Angelo.
- Reread *Culturally Responsive Teaching and the Brain* by Zaretta Hammond.
- Begin process of rewriting school equity vision.

Interpersonal:

As a school based leadership team we will:

- Begin reading *White Fragility*
- Provide information to whole staff about equity.
- Begin process to rewrite the equity vision.

Institutional:

- 2018-19 school year: No action
- 2019-20 school year: Scheduling changes, focus of SIP will be on Race, Rigor, and Relationship

Structural:

- Our students experiencing homelessness are primarily our students of color. How do we lean into this as a school to not tie our bias to this?
- Parent groups: missions, visions, purpose

QUICK WINS AND ADJUSTMENTS

- Development of new Equity Vision
- Creation of our African American Parent Empowerment Group
- New school improvement plan structure that supports equity

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

MADISON

LEADERSHIP PROBLEM OF PRACTICE

Increase my capacity to develop a school-wide equity vision involving key stakeholders to serve as the foundation for creating equitable systems, structures, and opportunities for all students.

KEY ACTION PLAN

Individual:

- Work to identify my own individual bias both explicit and implicit (Zaretta Hammonds', Culturally Responsive Practices)
- Work to understand my privilege and how it has shaped me as an individual
- Develop process to engage stakeholders

Interpersonal:

- Use my weekly administrative team meetings to work through and problem solve difficult conversations around race and equity as a school and individual staff

Institutional:

- Vision-develop belief around school vision
- Scheduling-develop beliefs statements with regard to scheduling

Structural:

- Understand and recognize who has historically had access to input on school systems
- Raise the value and voice of those who have been traditionally marginalized.

QUICK WINS AND ADJUSTMENTS

- Development of scheduling [beliefs](#) from which to guide design making
- Over 300 stakeholders took part in and shared their [thoughts](#) and beliefs about our school vision.
- [Belief/vision](#) developed and continued to be refined.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

If I identify as well as reflect on my own biases and how they affect my staff interactions, then I will be able to provide professional development for staff to identify as well as reflect on their own biases and how they affect their student interactions. As a result referrals should decrease by at least 20% or more by June 2019.

KEY ACTION PLAN

Individual:

- Take the Clifton Strengths
- Staff will take the Clifton Strengths
- Read Culturally Responsive Teaching and the Brain by Zaretta Hammond

Interpersonal:

- We recently went through some training with the District in June
- I will build it in as a professional development day with the expectations for revisiting monthly after practice and observations
- As a leader I will constantly reflect on my own biases

Institutional:

- Making cultural relevant purchases (i.e. library fund purchasing books that reflect the students and professional development books that support cultural relevance)

Structural:

- Common Language
- Morning Meetings
- Mindfulness
- Cool Down corners

QUICK WINS AND ADJUSTMENTS

- Referral were 1246 last year. This year 799 a 22% difference.
- In the beginning of the year we had some common language that we all agreed to use and in January.
- We did the Clarke Street Commitment which is praising students purposely before drawing attention to the negative. (I see Johnathan is on task, Everett is on task, etc before pointing out Johnny who is off task.)

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

As a school leader, if the staff and I increase our understanding of equity and have the support and learning opportunities that will provide tools to use as we encounter issues of cultural relevancy, then the 80% of our 2nd and 4th grade African American female scholars that are performing below target in their reading levels will improve in their reading levels.

KEY ACTION PLAN

Individual:

- Racial Equity Specialist
- Book Study
- Professional development on Equity and Culturally Responsive Practices
- Colleague Networking (PLC)
- School Visits

Interpersonal:

- Book Study with Staff
- Professional development on Relationship and Community Building
- District Professional development on Equity
- State Professional development on Equity
- Data Analyzing and Conversations
- Parent Nights

Institutional:

- Focus on key areas such as: budgeting, resources (instruction and materials), assessments and curriculum

Structural:

- Proactively engage families to increase attendance and reduce suspensions
- Provide a wide variety of interventions

QUICK WINS AND ADJUSTMENTS

- Review Universal Strategies
- Expand and Build Community Partnership
- Weekly Thursday Morning Meetings
- Bi-Weekly Student Council Meetings
- On-going walkthrough to collect data on instructional practices
- Share data results with staff
- Girls Reading Groups
- Revisit 6 Pillars of Character

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

If I develop my own understanding of my personal biases and privilege, share my personal truth with staff and provide staff opportunities and time to investigate and reflect on their own biases and privilege, then there will be a decrease in the number of discipline referrals written in 2018-2019 compared to 2017-2018 and students in grades 3-8 will close the achievement gap in reading by at least 5%.

KEY ACTION PLAN

Individual:

- Share my personal race story with staff
- Research additional information in bias based beliefs
- Include a link related to Implicit Bias, Cultural Relevance, etc. in every weekly staff newsletter
- Reflect on my school-based decisions and how they might be shaped by my own biases.
- Take the Harvard Implicit Bias Test

Interpersonal:

- Read Culturally Responsive Teaching and the Brain by Zaretta Hammond
- Ask for feedback from the leadership team on growth in my personal practice
- Invite staff to re-organize structures in preparation for 2019-20

Institutional:

- Budget for a reading teacher for 2019-2020
- Implement reading intervention strategies in grades 3-5 to address low proficiency in Reading
- Support the work of the Trauma Support Specialist and begin Restorative Practices
- Begin monthly professional development on discourse in every lesson
- Hire staff that support culturally relevant practices.

Structural:

- Create Cool-Down corners in every classroom to promote self-regulation
- Conduct monthly parent education surrounding attendance, at-home work, volunteering, etc.
- Develop a discipline plan to address the discipline referral issues and high referral and suspension rates in anticipation of new school improvement plan goals

QUICK WINS AND ADJUSTMENTS

- There is a clear plan to address five structural areas that required re-visiting: Morning Arrival, Transitions, Cafeteria/Lunch/Recess, Classroom Layout, Dismissal with a clear focus on designing structures to support student engagement and reduce time out of the classroom.
- Focus on a re-design of the middle school model with new staff working on building relationships and restorative practices led by the Trauma Support Specialist.
- Collaborative effort within cohort of principals to design a guidebook of common practices in order that we can rally our efforts for professional development, use of resources and reflection on what is working/not working for our students.
- Developing a common language to discuss the ideas of race and inequity. This continues to be an area of growth as we still struggle as a staff to have the difficult conversations.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

If I model culturally responsive practices and issues of equity into the professional learning opportunities/experiences for my staff and hold teachers accountable for implementing those practices, then culturally responsive practices will be evident in classrooms throughout our school and thus, improve student performance – specifically in Early Literacy.

KEY ACTION PLAN

Individual:

- Analyze and unpack district equity policies
- Study Internalized Oppression and how it impacts oneself.
- Deeper dive into how culturally responsive teaching practices for my own knowledge base
- Harvard Implicit Bias Test

Interpersonal:

- Commitment to examining how bias-based beliefs impact teaching and learning
- Principal book study: "*Difficult Conversations about Race* by Glenn Singleton, *Radical Candor*, *Culturally Responsive School Leadership*
- Walk-through tool for data collection and conversations
- Be mindful of microaggressions

Institutional:

- Culturally responsive teaching practices
- Walk-through Tool

Structural:

- Focus on opportunity structures including negative perceptions of self and impact on college/career readiness

QUICK WINS AND ADJUSTMENTS

- Equity document created
- Walkthrough tool developed and utilized by Leadership Team
- Impact of data collection
- Staff acknowledgement
- Teacher accountability

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

RACINE

LEADERSHIP PROBLEM OF PRACTICE

If I practice being culturally responsive through modeling strategies with my staff during staff meetings and professional development, then my staff will incorporate these strategies in their teaching that will be measured through academic and behavior data.

KEY ACTION PLAN

Individual:

- Reflect on current practice of cultural responsiveness for ourselves and our staff and how it affects student behavior and academic growth.

Interpersonal:

- Conversations during staff meetings and professional development around race.
- Modeling culturally responsive practices in our conversations with staff and students.
- Through observations, conversations around equity take place during post observation meetings.

Institutional:

- Scheduling
- Behavior Professional Development/Coaching
- Assessments
- Budgeting
- Staffing

Structural:

- Staff being mindful of cultural differences and how their response may or may not be culturally relevant to their students both academically and behaviorally.
- Parent Engagement throughout the school year.

QUICK WINS AND ADJUSTMENTS

- Academic: We change how we tested our students this year. We tested our students in smaller groups, which allowed our students to create a relationship with the staff member who proctored their test session.
- Behavior: Most of my staff was open to working together we meet and shared data, so we could figure out ways to help support are students. Most of our wins this year are a result of our collaboration.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Developing Cultural Competence

RACINE

LEADERSHIP PROBLEM OF PRACTICE

If I create opportunities for a reflection journey around research based equity resources then I am going to be prepared to lead our school team through a reflective journey.

KEY ACTION PLAN

Individual:

- Learn, Learn, Learn!
- Reflect...and reflect more.

Interpersonal:

- Solicit feedback on mindsets and actions.
- Analyze district parent survey through an equity lens.
- Model continuous reflection.

QUICK WINS AND ADJUSTMENTS

- Grade level staff email
- Grade level staff conversation
- March Leadership Meeting
- Dual and mono-language relation reflections
- Equity of graduation

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

GREEN BAY

LEADERSHIP PROBLEM OF PRACTICE

If I co-construct a system to build the leadership capacity of my core leadership team to engage in cycles of data driven inquiry as grade level facilitators with grade level Collaborative Learning Teams, then my teachers will use cycles of inquiry, thus fostering a shared investment by all our teaching team to action, assessment, and adjustment of instruction based on evidence to improve student learning and achievement for all students.

KEY ACTION PLAN

Individual:

My commitment to leadership growth: Publicly model language that promotes a belief in the ability of each student and adult to achieve

- focus my learning on equity to shift practices and beliefs in our school
- engage core leadership team as partners for providing equity feedback
- intentionally embed equity practices in our system of collaboration using cycles of inquiry

Interpersonal:

My commitment to leadership growth: Focus on equity practices in our school, using collaborative examination, reflection and conversation of program delivery, access and opportunity for every child and family we serve

- Observation evidence and feedback
- Building trusting partnerships with parents

Institutional:

My commitment to leadership growth: Invest in a system of collaboration to build leadership capacity and engagement in cycles of inquiry focused on student achievement

- relentless focus on evidence and data driven cycles of inquiry
- provide teachers the opportunity to develop a deep understanding of new literacy resources

Structural:

My commitment to leadership growth: Invest in a family partnerships to increase belonging, investment and engagement in student learning and achievement

- formation of a parent focus group with equitable representation and voice
- create opportunities for parents and families to learn alongside children in an authentic environment help parents understand what their children need to know and be able to do

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

GREEN BAY

QUICK WINS AND ADJUSTMENTS

Building Leadership Investment and Capacity:

- weekly core leadership meetings for collaborative planning
- embedding professional learning in cycles of inquiry

Strategic Partnership of Facilitators

- coaching lab classrooms

English Second Language Program Support Teacher

Relentless Focus on Evidence:

- cycles of inquiry with student focused learning plans
- survey feedback informed inquiry process & design of professional learning
- evidence based feedback - classroom practices

Professional Development

Differentiated and embedded as part of the cycles of inquiry

Parent Learning Opportunities:

Welcome to Kindergarten & Grade 1 Event

Parents learning in the classroom: special education, bilingual kindergarten, first grade

New structure: Parent Focus Group

While all students made progress, we are not seeing the transfer of Spanish skills directly to English.

Teachers saw a lack of consistency with interim assessment data.

Students in our watch groups were more likely to be at or above grade level with looking at interim assessments.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

GREEN BAY

LEADERSHIP PROBLEM OF PRACTICE

If I continue to work with staff coaching and crucial conversations around data and increased rigor, aligned with staff goals and our school success plan then I will see increased proficiency and achievement in literacy within our Hispanic bilingual population

KEY ACTION PLAN

Individual:

- Equity Study Group
- Increased understanding of Data and Data Analysis (STAR Spanish decoding, assessments Bridges, Academic Language)
- Behavior support for staff: high challenge classes, new students, increased capacity of staff in NVI and Behavior Focus Room.

Interpersonal:

Institutional:

- Curriculum and Assessment
- District Non Negotiables
- Ongoing systems of data inquiry

Structural:

- Advocating for Bilingual Students and their families:
- Equity in Transportation (Summer School and After School)
- Equity in Staffing and Resources

QUICK WINS AND ADJUSTMENTS

- While all students made progress, we are not seeing the transfer of Spanish skills directly to English.
- Teachers saw a lack of consistency with interim assessment data.
- Students in our watch groups were more likely to be at or above grade level with looking at interim assessments.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

KENOSHA

LEADERSHIP PROBLEM OF PRACTICE

If I lead my team in developing equitable policies and culturally responsive school wide behavior systems, then we will be able to foster growth for all for our students.

KEY ACTION PLAN

Individual:

- Identify champions for equity and diversity within district
- Establish community partners
- Create goals and action steps

Interpersonal:

- Work with school teams to build capacity and create equity within our schools
- Draft equity plan based on data and findings

Institutional:

- Focus on behaviors such as: fixed mindsets, punishing consequences and access gap

Structural:

- Growth mindsets
- Nurture vs. Discipline
- Restorative Practices
- EL Education
- Extended year calendar

QUICK WINS AND ADJUSTMENTS

- District approved and supported
- cont. WULI participation
- Equity Team
- Strategic Plan work
- Cultural Competency work

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MADISON

LEADERSHIP PROBLEM OF PRACTICE

If I intentionally seek feedback from African American parents about their perspectives on positive relationships with their children's teachers and I share this feedback with my staff, then staff will be able to more effectively develop positive relationships with African American parents in order to become more effective teachers of African American children.

KEY ACTION PLAN

Individual:

- Focus on bias-based beliefs
- Met with 13 African American parents
- Focused on their voice about school experiences
- Transcribed the interviews
- Analyzed the narrative data
- Identified key ideas and concepts

Interpersonal:

- Design a training module for staff sharing the key ideas
- Schedule a parent panel to speak during a PD day
- Provide opportunities for staff to talk in small groups and consider the implications for their practice during Circles to encourage risk-taking and more open dialogue

Institutional:

- Focus on parent and family engagement
- Partnership with African American families to support academic achievement
- Disrupt traditional ideas of two-way communication with families

Structural:

- Focus on parent and family engagement
- Partnership with African American families to support academic achievement
- Disrupt traditional ideas of two-way communication with families

QUICK WINS AND ADJUSTMENTS

TEACHER

- Care for the child
- Shared commitment to the child's success
- Focus on learning

PARENT

- Care for the child
- Shared commitment to the child's success
- Focus on learning

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MADISON

LEADERSHIP PROBLEM OF PRACTICE

How might we better integrate the voice of AA students and families into our decision making and leadership structures?

KEY ACTION PLAN

Individual:

- Actively learn, reflect, and adjust my own implicit bias
- Book Study (*White Fragility*)
- WULI Participation
- National Equity Project

Interpersonal:

- Staff PD around race
- New Equity Vision
- Articles & Video
- “Bright Spot” of Learning Partnerships
- Staff Circle Process

Institutional:

- Improve mobile response and behavior incident data collection & analysis
- Classroom engagement plans & coaching
- Deeper with Learning Partnerships
- Create African American Parent Empowerment Group

Structural:

- White liberal identity of community
- Madison history of racial oppression

QUICK WINS AND ADJUSTMENTS

- One on one meetings with Black families deepened personal relationships with families
- New Equity Vision
- “Bright Spots” prompted reflection and strategies to take Learning Partnerships deeper
- Began African-American Parent Empowerment Group
- Circle process with staff built trust and brave spaces for reflection on racial incidents and recognizing implicit bias
- Consistent shared reading instruction across the grade levels with learning targets, culturally responsive texts, and improving scaffolds

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

If teachers target specific skills at the guided reading table, then those students of color will be able to develop the discrete skills necessary to become independent readers.

If teachers create and implement cultural relevant leveled reading books for students within their independent classroom libraries, students will make effective connections and

If teachers focus on specific skill deficits during WIN time using identified resources, and cultural relevant intervention materials, then students of color will grow as readers.

KEY ACTION PLAN

Individual:

- Focus on my explicit and implicit biases to determine my own change as a reflective leader
- Recognize my own advantages as a principal of an elementary community school within the district
- Recognize my disadvantages as a male of color in Milwaukee or WI
- Take the Harvard Bias Test

Interpersonal:

- Complete Year 3 of Learning-Focused Supervision professional development
- Participate in Restorative Circle Book Study with Faculty
- Attend district professional development focusing on equity monitoring conference with staff sharing specific equity data
- Read *Courageous Conversations About Race* by Glenn Singleton book

Institutional:

- Budget money for Literacy professional development
- Guided Reading & Independent Reading w/ Culturally Responsive Practices and books
- Weekly Overview Learning Walk Tool & Classroom Environment Walkthrough Tool
- Restorative Circles/Practices
- Master Schedule

Structural:

- Parent Orientation Specific to Newcomer Families & Series of workshops Learning the United States systems
- Betty Brinn Children's Museum Plan

QUICK WINS AND ADJUSTMENTS

- Develop two qualtrics learning walk tool to collect data on the fidelity of implementing best practices within the Literacy Block (i.e. whole group, small group stations and classroom environment that supports equity)
- Develop and implement a Restorative Practice book study group of 10-15 staff members to support restorative practices in the classroom and school-wide
- Focus on behavior to support teachers in providing behavioral interventions or teachers implementing interventions vs. punitive consequences

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

As the school leader, I must identify my core values as it relates to equity and assess how, where, and when I implement this value to promote unbiased decisions that affect disproportionate suspensions of African American males.

KEY ACTION PLAN

Individual:

- Identify my timeline of personal experiences where I have been the **recipient of discriminatory acts**.
- Identify where these acts have been **suppressed**
- Identify **antecedents that awaken** these feelings
- Identify my **actions towards others** when these feelings are present and unearthed.
- Is there a **pattern of pain**?
- Do the decisions that I make align with my **CORE VALUE**? If not, how does that make me feel about compromising my VALUES?

Interpersonal:

- Engage in conversations where I am an active listener.
- **Seeking clarification** when I do not understand.
- Refrain from being subjective and place value of the uniqueness of each situation or decision being made by others.

Institutional:

- Create a Culturally Responsive Team (Students/Staff)
- Classroom climate will address Respect and Rapport relations in particular how students of color are redirected or engaged in comparison to counterparts. (School created Walkthrough Tool aligns with positive interactions)
- Parent Coordinators will work with instructors to monitor and record positive phone calls to students' homes as well as the completion of "Student of the Week" acknowledgments. (This information will be recorded anonymously to identify what demographic representation is being recognized for what reason and shared with staff.)
- Fiscal planning for professional development of staff, students, and parents for Restorative Practice.

Structural:

- Place College Access Center in close proximity to the main office to promote high expectations for all students.
- Intervention for students will be embedded within the instructional block to include explicit instruction based on goal setting and formative

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MILWAUKEE PUBLIC SCHOOLS

QUICK WINS AND ADJUSTMENTS

- Student attendance increased by 3.2% for students enrolled and the previous year. (83.3% to 86.5%)
- Students' suspension rate decreased by 11% from previous year (23% to 12%)
- Total number of suspensions for the group decreased by 10 from previous year (34 to 24).

Quick Wins:

- Teachers (Core Learning Team) completed informational walks into the classrooms of colleagues with a particular focus on culturally responsive practices in support of student discourse.

Adjustments

- Cell phone policy was modified to include the "voice of the students" in where, when, and how" phones would be used during school hours.
- Classroom walkthrough tool culturally responsive teaching
- Teach Like a Champion

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

As part of supporting my school community, I would like to create an environment that enables three things:

1. Teachers and students to connect with one another.
2. The staff will closely examine the set of beliefs, values, and assumptions they share in a series of scaffold professional development opportunities.
3. Teachers will work together toward common goals and exercise creative leadership to ultimately take responsibility for all students to learn and strengthen connectedness with their school community.

Focusing on these areas will help our students succeed in the classroom and assist us with student achievement. If we use guided math groups with more student led discourse, curriculum map throughout the school year, use assessments to identify skill deficits, and provide a 3 tier intervention; then, the 11th grade male students will exhibit an increase in ACT readiness from 0% to 50% as evidence by the spring 2019 ACT.

KEY ACTION PLAN

Individual:

- Focus on my implicit and explicit bias
- Take the Harvard Bias Test

Interpersonal:

- Support and participate in difficult conversations about race
- Provide opportunities for staff to work on cultural relevance throughout the school year.

Institutional:

- Focus on discipline and disproportionalities
- Work on hiring and developing staff that share in our vision
- Increase the student and family voice throughout our school

Structural:

- Intervention actions and processes in Math classes
- Class size
- Skills
- Grade level instruction
- Higher level attainment in math courses
- Focus on parent and family engagement/voice

QUICK WINS AND ADJUSTMENTS

- Increased opportunities for students to voice opinions/thoughts/ideas and participate in decision making.
- Increased opportunities for parents to voice opinion/thoughts/ideas and participate in their children's education and in the school community.
- The instructional walkthrough tool will be utilized to gather data on and provide a snapshot of current instructional practices. Teachers will be given feedback on sticky notes and emailing teachers with feedback.
- Teacher teams developing specific "look fors" in their content areas.
- One-on-one meetings with your teachers using reflection questioning.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

MILWAUKEE PUBLIC SCHOOLS

LEADERSHIP PROBLEM OF PRACTICE

If we plan and provide Culturally Responsive Professional Development; and
If we create and implement a school touchstone using input from staff and students; and
If we implement the touchstone with fidelity in all we do; and
If we implement Morning Meeting and Morning Assembly; and
If we use committees to track data monthly and redirect as needed;

Then,

We can build relationships with students and families, develop a space of trust and learning and increase the amount of proficient students.

KEY ACTION PLAN

Individual:

As a leader, I will continue to develop an understanding of the history of race and how it directly affects behaviors, communication, learning and teaching through:

- Reading culturally responsive books and creating book study opportunities for the staff
- Speak my truth while allowing all voices to speak theirs

Interpersonal:

- Stakeholders will discuss the elimination of micro aggressive behavior policing (hats, scarves, hoods)
- Monthly work with staff, student and parent groups around the values within the touchstone
- Join a Courageous Conversations Handbook book study with the district

Institutional:

- Student-based and staff based teams to monitor fidelity of the touchstone
- Continuous training for staff on best practices
- PBIS team and homeroom led assemblies to encourage student voice
- Data Tracking (referrals, suspensions, and absenteeism)

Structural:

- Change is difficult
- 400 years cannot be changed overnight
- Staff must rethink lesson planning and classroom learning
- Everyone **MUST** have a voice at the table
- Meeting students and families where they are and not requiring them to meet us

QUICK WINS AND ADJUSTMENTS

Student feedback on Morning Meeting:

- “I like it because we get to know each other.”
- “It helps us communicate and refresh our minds.”
- “I like when we talk about bullying.”
- “We get more focused, re-set, and learn to communicate.”

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Building a School Culture of Excellence with Equity

RACINE

LEADERSHIP PROBLEM OF PRACTICE

My problem of practice focuses on reducing the number of office referred behaviors from our African American students. In an effort to support this, my area of growth specifically focuses on building up our staff to know and understand our communities. We must continue to take the approach of understanding the concept of an individual's backpack.

KEY ACTION PLAN

Individual:

- Model inclusive behavior
- Engage all school-based teams in a continuous feedback loop, focusing on equitable practice

Interpersonal:

- I will work to strengthen my skills through feedback from my supervisor regarding my progress around having difficult conversation

Institutional:

- Budget resources directly to the classroom
- Culturally responsive practices through meetings/circles
- Restorative justice

Structural:

- Racine ranked as the #3 worst city for Black people in America
- The need for diverse modes of communication and family involvement

QUICK WINS AND ADJUSTMENTS

- School Improvement Plan structure
- Superintendent review and support

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Designing a School Improvement Strategy for Results

GREEN BAY

LEADERSHIP PROBLEM OF PRACTICE

Students of color are not represented equitably in our upper level Math courses.

Our headgear policy was not being implemented equitably.

KEY ACTION PLAN

Individual:

- Work with these Math Department to make decisions on the Problem of Practice. Ask staff to look at the stories we tell ourselves about the school, our students and ourselves.

Interpersonal:

- Take the opportunity to have difficult conversations with staff.
- Seek out ways to confront and discuss with staff implicit bias.
- Discuss with key decision makers on the importance of this change.

Institutional:

- Dress code policies/ Discipline
- Enrollment – the items we have in place that make IB accessible only to certain compliant students.

Structural:

- Not enforcing the hat policy.
- Having all kids take IB math courses.

QUICK WINS AND ADJUSTMENTS

- Math teachers encouraged kids to take IB courses in mass. Increase from African-American participation from 8% to 10% in IB courses. (Goal 14% as it represents our school population)
- After the hat policy was communicated out there was decrease in referrals rates for the entire year from 1300 each year for about 4 years to 830 for this year. (Still very disproportionate.)

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Designing a School Improvement Strategy for Results

KENOSHA

LEADERSHIP PROBLEM OF PRACTICE

If I use data and have deeper conversations of “why” underrepresented students do not participate in honors and Advanced Placement (AP) classes, then identifying race and equity barriers of system structures and attitudes for both staff and students will change.

KEY ACTION PLAN

Individual:

- Look for ways to close the achievement gap for all underrepresented students to participate in and meet challenging academic standards in high school honors and AP classes.

Interpersonal:

- Create equity enrollment action plan for 2019-20
- Meet with AP teachers to share current equity data and action plan
- listen to staff ideas and concerns
- implement equity enrollment action plan

Institutional:

- Current State of AP Teachers: Teaching honors and AP classes with the expectation of students entering the class with ALL skills needed to pass with assessment with high marks
- Current State of Students: Taking honors/AP classes to prepare for college and careers is limited to only a few

Structural:

- Work to shift the current mindset of teachers and students regarding who and why students should/should not participate in honors/AP classes.
- Continue discussions of current state as it changes of time: data work with teachers to build relationships with students to build confidence

QUICK WINS AND ADJUSTMENTS

- AP Enrollment Action Plan and discussions took place with AP teachers in February; most committed to initiative
- THS Leadership routinely initiating courageous race and equity barrier conversations
- AP Steering Committee committed to finding ways to teach students’ personal ability skills needed to be successful in honors and AP classes.

CAPSTONE SUMMARY/RESEARCH RESULTS

B. Individual Capstone Information

Theme: Designing a School Improvement Strategy for Results

MADISON

LEADERSHIP PROBLEM OF PRACTICE

If we leverage our Race and Equity Team and Black Student Union to address issues in our school community that impact students of color, then we can more effectively develop learning partnerships, progress academic performance among students of color and improve the school culture and climate.

KEY ACTION PLAN

Individual:

- Implement the Theory of Action

Interpersonal:

- Mobilize the Race and Equity Team

Institutional:

- Ensure “good” hiring
- Data Reviews
- Intentional Questioning
- Observation of Practice
- Staff Strategically
- Master Scheduling

Structural:

- Analyze and Address Demographics at the school
- Establish Race and Equity Team

QUICK WINS AND ADJUSTMENTS

- Listening Sessions (staff, students, families)
- Black Excellence Talks (weekly, focused conversations or actions)
- Race and Equity Team PD
- Visibility (the community needs to see the school leader)
- Principal Survey (for reflection and adjustment)

PRINCIPAL NEXT STEPS

The Wisconsin Urban Leadership Institute participants completed Capstone projects as a required component of this project. Each project presented consisted of their individual problem of practice, the why narrative, next steps and district recommendations. The chart below includes next steps generated by participants that include personal development steps, as well as action items to build and sustain school and district equitable culture:

THEMES	NEXT STEPS
Student Voice	⇒ Continuing our work with student referrals awareness with student voice
Family Engagement	⇒ Expand our Parents in the Classroom Events and align with our Parent Focus Group ⇒ Expand our Parents in the Classroom Events and align with our Parent Focus Group ⇒ Schedule a parent panel to speak during a PD day
Reflective Practitioner(s)	⇒ Conducting several reflecting sessions with those hard racial conversations ⇒ Staff will do a self-assessment of their practices relative to the walkthrough document and do partner check-ins
Staff Development	⇒ Read Overcoming the Achievement Gap Trap and book study with core leadership team: Culturally Responsive Teaching and the Brain ⇒ Provide staff opportunities to talk in small groups and process during Circles to encourage risk-taking and more open dialogue ⇒ Ensure a focus on Equity with staff from Day 1 (Opening Week)
Equity Practices, Strategies and Resources	⇒ Embedding equity practices in our work, disaggregating data and intentionally developing school goals and individual student plans for our marginalized learners (literacy data indicates students of color and our bilingual learners) ⇒ Review Existing Walkthrough Document with Learning Team and use Day 1 and throughout the school year ⇒ Professional learning focus on implicit bias and white fragility
School Support	⇒ Adding more support in math for all incoming 9th graders ⇒ Hiring a consultant to work with our staff throughout the school year

DISTRICT RECOMMENDATIONS

In order to sustain any efforts, there has to be whole system engagement. The Wisconsin Urban Leadership Institute participants completed Capstone projects as a required component of this project which not only included personal and school action plans and recommendations to be considered at the district level. The chart below list district recommendations that include ideas from all participants that represent all five of the largest urban school districts in Wisconsin:

- ⇒ Narrowing the District focus to equity and aligning all supports
- ⇒ More comprehensive plan for teachers to connect to the work of equity in a more purposeful way
- ⇒ Ensure professional learning and resources are identified and a plan is communicated to support the bilingual program shift to paired literacy for grades K-5
- ⇒ Relocate our family engagement coordinators from our District office to our schools
- ⇒ Ensure professional learning and resources are identified and a plan is communicated to support the bilingual program shift to paired literacy for grades K-5
- ⇒ Include Equity Training for all staff throughout the year and tie Equity practices to what schools currently do.
- ⇒ Include Equity as a key part of decision making.
- ⇒ Need to build this work into our on-going equity professional development
- ⇒ Design a training module for staff sharing the key ideas
- ⇒ Ensure that any and all district policies regarding equity is a focus
- ⇒ Continue the focus on equity through all PD sessions (PLI)
- ⇒ Highlight WULI and the equity work
- ⇒ Have WULI participants share resources/ideas w/other administrators
- ⇒ Consider a contingency plan for staffing issues in high-need schools
- ⇒ Connect new and past WULI participants
- ⇒ Culture and climate data collection and reviews are held quarterly
- ⇒ Staff hiring and retention are based on fit
- ⇒ Race and Equity teams exist and are functional in every school
- ⇒ Continue my own personal work with equity dispositions
- ⇒ Continue Vision work so that there is a foundation for the work that is planned and done over the course of the next year.
- ⇒ Develop next steps for school wide difficult conversations outside of administrative team.
- ⇒ Find the time and space for people to reflect on individual goals with regard to equity. (equity dispositions)



APPENDIX

A. Participant Artifacts & Resources

As part of their experience in the program, many participants created their own tools and resources. Several created walkthrough tools while others updated their vision statements. Below you will find some examples of vision, value and belief statements created by participants.

Cohort Generated Artifacts:

PARTICIPANT SCHOOL VISION STATEMENT	PARTICIPANT VALUE & BELIEF STATEMENTS
<p>We are “school name”, where students thrive.</p> <p>We are a community of students, staff, and families that share a sense of belonging where all identities, abilities, and personal talents are valued.</p> <p>We create experiences that are engaging, rigorous, and relevant to students’ lives.</p> <p>We respond to needs and invest in success.</p> <p>We believe in equity and excellence.</p> <p>We are “school name”</p>	<p>We value highly qualified, student-centered staff and support their professional growth.</p> <p>We provide students equitable access to experience rigorous learning environments by continuing to support adults in adjusting their practices.</p> <p>We value educators as people. We want to understand what each adult at Memorial can best contribute, and we want to thoughtfully leverage our staff to meet the needs of our students.</p> <p>We want to be responsive and flexible so that teachers do not feel locked into one role.</p> <p>We value equitable class sizes that promote student-centered learning while honoring unique teacher/ schedule needs.</p> <p>We promote a master scheduling process that is student-centered so as to reduce barriers and promote full accessibility to meet student needs and wants.</p> <p>The diversity and diverse interests of our student body should shape the variety of courses that are offered and equitably supported.</p> <p>We believe that the student population of each course should mirror the demographics of our school.</p> <p>All learning spaces are shared spaces.</p> <p>We develop common and transparent scheduling practices/protocols for all students, families, and staff to follow.</p> <p>Over time, teachers will teach students that represent the diversity of our building and allow for professional stretch and growth.</p>

APPENDIX

B. Resources to Support Principal Next Steps

In this section, you will also find additional resources connected to the principal next steps shared in Section Four.

NEXT STEPS THEMES	RESOURCES
Student Voice	<ul style="list-style-type: none"> ⇒ Five Things I've Learned by Russell Quaglia ⇒ A Second Listen to Student Voice An Education Post Article ⇒ This Education Week article highlights Roosevelt High School in Des Moines, Iowa, where teachers are getting candid feedback from their students on how to make classes more engaging and feel more inclusive of all students.
Family Engagement	<ul style="list-style-type: none"> ⇒ <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (2002)</i>, by Anne T. Henderson and Karen L. Mapp. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory. Available through their web site at http://www.sedl.org/connections/resources/Keyfindings-reference.pdf. ⇒ <i>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships (2007)</i>, by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies. New York: The New Press
Reflective Practitioner(s)	<ul style="list-style-type: none"> ⇒ Layla Saad is a writer, speaker, podcast host and racial justice advocate whose work explores the intersections of race, spirituality, feminism, and leadership. Part education, part activation, the Me And White Supremacy Workbook is a personal anti-racism tool for beginning to examine one's own white privilege and role in the oppressive system of white supremacy. ⇒ In So You Want to Talk About Race, Ijeoma Oluo discusses the racial landscape in America, covering everything from police brutality to intersectionality to micro-aggressions
Staff Development	<ul style="list-style-type: none"> ⇒ This article, Interrupting patterns of participation in staff meetings gives concrete suggestions for diversifying the voices in meetings including development of 'radical norms' and using process checks ⇒ This article From Safe Spaces to Brave Spaces: a new way to frame dialogue around diversity and social justice flips commonly used ground rules, to be more brave rules

APPENDIX

C. Additional Resources

Books

Inspired by the events surrounding the police shooting of Oscar Grant, [The Hate U Give](#) by Angie Thomas is the story of a 16-year-old girl who witnesses the police shooting of her friend and the events that follow.

[Race Frameworks: A Multidimensional Theory of Racism and Education](#) by Zeus Leonardo offers guidance for instructors and researchers around the frameworks of race and racism in education, including Critical Race Theory, Marxism, Whiteness Studies, and Cultural Studies.

[White Latino Privilege: Caribbean Latino Perspectives in the Second Decade of the 21st Century](#) by Dr. Gabriel Haslip-Viera explores the often-ignored concept of white Latino privilege and how it shows up in a multitude of ways—not just in America but throughout many other Spanish-speaking countries.

[White Fragility: Why It's So Hard for White People to Talk About Racism](#) by Robin DiAngelo explores the origins of white fragility, how it feeds racial inequality, and how we can combat it.

[Culturally Responsive Teaching & The Brain](#) by Zaretta Hammond is a guide to culturally responsive instruction, providing a neuroscience-backed approach to implementation.

[The School Leaders Our Children Deserve](#) by George Theoharis recounts the experiences of school leaders committed to advancing equity, social justice, and school reform, providing examples of why social justice leadership is necessary.

[Culturally Responsive School Leadership](#) by Muhammad Khalifal demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices.

[Student Voice: An Instrument of Change](#) by Russell J. Quaqlia and Michael J Corso aims to help improve instruction by encouraging educators to truly listen to students and learn from what is shared.

[Coming of Age in Mississippi](#) by Anne Moody is an autobiographical story of the author's upbringing in rural Mississippi. Though published in 1968, the book has real relevance in today's racially charged America.

Kenneth Jones' and Tema Okun's [Characteristics of White Supremacy Culture](#) tool helps us to understand these characteristics and offers antidotes to prevent/undo them.

As some Americans hoped for a post-racial America after President Obama was elected, in [Stamped from the Beginning: The Definitive History of Racist Ideas in America](#), Ibram X. Kendi asserts that racism is very much alive and well, exploring the development and proliferation of racist ideas in this country.

[White Spaces Missing Faces](#) by Catrice Jackson identifies eight reasons why women of color don't trust white women and offers candid commentary on what white women can do to earn and keep that trust.

APPENDIX

C. Additional Resources

Films/Short Videos

[America to Me](#) is a documentary series that “examines racial, economic and class issues in contemporary American education” as they follow the students and faculty of a Chicago-area high school.

Kimberlé Crenshaw explains the term “intersectionality” in this powerful TedTalk [The Urgency of Intersectionality](#)

[Why “I’m Not Racist” Is Only Half the Story](#) is a short video that breaks down some of Robin DiAngelo’s work around white fragility.

In [Five Things You Should Know About Racism](#), Franchesca Ramsey provides useful definitions and examples we can all use.

13th is a documentary that tells the story of the rise of mass incarceration – the communities demolished as a result and the companies and individuals who have benefited from it

[Race: The Power of an Illusion](#) An eye-opening three-part series confronting our myths and misconceptions about race through the distinct lenses of science, history and social institutions.

Articles and Guides

The April 2019 issue of [Educational Leadership](#) is titled, “Separate and Still Unequal: Race in America's Schools” and features articles from many prominent voices in the field of race and equity.

[ASCD Express](#) reflects on the 65th anniversary of Brown vs. Board of Education with an issue titled, “Putting Race on the Table in America’s Schools”

Facing History and Ourselves developed a [guide](#) for teachers to navigate conversations with their students after news of a mass shooting, terrorist attack, or other violent event. The guide also gives ideas on how to help students explore the nature and impact of hate crimes, and consider ways that communities respond to hate and violence. Finally, it offers recommendations to help students engage with ongoing news coverage in a responsible way.

Facing History and Ourselves provides a variety of [resources](#) including a TED talk on unpacking the current segregation issue in the United States

[National Standards for Family-School Partnerships](#)

[Classroom Family Engagement Rubric](#) by Flamboyan Foundation

[Parent Friendly Schools-Starting the Conversation](#) Iowa Parent Information Resource Center
www.iowaparents.org

[Speak Up at School: How to Respond to Everyday Prejudice, Bias and Stereotype.](#)

Podcasts

[On One with Angela Rye](#) is a weekly discussion of political, racial, and pop culture.

[Revisionist History](#) takes historical elements — an event, a person, or an idea — and then reinterprets them. “Because sometimes the past deserves a second chance.”

In [CodeSwitch](#), journalists of color break down issues of race and equity encountered in different areas of everyday life. A must listen.

This report developed by:

